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A Study Of Students In The Educational Opportunity Program At California State College, Stanislaus, 1969-1974.

Norbert Michael Gonzales
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A STUDY OF STUDENTS
IN THE EDUCATIONAL OPPORTUNITY PROGRAM
AT CALIFORNIA STATE COLLEGE, STANISLAUS, 1969-1974

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Norbert Michael Gonzales
May 1975

This dissertation, written and submitted by

Norbert Michael Gonzales

is approved for recommendation to the Committee
on Graduate Studies, University of the Pacific

Dean of the School or Department Chairman:

Oscar T. Jaramin

Dissertation Committee:

J. Marc Jantzen

Chairman

B. R. Hopkins

Meliton Lopez

Patricia Goumanz Wagner

Kenneth Shroder

Dated

May 9, 1975

CON RAZÓN

To my wife Jennie Lee whose
undying devotion and inner strength,
through the most tragic and difficult
time of her life, gave me the will to
succeed.

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CHAPTER I

STATEMENT OF THE PROBLEM

Access to higher education for low income, disadvantaged, and minority students has been, on a large scale basis, a recent phenomenon. According to Bess three main thrusts have supported the concept of public education for the masses, the Land Grant Act of 1862, the community college movement, and the G.I. Bill. This mass movement has not been equally distributed among all segments of the society. It was noticed as early as 1944 that there were substantial inequities in the degree of support for schools attended primarily by minority and poverty level students.¹

In terms of the essence of the problem, for the disadvantaged student who has not had access to higher education, some early attempts at developing access programs were as follows: in 1959 a National Scholarship Service and Fund for Negro Students was begun;²

¹Robert Oliver Bess, "Academic Performance and Persistence Characteristics of Special Admission Minority-Poor Freshmen and Regular Freshmen at Six California State Colleges" (unpublished Doctoral dissertation, University of Southern California, Los Angeles, 1972), p. 1.

²Ibid., p. 2.

the Ford Foundation established an Office of Special Projects within its Educational Research Division in 1966; the University of California at Los Angeles began a pilot Educational Opportunity Program in 1968,³ and the California State Legislature passed the Harmer Bill (SB 1072), in 1969.⁴

The following quotation illustrates the rapid growth in American education. "A century ago, barely 3 or 4 percent of Americans continued their formal, institutionalized training beyond secondary school; today 50 percent do so."⁵ This growth has been observed by the minority population of America, and although access to higher education seems to be available to more and more Americans, which has assumed upward mobility, "the educationally disfranchised are persuaded that they are denied access to equitable

³Donald R. Gerth and James O. Maehn, The Invisible Giant: The California State Colleges (San Francisco: Jossey-Bass, Inc., 1971), p. 153.

⁴"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges" (Los Angeles: The California State Colleges, November, 1969), p. 1. (Mimeographed.)

⁵Fred E. Crossland, "Minority Access to College: A Ford Foundation Report," (New York: Schocken Books, 1971), p. 3.

rewards, status, and social participation."⁶ A 1968 Gallup poll pointed out that 97 percent of all parents questioned wanted their children to enter college.⁷ The national trend appears to be toward extending universal education beyond high school.

Corson stated that minorities have begun to ask for their share. The Black student historically has had to choose between two undesirable alternatives, whether to attend a basically inferior, predominantly Negro college or a school in which the emotional strain of being one of a very few Blacks in a White student body may outweigh or offset the value of a potentially better education.⁸ For instance, in 1968 there were approximately 150,000 students attending Negro colleges and 95,000 attending predominantly White schools out of a total of 4,760,000 students enrolled full time in all accredited institutions of higher learning in the United States. Thus, approximately 5.1 percent of the total enrollment were Black students. These

⁶ Ibid., p. 4.

⁷ Carnegie Commission on Higher Education, Quality and Equality: New Levels of Federal Responsibility for Higher Education, (New York: McGraw-Hill Book Company, 1968), p. 4.

⁸ William R. Corson, Promise or Peril (New York: W. W. Norton and Company, 1970), p. 41.

figures indicate that 61 percent of all Black students attending college full time in 1968 were enrolled in Negro colleges.⁹ Brussell stated that the Chicano is at a greater disadvantage than the Black. From childhood the Chicano student is introduced to American education from a negative viewpoint.¹⁰

He comes to school, not only without a word of English but without the environmental experience upon which school life is based. He cannot speak to the teacher and is unable to understand what goes on about him in the classroom. He finally submits to rote learning, parroting words and processes in self-defense.¹¹

Knoell emphasized that this imperfect learning situation continued until the student either drops out or terminates upon graduation from high school, since the student does not have the traditional tools to continue on to higher education.¹²

By the mid 1960's a variety of factors seem to converge and act to heighten interest in and action aimed at creating greater opportunity for higher educa-

⁹Ibid., p. 40.

¹⁰Charles B. Brussell, Disadvantaged Mexican American Children and Early Educational Experience (Austin, Texas: Southwest Educational Development Corporation, 1968), p. 40.

¹¹Ibid.

¹²Dorothy M. Knoell, "Are Our Colleges Really Accessible to the Poor?" Junior College Journal, 39 (October, 1968), p. 9.

tion. Stokely Carmichael and Malcom X began to teach a new philosophy for the betterment of Blacks.¹³ The Martin Luther King assassination and confrontations during the summer of 1968 and the academic year 1968-69 caused institutions of higher education to move the problems of the disadvantaged near the top of their priority list of problems to be faced.¹⁴ Thus, higher education began to assess its role in perpetuating racist characteristics in our society and to consider how it might help eliminate the problem.¹⁵

Crossland maintained that during the 1960's minority group students began to make enrollment increases in large measure as a result of the accelerated civil rights movement, increased White consciousness of historic inequities and the brutalizing impact of racial prejudice.¹⁶ Almost out of national guilt,

. . .the National Advisory Committee on Civil Disorders recommended that there be greatly

¹³Gerth and Haehn, op. cit., p. 151.

¹⁴S. A. Kindrich and Charles L. Thomas, "Transition from School to College," Review of Educational Research, 40, No. 1 (1970), p. 152.

¹⁵Gerth and Haehn, loc. cit.

¹⁶Crossland, op. cit., p. 4.

expanded opportunity for higher education through increased assistance to the disadvantaged.¹⁷

Corson makes reference to the fact that although colleges and universities began to open their doors to minority students there existed only a limited pool of candidates.¹⁸ A study completed by Grebler, Guzman, and Moore showed that the median school years completed by Anglos was 12.0, for Blacks 9.7, for Chicanos 8.1. They also pointed out that these statistics do not take into account differences in the quality of education.¹⁹ Statistics have also shown that for every 100 Chicanos entering school, 23 will enter college, and 5 will complete all four years, whereas among Anglo students, the corresponding figures are 49 percent entering and 24 percent completing.²⁰

In Kitano's study, he found that like the dilemma of poverty itself, college access is a complex phenomenon.

¹⁷Bess, op. cit., p. 3.

¹⁸Corson, loc. cit.

¹⁹Leo Grebler, Ralph C. Guzman, and Joan W. Moore, The Mexican American People (New York: The Free Press, 1970), p. 143.

²⁰Richard I. Ferrin, Richard W. Jonsen, and Cesar M. Trimble, "Access to College for Mexican Americans in the Southwest," Higher Education Surveys, Report No. 6 (Princeton, New Jersey: College Entrance Examination Board, 1972), p. 4.

California, in the late '60's and early '70's, began to open its doors to minority students by lowering admissions requirements. No longer did minority students need to be enrolled in college preparatory classes, receive high grades, or even score reasonably well on entrance examinations such as the Scholastic Aptitude Test (SAT) or American College Test (ACT). Institutions which had traditionally served the top 10 percent of the population were suddenly confronted with the choice between elitism and universalism, between tuition and free education, and between traditional and multi-purpose educational systems. The crux of the problem was not a matter of a policy of special admissions, financial support, and setting up special programs, but one of enabling students who were totally unprepared to compete in the traditional college environment and complete a four year degree. The odds against these students were incredible.²¹

Five years have passed since the Harmer Bill (SB 1072) was passed in the State of California, signed

²¹Harry H. L. Kitano and Dorothy L. Miller, "An Assessment of Educational Opportunity Programs in California Higher Education," Coordinating Council for Higher Education Report 70-1 (San Francisco: Scientific Analysis Corporation, 1970), p. Preface.

by the Governor on August 31, 1969, becoming law on November 10, 1969.²² The Bill provided a formula for a special program called the Educational Opportunity Program to be established at each of the nineteen California State Colleges. Senate Bill 1072 (Harmer Bill) provided funds for a professional and secretarial staff, student assistants, tutoring, curriculum advisement, counseling, housing, health referrals, fee waivers, and financial aid to attend college.²³ Thus, Kitano and Miller stated that with the passage of SB 1072, California became one of the first states to implement, on a large scale basis, the resolution of major policy questions that arise from the dilemma facing an educational system of elitism versus one of universal access.²⁴

I. NEED AND IMPORTANCE OF THE STUDY

This study is important in that prior to the passage of the Harmer Bill (SB 1072) there had not been adequate means for minority, low income, and disadvantaged students to gain access to higher education. In researching the

²²"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," loc. cit.

²³Ibid., p. 2.

²⁴Kitano and Miller, loc. cit.

literature, no studies were found which addressed themselves to a longitudinal investigation of this nature and which examined a program structured to meet the needs of minority students. The attempt in this study is not to compare the students enrolled in the Educational Opportunity Program to the general student population but to examine and describe the process by which the program was initiated, structured, and implemented. It will describe the procedures involved in student retention, evaluation for financial aid, and the various types of supportive services. Further, this dissertation attempts to show that, given the opportunity to enroll in higher education and when provided with appropriate supportive assistance, disadvantaged, low income, minority students can succeed in college.

II. THE PROBLEM

The purpose of this study is to examine and describe the process whereby an Educational Opportunity Program for low income, disadvantaged students at California State College, Stanislaus was initiated, its structure, the implementation of procedures for admitting nontraditional students to college, as well as to examine and describe the retention of students, their evaluation for financial aid, and supportive services offered.

III. PURPOSE OF THE STUDY

This study consists of a limited number of minority students, all of whom are low income, disadvantaged students and who were on the Educational Opportunity Program at California State College, Stanislaus, from the pilot program in 1969 through 1974. The study will detail the characteristics of students who did not qualify to enter college under traditional circumstances. Variables and characteristics within the sample population itself will be examined. The crux of the study is to determine and compare the educational progress of Educational Opportunity Program students in the following areas: number of years attended; number of units attempted; high school grade point average upon entrance to college; Scholastic Aptitude Test (SAT) scores; college grade point average; family size; family income; financial aid received; and supportive services such as tutoring and personal counseling.

IV. QUESTIONS TO BE ANSWERED

1. How was the program structured to recruit and admit students, and develop supportive services to meet the needs of Educational Opportunity

Program (EOP) students at California State College, Stanislaus (CSCS)?

2. What institutional commitment was made for EOP students to succeed?
3. What was the mean family size and income of students in the EOP program at CSCS?
4. To what extent did the SAT correlate with grade point average for these EOP students at CSCS?
5. Did the SAT predict whether an EOP student would succeed and graduate from CSCS?
6. Are there differences in grade point average performance between male/female?
7. How did the average grade point of EOP students compare with that of regularly admitted students?
8. What was the mean financial aid package by year of EOP students at CSCS?
9. What percentage of the students entering the EOP program graduated from CSCS?
10. How many of the EOP students in the sample graduated and subsequently pursued post baccalaureate study?
11. What percentage of EOP students at CSCS graduated from college in four years?

12. What are the objectives and/or occupations the sample EOP students (1975) presently pursuing?

V. LIMITATION OF THE STUDY

There are two major limitations in this study. The first is the fact that the sample includes two small groups of students and is a one site study. The main group, consisting of 54 students, had complete admission folders (regular California State College, Stanislaus application, high school nomination, two letters of recommendation, financial aid package, high school or junior college transcripts, and Scholastic Aptitude Test (SAT) scores. The second group, consisting of 14 students, did not have complete folders (SAT scores were missing). This group will be examined separately. Secondly, literature directly related to a longitudinal study of EOP programs is virtually nonexistent. Therefore, Chapter II deals generally rather than specifically with the dissertation problem: characteristics of minority, low income, disadvantaged students and barriers which hinder these students from entering higher education.

VI. DEFINITION OF TERMS

Black. A term used for ethnic identification by Negro youth. This term is used in the context of this paper unless otherwise noted.²⁵

Chicano. A term used for ethnic identification by Mexican American youth. This term is used in the context of this paper unless otherwise noted.²⁶

Disadvantaged, low income, minority students.
The basic definition of an Educational Opportunity Program student as presented in Title 5 of the California Administrative Code states:

The term disadvantaged student means a student who comes from a low income family, has the potential to perform satisfactorily on the college level but who has been and appears to be unable to realize that potential without special assistance because of his economic, cultural, or educational background or environment.²⁷

²⁵The Black Revolution, an Ebony Special, Charles V. Hamilton, "How Black is Black" (Chicago: Johnson Publishing Company, Inc., 1970), pp. 23-24.

²⁶David J. Weber (ed.), Foreigners in Their Native Land. Historical Roots of the Mexican Americans (Albuquerque: University of New Mexico Press, 1973), pp. 8-9.

²⁷Title 5, California Administrative Code, Section 35 (Sacramento: Office of Administrative Procedure, Department of General Services, August 26, 1972), p. 475.

Educational Opportunity Program (EOP). A program passed by the State of California Legislature in 1969, (SB 1072 Harmer Bill, to provide grants and, where appropriate, educational assistance for undergraduate study, at California State Colleges to students who are economically disadvantaged but who display potential for success in accredited curricula offered by the California State Colleges.²⁸

GPA. Grade point average based upon a five-point scale where 4.0 is for A, 3.0 for B, 2.0 for C, 1.0 for D, and Zero point zero is for F.²⁹

High risk. Students who were not enrolled in college preparatory classes nor have been counseled toward attending college but who display potential for success in college.³⁰

²⁸State of California, Department of Finance, "The State College Educational Opportunity Program," Report on a Management and Program Audit (Sacramento: State of California, Department of Finance, October, 1970), p. 1.

²⁹1972-73 California State College, Stanislaus Catalog (Sacramento: California State Government Printing Office, 1972), p. 40.

³⁰"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 22.

SAT. The Scholastic Aptitude Test of the College Entrance Examination Board, a college entrance test consisting of verbal (V) and mathematical (M) subtests. Unless otherwise noted, scores reported represent the combination of V and M.³¹

Special admissions. Regular admissions standards are waived and nontraditional methods are used for admissions, such as: interviews; letters of recommendation; and autobiographies.³²

Supportive services. Services such as financial aid, tutoring, peer counseling, professional counseling, remedial reading and writing courses, and special orientation.³³

VII. SUMMARY

This first chapter has addressed itself to a statement of the problem and the purpose and scope of the study. Chapter II, "Review of the Literature,"

³¹Address: College Board Testing Program, Box 592A, Princeton, New Jersey.

³²"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 20.

³³Ibid., p. 22.

will attempt to show that gross inequities do exist when considering educational opportunities for the disadvantaged, low income, minority youth of America.

Three additional chapters complete the remainder of this dissertation: (1) Chapter III, "The Setting and Design of the Study; (2) Chapter IV, "Analysis of the Data;" and (3) Chapter V, "Summary, Conclusions, and Recommendations."

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will address itself to the review of the literature concerning two main points: (1) characteristics of the disadvantaged; (2) barriers to selectivity into higher education; (3) the barrier of poor preparation and financial disabilities; and (4) the barrier of admissions and recruitment.

I. CHARACTERISTICS OF THE DISADVANTAGED

There are a variety of interpretations as to who the disadvantaged are, from economic interpretations to psychological to cultural interpretations. This portion will present the variety of authors who have studied the disadvantaged and who, they feel, the disadvantaged are.

Allan C. Ornstein, in an article on the disadvantaged, stated that in terms of economics the President's Council of Economic Advisors, using the 1962 price index, reported that a family of four is poor if their annual income is \$3,000 or less. A single person is considered poor if he earns less than \$1,500. With this in mind, the Administration maintains that

between 33 and 35 million Americans scrape along in poverty.¹ Although these levels, which have been raised to the present level of \$3,356 for a family of four and \$2,254 for a family of two by the Department of Health, Education and Welfare, one can see that with the rising inflation and cost of a college education the difficulty that someone falling within these categories would have.²

The group with which this writer is concerned, the disadvantaged youth, which Ornstein stated, composes approximately 40 of the 70 million Americans, is confronted with a problem in which "an enormous concentration of young people who, if they do not receive immediate help, may well be the source of a kind of heredity (deprivation) new to American society."³ The most significant point made by Ornstein is the attitudes of the young people caught up in the wheels of poverty. He stated:

Disadvantaged children are usually too demoralized and frustrated, and too powerless to combat

¹Allan C. Ornstein, "Who Are the Disadvantaged?" Journal of Secondary Education, 41, No. 4 (April, 1966), p. 154.

²See Appendix A. Guidelines prepared by the Office of Health, Education and Welfare for the Division of Student Assistance, 1971.

³Ornstein, op. cit., p. 155.

the forces that confuse and ensnare their lives. They know they are failures, and they are convinced they always will be. They live in defeat and despair, and feel inferior and exiled from the prevailing society. The majority are too disillusioned and dispirited to care. They have been rejected and discouraged too many times to have any idea of hope or ambition. They will not even try to do what is necessary to escape⁴ their deprivation--stay in school for instance.

Thompson, Parillo, and Duval, in separate studies, all observed that low socioeconomic backgrounds generally expressed comparatively negative self-perceptions; that these students were insecure, felt they were less responsible, and displayed more concern over physical characteristics than the achievers.⁵

Gray, Curl, Nimmicht, Hunt, and Ornstein listed categories in which they felt the disadvantaged students

⁴Ibid.

⁵Katherin Ann Seric Thompson, "Predictions of College Success for Disadvantaged Students and Typical Students Using Non-Cognitive Variables" (unpublished Doctoral dissertation, Claremont Graduate School and University Center, Claremont, California, 1971), p. 6.

Vincent Nicholas Parillo, "Predicting Academic Success in College for Disadvantaged Students" (unpublished Doctoral dissertation, Rutgers University, New Brunswick, New Jersey, 1971), p. 30.

William Francis Duval, "Alienation Characteristics of Selected Groups of Disadvantaged Freshman Students and Their Relationships to Success in College" (unpublished Doctoral dissertation, Indiana University, Bloomington, 1970), p. 28.

fall. These categories are (1) noticeably limited in motivation to achieve; (2) unable to postpone immediate gratification for more distant goals; (3) experience difficulty in persisting towards the more distant goals; (4) comes from a family which places low value on academic performance; (5) is glaringly weak in language development and verbalization skills; (6) is lacking in concept formation; (7) lacks aggressiveness in some instances, reaching that stage of passivity which is detrimental to his school progress; (8) absence of the father in the home; (9) a large family and crowded home; (10) a parental attitude of psychological defeat; (11) low self-esteem from the fact that these students have been deprived of many competence-building experiences; (12) feeling of powerlessness with little self-determination; (13) the failure to understand the educational system; and (14) most have limited social experiences which are conducive to success in higher education and for many their world does not extend more than one mile from their home.⁶

⁶Susan Gray, "The Performance of the Culturally Deprived Child, Contributing Variables," Journal of Negro Education, 36, No. 3 (Summer, 1967), pp. 326-327.

Gerald Allen Curl, "A Comparison of Freshman Achievers and Non-Achievers from Economically Deprived

When considering the family, Nimnicht stated:

Intellectual development of a young child is the quantity and the quality of the interaction between him and adults. Not only does poor quality interaction retard intellectual development, it also fails to nurture a positive self-concept. . . . Thus portraying the fact that the cause and effects of poverty tend to reduce both quantity and quality of adult-child interaction.⁷

Nimnicht also stated:

. . . within the family environment low parental achievement means several things: Because the parents have not had a lot of experience with education, they may not understand the educational process. They don't understand how they can change⁸ the system to make it more responsive to the child.

Halliday stated that the environmental disadvantages relating to the lack of adequate housing and the multiple disadvantages of poverty neighborhoods have a lasting impact upon the lives of disadvantaged youth.

⁶continued.

Families" (unpublished Doctoral dissertation, University of Illinois, Urbana, 1970), pp. 40-41.

Glen Nimnicht, "Environmentally Deprived Children" (document resume presented to the Department of Health, Education and Welfare, Washington, July, 1969), pp. 1-10.

David E. Hunt, "Adolescence: Culture Deprivation, Poverty and the Dropout," Review of Educational Research, 36, No. 4 (October, 1966), p. 463.

Ornstein, op. cit., pp. 157-160.

⁷Nimnicht, op. cit., p. 2.

⁸Ibid., p. 4.

Necessarily these disadvantages are reflected in their performance in school.⁹ Halliday related that her research pointed to the fact that there is a

. . . scarcity of objects of all types, especially books, pencils, paper, and other materials necessary for the child's school activities. This lack of basic materials adds to the negative aspect of the disadvantaged youth's environment conditions and limits the breadth of the child's learning process.¹⁰

Healey, Thompson, and Smith stated that children from the lower socioeconomic strata tend to aspire to ideals of personal beauty and fame, not to the moral and intellectual qualities characteristic of the middle class student, such as task orientation, and that the child's academic negative success is a result of his low self-concept, that the rejecting experience provided in the middle class schools helps to reinforce the lack of self-respect, that meeting daily needs is more important than long range goals, and that education must face the possible incompatibility of the lower class child with the middle class teacher since the teacher's distaste for the manners and the language of the

⁹Laura M. Halliday, "Teacher's Perception of Disadvantaged Youth" (unpublished Doctoral dissertation, Pennsylvania State University, University Park, 1971), p. 10.

¹⁰Ibid., p. 13.

lower class child may result in the development of a negative self-concept by the student.¹¹

Ornstein believed that the total hostile environment, especially for the disadvantaged youth, is responsible for a dropout rate in the high schools of 60 to 70 percent and that the combination of their impoverished environment and limited experiences hinders the development of their memory and language skills.¹²

Nimmicht further stated that the school contributes to the deprivation of a disadvantaged student especially if he is not White. The schools tend to teach him that he is inferior and cannot learn. The school reinforces some of the worst aspects of his environment, thus the child will not develop an intellectual ability since the school system simply does

¹¹Gary W. Healey, "Self-Concept: A Comparison of Negro-Anglo and Spanish-American Students Across Ethnic, Sex, and Socioeconomic Variables" (unpublished Doctoral dissertation, New Mexico State University, University Park, 1969), pp. 31-36.

Thompson, loc. cit.

George Worth Smith, "Correlates of Academic Achievement for Mexican-American Students" (unpublished Doctoral dissertation, Texas Technological University, Lubbock, 1969), p. 13.

¹²Ornstein, op. cit., pp. 155-160.

not respond to the life style from which a disadvantaged student comes.¹³

Hodges related that family social class, as it relates to the father's occupation and education, is an important variable which is causal to a student's success in education. In disadvantaged homes, in which one parent is missing, the question becomes where does such a child receive his aspiration for education. Even when the father is present, if he has no formal education, no occupation, and no economic basis for supporting his family, the male image is crushed. Thus the student becomes occupied with other priorities which do not include education.¹⁴

It is little wonder that Crossland's figures on minorities in higher education show a lack of minority representation. Crossland related the following statistics for the general population:

¹³Nimmicht, op. cit., pp. 6-7.

¹⁴Glenn Hodges, Sr., "Predicting Academic Achievement of Special Admit Students at Pennsylvania State University" (unpublished Doctoral dissertation, Pennsylvania State University, University Park, 1971), pp. 34-35.

TOTAL POPULATION FIGURES FOR 1970

| | | |
|-------------------|--------------------|----------------------|
| Black Americans | 23,500,000 | 11.5% |
| Mexican Americans | 5,500,000 | 2.4 |
| American Indians | 700,000 | 0.4 |
| Other Minorities | <u>1,500,000</u> | <u>0.7</u> |
| Subtotal | 30,750,000 | 15.0% |
| All Others | <u>174,250,000</u> | <u>85.0</u> |
| Total | 205,000,000 | 100.0% ¹⁵ |

Yet the estimated total higher education enrollment in the fall of 1970 was as follows:

COLLEGE ENROLLMENT POPULATION FIGURES FOR 1970

| | | |
|-------------------|------------------|----------------------|
| Black Americans | 470,000 | 5.8% |
| Mexican Americans | 50,000 | 0.6 |
| American Indians | 4,000 | 0.1 |
| Other Minorities | <u>20,000</u> | <u>0.3</u> |
| Subtotal | 544,000 | 6.8% |
| All Others | <u>7,506,000</u> | <u>93.2</u> |
| Total | 8,050,000 | 100.0% ¹⁶ |

¹⁵Fred E. Crossland, "Minority Access to College: A Ford Foundation Report," (New York: Schocken, 1971), p. 10.

¹⁶Ibid., p. 13.

The ratio of the minority population underrepresentation may be determined by computing the relationship between each minority's estimated enrollment and its estimated total population.

THE RATIO OF THE MINORITY POPULATION
UNDERREPRESENTATION AS COMPARED TO THE TOTAL POPULATION

| | % of population enrolled |
|-------------------|-----------------------------|
| Black Americans | 2.0 |
| Mexican Americans | 1.0 |
| Other Minorities | 1.3 |
| American Indians | <u>0.6</u> |
| Subtotal | 1.8 |
| All Others | <u>4.3</u> |
| Total | 3.9 ¹⁷ |

To achieve proportional representation the enrollment of minorities would have to be increased to the point at which their ratios were the same as that given above for "All Others" (4.3%). For instance, to reach that goal, Black enrollment in 1970 would have

¹⁷Ibid., p. 15.

to be increased by 543,000 (from 470,000 to 1,013,000), an increase of 116 percent.¹⁸

In the southwest a National Education Association survey showed that half of the males and nearly half of the females 14 years and over had not gone beyond the eighth grade. And, the following had completed one or more years of college:

| | Total population | Chicano |
|---------|------------------|--------------------|
| Males | 23.4% | 8.8% |
| Females | 19.4% | 6.2% ¹⁹ |

Curl felt that minority children enter the school situation so poorly prepared that to produce what the school requires initial failures are almost inevitable and the school experience becomes negatively rather than positively reinforced.²⁰

Riessman stated that the deprived child clearly is not happy at school, does not read well, appears

¹⁸ Ibid.

¹⁹ National Education Association, Department of Rural Education, "The Invisible Minority," Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish Speaking, (Washington, Government Printing Office, 1966), p. 4.

²⁰ Curl, op. cit., p. 32.

unmotivated, is antagonistic to the teacher, possesses no well-formulated career plan, and has no quiet place to study.²¹ Deutsch, in his study of the disadvantaged child said that not only do they fall behind in the basic skills, such as reading and arithmetic, but they also respond minimally to the functions of the school. These functions include instilling of respect for knowledge, the fostering of the development of the cognitive skills necessary for acquiring knowledge, and that general function of equipping to succeed in school.²²

Thus, says Halliday:

. . .poverty stricken individuals need to survive at a subsistence level of living. Family members recognize that it is fruitless to pay attention to the future when all their resources are needed for present day survival.²³

Finally the California Advisory Committee on Compensatory Education concluded that the disadvantaged students could generally be identified as those who were:

. . .below average in school achievement as measured by standardized tests, and who, in addition, had

²¹Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 112.

²²M. Deutsch, "The Disadvantaged Child and the Learning Process," Education in Depressed Areas (New York: Bureau of Publications, Teachers College, Columbia University, 1963), pp. 163-165.

²³Halliday, op. cit., pp. 14-15.

some combination of one or more of the following problems: (1) economic deprivation attributable to an absent, nonproducing, or marginally producing breadwinner; (2) social alienation caused by racial or ethnic discrimination; (3) geographic isolation because of transiency, or residence in an area far removed from adequate educational facilities; and (4) students from disadvantaged backgrounds tend to lack the social experiences which the curriculum assumed to be common to all students.²⁴

Riessman also concluded by stating that the overall characteristics of the disadvantaged student included the following: (1) slow in cognitive tasks but by no means stupid; (2) learned more through a concrete physical approach; (3) often appeared to be anti-intellectual, pragmatic rather than theoretical; (4) generally felt alienated from the larger social structure, with resultant frustration; (5) appreciated knowledge for its practical, vocational ends, but rarely valued it for its own sake; (6) is deficient in auditory attention and interpretation skills; and (7) read ineffectively and was deficient in the communication skills generally.²⁵

²⁴Samuel Lesley Creighton, "The Quest for New Methods for Predicting the Academic Achievement of Economically Disadvantaged College Students" (unpublished Doctoral dissertation, University of Toledo, Ohio, 1971), p. 14.

²⁵Riessman, op. cit., p. 11.

Adverse stereotyping has been one of the ingredients which has hindered minorities in their pursuit of higher education. Much has been written about the characteristics of the Chicano and Black students in terms of stereotyping. Hernandez stated that one of the greatest limitations to the minority student is that stereotyping is all inclusive. For instance, Chicanos are seen as "undependable, irresponsible, indolent, dirty and unhealthy. They refuse to learn English and cling stubbornly to their native language and Mexican culture."²⁶ Hernandez maintained that this is not the case at all but that these warped stereotypes come from the fact that Chicanos become confused between two value systems and many times come into conflict with the family, thus beginning to break down the family structure; being in two cultures they begin to question their identity; they are pushed into second class citizenship; they are required to learn English from a teacher who does not understand or speak Spanish; they are subjected to values and mores foreign

²⁶ Luis F. Hernandez, "The Culturally Disadvantaged Mexican American Student: Part I," Journal of Secondary Education, 42, No. 2 (February, 1967), p. 59.

to them, and finally nowhere in education is the cultural heritage of the Chicano taken into account.²⁷

II. BARRIERS TO SELECTIVITY INTO HIGHER EDUCATION

The Test Barrier

Today it is estimated that 50 percent of the American population attends institutions of higher education. Yet minorities in American education represent only a small portion of that percentage, although efforts to admit minority students into higher education have progressed.²⁸ In 1963, the American Council on Education, at their annual October meeting, appointed an eight-member Committee on Equality of Educational Opportunity to study the expanding opportunities for minorities in higher education.²⁹

Dennis stated:

The rising competition for college admissions . . . youth from segregated and frequently inferior public schools will fare poorly against better prepared White applicants.³⁰

²⁷Ibid., pp. 60-61.

²⁸Crossland, op. cit., p. 3.

²⁹Lawrence E. Dennis, "Equalizing Educational Opportunity in Colleges and Universities," Phi Delta Kappan, 45, No. 8 (May, 1964), p. 401.

³⁰Ibid., p. 402.

Therefore, these youth do not fare well on entrance examinations.

Bentley stated that the testing controversy began during World War II with the Army Alpha test being given to thousands of enlisted men. Following these results the conservative element in higher education wanted to institute a method of testing so that:

. . .those of lesser intellectual ability would be kept out. . .young men and women should be admitted to a real college. . .who have (1) superior intellectual ability and (2) a self-felt interest, in some measure or degree, in the cultural purpose. All others should be excluded.³¹

Still others, stated Bentley, felt that not everyone should attend college, "only those who have the proper amount of. . .time, the intellect, the character, and the sensitive resources to find life."³² These attitudes, in essence, are the factors which have excluded minorities from higher education.

Today Black students entering predominantly White colleges score between 0.3 (men) and 0.7 (women) standard deviation units below White students entering

³¹Joseph C. Bentley, "The Child Mind Myth and College Admissions: A Historical Perspective," College and University, 39, No. 2 (Winter, 1964), p. 150.

³²Ibid.

predominantly White colleges.³³ Scholastic Aptitude Tests (SAT) at Howard University showed that test results for native-born Black students fell below the national average. Four out of five Black students fell below the average White entering freshman.³⁴

Calitri stated that standardized tests have become the main ingredient, among others, which have successfully kept minorities out of college. He believed that there should be no admission requirements since SAT nor ACT scores necessarily mean success in college, nor are they meeting the requirements for which they were designed.³⁵ Willingham believed that entrance examinations take too much for granted. He maintained that:

. . .two college students with the same freshman average, it might be assumed that: (a) a student with high admission test scores is likely to make better sophomore grades than a student with low scores; (b) a student who has shown constant improvement is likely to make better sophomore grades than a student who has done progressively poorer; (c) a student who has made good grades

³³Alan E. Bayer and Robert F. Boruch, "Black and White Freshmen Entering Four-Year Colleges," Educational Record, 50, No. 4 (Fall, 1969), p. 375.

³⁴William R. Corson, Promise or Peril (New York: W. W. Norton and Company, 1970), pp. 41-43.

³⁵Charles J. Calitri, "Open Enrollment: Ticket to Reality," Teachers College Record, 72, No. 1 (September, 1970), pp. 83-84.

in crucial courses is likely to make better sophomore grades in the same course.³⁶

He found that a correlation analysis of the grades of 799 students indicated that these assumptions were often false.³⁷

In the early stages of selecting minority and disadvantaged students, admission had centered primarily on the examinations of the validity of high school scholarship and preadmission test scores.³⁸ While the cultural and verbal bias inherent in most aptitude tests yield overestimates of racial differences, these same bias generally are present in the methods of assessment used in the college classroom. Therefore, such differences are real in a practical sense and, thus, may be expected to be related to student selection criteria and academic performance.³⁹ Moore related that the assessment used in the college classroom is predicted on that part of the culture a college student

³⁶Warren W. Willingham, "Erroneous Assumptions in Predicting College Grades," Journal of Counseling Psychology, 10, No. 4 (Winter, 1963), p. 389.

³⁷Ibid.

³⁸S. A. Kendrick and Charles L. Thomas, "Transition from School to College," Review of Educational Research, 40, No. 1 (1970), p. 163.

³⁹Dennis, op. cit., p. 375.

should have assimilated by the age of eighteen, and that minorities and disadvantaged students are too often being screened and educated by people who see only their lack of competence and familiarity with the educator's own acculturation system, denying students with different backgrounds to succeed.⁴⁰

Since 1968 a concerted effort has been made by the minority community to show that high school grades and test scores do not correlate significantly with college success.⁴¹ Of all of the barriers which hinder minority students from higher education, entrance examinations are the most prohibitive. Test scores, if used without discrimination and without reference to subgroups within the total population, constitute a major barrier for minority youth seeking access to higher education.⁴²

⁴⁰William Moore, Jr., Against the Odds (San Francisco: Jossey-Bass, Inc., 1970), p. 43.

David A. Dudley, "College Entrance Tests and the Disadvantaged Student," National Association of College Admissions Counselors Journal, 13, No. 4 (February, 1969), p. 13.

⁴¹Glennwood C. Brooks and William E. Sedlacek, Predictors of Academic Success for University Students in Special Programs (College Park, Maryland: University of Maryland, Cultural Study Center, April, 1972), p. 6.

⁴²Crossland, op. cit., p. 61.

The Barrier of Poor Preparation and Financial Disabilities

Surveys have shown that minority and disadvantaged students who do not graduate from high school in as large a number as Anglos, or as high in their class, are counseled into taking nonacademic, vocational and technical programs in high school.⁴³ Knoell related that the problem is that minorities and the poor are "tracked" into dull, dead-end vocational curriculums in high school from which they emerge uninspired, unprepared, and unsuited for college in the eyes of most. Others are labeled "not college potential" for all time, a prophecy they take little joy in fulfilling as they ponder the reasons for working for grades if college is not to be in their future.⁴⁴ In other words, they are deemed ill-prepared nor do they possess the ability to attend college.⁴⁵

The outspoken desire of large numbers of minority youth, felt Calitri, is to shake off the prescribed futures which they bought in the past in favor

⁴³Ibid., pp. 62-63

⁴⁴Dorothy M. Knoell, "Are Colleges Really Accessible to the Poor?" Junior College Journal, 39 (1968), p. 9.

⁴⁵Kendrick and Thomas, op. cit., p. 153.

of successful futures which have become possible, and the education system has been caught unready. One of the areas most unanswered has been, how does an institution finance minority and disadvantaged students into, and through, four years of college education.⁴⁶

Economically, with the average minority and disadvantaged family income, many "White" institutions, especially the private, are financially beyond the reach of many talented, but disadvantaged youth.⁴⁷ The government has taken steps and instituted programs which have taken the form of financial assistance to "able and motivated" underprivileged students.⁴⁸ In February, 1968, the College Entrance Examination Board concluded that colleges, in general, were not reaching the poor due to, among other things, inflexible financial aid policies.⁴⁹

⁴⁶Calitri, op. cit., p. 85

⁴⁷Dennis, op. cit., p. 402.

⁴⁸Bayer and Boruch, op. cit., p. 371.

⁴⁹Francis J. Barros, "Equal Opportunity in Higher Education," Journal of Negro Education, 37 (Summer, 1968), p. 312.

Minority incomes are below the national average. The Census Bureau reported the following data about the distribution of families by income in 1968:

| | White | Non-White |
|------------------|-----------|--------------------|
| Under \$ 5,000 | 20% | 45% |
| \$ 5,000 - 9,999 | 38 | 35 |
| 10,000 - 14,000 | 26 | 15 |
| 15,000 - Over | <u>16</u> | <u>5</u> |
| | 100% | 100% ⁵⁰ |

The median family income in 1968 for Whites was \$8,937; for non-Whites it was \$5,590, or 63 percent of the figure for Whites. Approximately one-half of all current college students come from families in the top economic quarter; barely 6 or 8 percent come from families in the lowest quarter.⁵¹

The Carnegie Commission report of 1970 showed that a family with an income over \$15,000 and with one or more college age (18 to 24) children is five times

⁵⁰Crossland, op. cit., p. 65.

⁵¹Ibid.

as likely to include a full-time college student as a similar family with an income under \$3,000.⁵²

Barrier of Admissions and Recruitment

Dennis related that in the middle sixties, Blacks were concentrated in all Black colleges, and Chicanos were virtually excluded from all of higher education. Thus, there was a loss of students who, under the existing recruiting attitudes, were excluded from higher education.⁵³ No matter what the attitude on either side of the color line, for the future, the important question was not who deserves to be admitted to higher education, but whom can the society in conscience and self-interest exclude?⁵⁴ And that students cannot justly be excluded from further education unless their deficiencies are so severe that even

⁵²Carnegie Commission on Higher Education, A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education (New York: McGraw-Hill Book Company, 1970), p. 2.

⁵³Dennis, loc. cit.

⁵⁴Harold Dale Smith, "Special Educational Programs for the Disadvantaged in Higher Education: A Theoretical Development of Related Institutional Characteristics" (unpublished Doctoral dissertation, University of Arkansas, Fayetteville, 1970), p. 5.

the most flexible and dedicated institutions could contribute little to their educational development.⁵⁵

Crossland related that admissions procedures are chaotic, that millions of anxious student-hours are wasted on unnecessary and redundant testing and filling out forms, and that this very process discourages minority and low income students from applying.⁵⁶

Identification and selection of college entrance has only dealt peripherally with the problems of ethnic minority group students who, with considerable probability will not be sought by high school counselors to attend college.⁵⁷

Barros sees the school as a social system, and the roles within the system never function in isolation but always in complimentary relationship with each other.⁵⁸ Therefore, the admissions offices are a reflection of this social system and exert an attitude which can either be an asset or a hindrance for minorities.

⁵⁵Ibid.

⁵⁶Fred E. Crossland, "Politics and Policies in College Admissions," Phi Delta Kappan, 46, No. 7 (March, 1965), p. 299.

⁵⁷Kendrick and Thomas, op. cit., p. 167.

⁵⁸Barros, loc. cit.

They determine, to a large degree, who is to be educated.⁵⁹ Knoell related that colleges as a whole do not understand why the poor are reluctant to enter when they are expected to get information about college from the very high school counselor who has told them that they lacked college potential.⁶⁰ Thus, Hodges claimed, the problem that minority students face from admissions offices and counselors alike is one of conformity and adherence to certain behavior patterns which middle class youth and their parents find more facile than does the lower class.⁶¹

Hodges also claimed that the recruitment of minorities must take new and untraditional methods. For Blacks, recruitment has centered around athletics.⁶² Moore and Creighton related that besides going to pool halls, juvenile halls, or other hangouts of the minority disadvantaged students, the admissions officers should go to the very counselor that the minority students

⁵⁹Joseph P. Cosand, "Admissions Criteria," College and University, 28, No. 3 (April, 1973), p. 338.

⁶⁰Knoell, op. cit., p. 9.

⁶¹Hodges, op. cit., p. 24.

⁶²Ibid.

distrust.⁶³ Changes, if they are to come, stated Cosand, in the present admissions system should be the logical outgrowth of the educational philosophy of the institution.⁶⁴ Obviously, this philosophical change should take into consideration the student who brings a different life style to college.⁶⁵ The process which now exists in colleges and universities deals with minority students as group members, imparting to them a variety of characteristics and attitudes that reflect the guilt and wishes and assumptions of the Whites themselves.⁶⁶

Basic assumptions about civilization, culture, and aesthetic judgments inherent in the heavily western-oriented curriculum must yield to a more diverse and accurate view of non-Western alternatives.⁶⁷

⁶³Moore, op. cit., pp. 105-107.

Creighton, op. cit., pp. 24-25.

⁶⁴Cosand, op. cit., p. 339.

⁶⁵Donald R. Gerth and James O. Haehn, An Invisible Giant: The California State Colleges (San Francisco: Jossey-Bass, Inc., 1971), p. 155.

⁶⁶Cosand, op. cit., p. 17.

⁶⁷W. Todd Furniss (ed.), Higher Education for Everybody: Issues and Implications (Washington: American Council on Education, 1971), p. 140.

III. SUMMARY

Chapter II has presented the related literature as to the characteristics of the disadvantaged and, more importantly, the barriers which apparently have kept minorities and disadvantaged students out of higher education. The references cited substantiate the claim that colleges and universities are part of a dysfunctional system for achieving racial equality in education (that is, equal levels of attainment, not just opportunity).

The development of the Educational Opportunity Programs in the State of California was one of the first programs to try and come to terms with admitting minority and disadvantaged students into college and bringing an awareness to higher education from admission policies to curriculum development had to be changed to meet the needs of all ethnic groups.

The first Educational Opportunity Programs in the State of California began in 1968 and were officially under State legislation. At that time between 1,800 and 2,000 students enrolled in the California State Colleges who would never have had an opportunity. These programs set up special admissions procedures, tutoring, counseling, testing, special financial aid, recruiting, special summer schools, development of verbal

skills, and a foundation year in which students were retained no matter what their grade point averages.

CHAPTER III

THE SETTING AND DESIGN OF THE STUDY

The purpose of this study is to examine and describe the process whereby an Educational Opportunity Program for low income, disadvantaged students at California State College, Stanislaus was initiated, its structure, the implementation of procedures, for admitting nontraditional students to college, as well as to examine and describe the retention of students, their evaluation for financial aid, and supportive services offered.

California State College, Stanislaus is a small liberal arts college located in Turlock which formally opened its doors on September 19, 1960.¹ With the passage of the Harmer Bill (SB 1072) during the 1969 legislative session, the first formal and organized Educational Opportunity Program (EOP) was budgeted.² During the fall semester, 1968, a small pilot program

¹J. Burton Vasche II, "Higher Education Comes to Turlock" (unpublished paper, California State College, Stanislaus Library, Turlock, 1960), p. 52.

²"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges" (Los Angeles: The California State Colleges, November, 1969), pp. 27-29. (Mimeographed.)

was begun when ten students were admitted.³ When the official budgeted program was started, one must remember that for the first time in California University and State Colleges history minorities and low income students, who did not qualify for college under traditional academic standards, were admitted.⁴ To better understand the setting, one must understand the regular admissions procedure used by the California State Colleges as compared to the methods of special admissions used by EOP.⁵

I. REGULAR ADMISSIONS AND ACADEMIC REGULATIONS

To be regularly eligible for admission to a California State University or College as a first-time freshman, a student must be among the upper one-third of California high school graduates in terms of his or her predicted first-year college grade point average

³The files and documentation by which these students were admitted are in the Admissions Office at California State College, Stanislaus, Turlock.

⁴"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 24.

⁵Title 5, California Administrative Code, Section 35 (Sacramento: Office of Administrative Procedure, Department of General Services, August 26, 1972), pp. 473 and 475.

(GPA). A nonresident must be in the upper one-sixth.⁶ Special admission requirements associated with the Educational Opportunity Program (EOP) are set forth in Title 5 of the California Administrative Code and are enacted and amended by the System's Board of Trustees.⁷

The process of applying for admission to a California State College is simple but sometimes burdensome.⁸ Depending upon the institution to which a student wishes to apply, he or she is required to take either the American College Test (ACT) or Scholastic Aptitude Test (SAT). According to how a student scores on these tests an eligibility index derived from the high school GPA and test scores determines the applicant's ranking and therefore his admissibility.⁹

Students who fail to meet these admission standards may still be eligible under specific special

⁶Ibid., p. 474.

⁷Ibid., p. 475.

⁸This writer interviewed the majority of the sampled students in 1969 and 1970. They made the response that the admissions process was too burdensome.

⁹Title 5, op. cit., p. 474.

admission provisions. Subsection 40759, Exceptions, of the California Administrative Code, states:

(a) An applicant. . . .may be admitted to a campus as a first-time freshman; provided, that the number of persons admitted pursuant to this subdivision for any academic year shall not exceed two percent of all persons anticipated to be admitted as first-time freshmen for the particular academic year.

(b) An applicant. . . .may be admitted to a campus as a first-time freshman; provided, that he is a disadvantaged student for whom special compensatory assistance is available, and provided further, that the number of persons admitted pursuant to this subdivision for any academic year shall not exceed two percent of all persons anticipated to be admitted as first-time freshmen for the particular academic year.¹⁰

II. THE EDUCATIONAL OPPORTUNITY PROGRAM

AS IT HAS DEVELOPED

AT CALIFORNIA STATE COLLEGE, STANISLAUS

The Educational Opportunity Program at California State College, Stanislaus began with a support budget of \$25,354, including grants totaling \$15,000. The staff consisted of one full-time director, one half-time secretary, and one half-time student.¹¹

¹⁰ Ibid., p. 475.

¹¹ These documents are on file in the Business Office at California State College, Stanislaus.

Recruitment during the first year was difficult, since there had been no prior program which had developed a mechanism to recruit nontraditional students.¹² The Harmer Bill (SB 1072) provided a technical avenue for recruiting nontraditional students by stating in Section 3122.2 that:

Grants shall be provided for students who display potential for success in accredited curricula offered by the California State Colleges, but lack the necessary funds to pay for tuition, books, and room and board, provided such students meet the standards of the state college which they are attending or the requirements for the special admissions program established by the trustees.¹³

And in Section 31226.4, the Harmer Bill stated that:

Each high school in this state shall nominate to the trustees students it deems deserving of the grants made available under this chapter. The trustees shall compile a list of students nominated from which it may select students for grants in accordance with standards set by the trustees pursuant to this chapter. The Veterans Administration and state agencies authorized to nominate candidates for participation in programs authorized by this chapter may nominate such other candidates to the trustees whom they deem eligible for such grants.¹⁴

¹²Harry H. L. Kitano and Dorothy L. Miller, "An Assessment of Educational Opportunity Programs in California Higher Education," Coordinating Council for Higher Education Report 70-1 (San Francisco: Scientific Analysis Corporation, 1970), p. 15.

¹³"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 2.

¹⁴Ibid., p. 3.

In other words, the Harmer Bill alluded to a few provisions but set up no machinery in terms of the actual mechanics for recruitment.

The program director, after visits to various State campuses, implemented a total recruitment program. It was decided by the director that, since there was a limited number of "special admission" slots, recruitment be limited to a six county area surrounding the college proper; those counties being Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne. The next step was to identify those areas which had a significant minority population.¹⁵ After a survey was compiled it was found that some forty high schools, especially in Merced, San Joaquin, and Stanislaus Counties, had the highest percentage of minorities, some schools averaging as much as 45 percent. Once the high schools were identified contacts were made with the counselors.¹⁶

¹⁵The documentation of the number of slots and ranking of the six county service area is filed with the Admissions Office at California State College, Stanislaus.

¹⁶This survey was taken by this author who was the director at the time EOP began. The survey is filed in the EOP Office at California State College, Stanislaus.

The EOP Packet

Many Educational Opportunity Program (EOP) directors were under the illusion that once minorities and disadvantaged students found out about EOP they would flock to the colleges. There were two basic reasons this train of thought turned to fallacy. The first was that high school counselors were not prepared to deal with those students nor did they philosophically agree with helping students who did not qualify into college. Secondly, minority and disadvantaged students did not trust State agencies who were seemingly asking nothing and willing to give everything.¹⁷ In other words, Trow stated that counselors who were accustomed to directing students who had competed in an educational system usually designed for some selected population, were now asked to provide a useful experience for most young people, including those who could not afford to pay the bills, were not "prepared for college," did not have "college ability," and did not arise from the

¹⁷Kitano and Miller, op. cit., p. iv-13.

backgrounds that had been provided even the self-made men of earlier times.¹⁸

In the effort to develop a recruiting program the director developed an "EOP package" which consisted of the following:¹⁹

1. A regular California State College, Stanislaus admission application form which had to be submitted with a twenty dollars application fee. To accommodate EOP students, a fee waiver, verified by the student's high school counselor, verifying the fact that the twenty dollars fee would incur a financial handicap upon the student, could be submitted to defer the cost. Also, each application had to be accompanied by a recommendation form, completed by a counselor. Without this form a student could not be considered for the program.²⁰

¹⁸Martin Trow, "Reflections on the Transition from Mass to Universal Higher Education," Daedalus, 99, No. 1 (Winter, 1970), p. 18.

¹⁹See Appendix B. The packet described was put together by this author and used to recruit and admit both 1969 and 1970 students.

²⁰"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State College," op. cit., p. 25.

2. An autobiography. Each student was requested to write an autobiography in the presence of the EOP recruiter. This was done to insure that applicants did not consult a dictionary or a friend in order to present a grammatically correct paper. By the fact that the autobiography had to be completed on the spot, within a thirty minutes time block, a great deal could be ascertained by the Special Admissions Committee as to the student's ability to survive in higher education. One could determine whether the applicant would have trouble with spelling, grammar, was bilingual, whether the student could write under pressure, could present views clearly, was able to think abstractly, or could only relate on a concrete basis.²¹
3. Two letters of recommendation. Each student was given two letters of recommendation, one of which was to be filled out by an instructor

²¹Kitano and Miller, op. cit., p. xi.

The Special Admissions Committee was organized in 1969. The record of this committee is on file in the Office of the Vice President at California State College, Stanislaus.

or community person and the other was to be filled out by the student's counselor. Generally, recommendations from community people were positive, to help admit students. The reason was that such people as employers or community organizers viewed those students in a different light, other than academics. On the other hand, teachers and counselors generally reflected a less positive attitude. Counselors had never been academically involved with these students; at best a counselor was prepared to channel EOP applicants in vocational or technical training. Counselor's main experiences with students had been primarily of two natures: (1) nonacademic; and (2) disciplinary. Since most of the students were not on college preparatory programs, teachers and counselors did not feel these students were capable of competing in a college environment. Many teachers viewed the students as nonmotivated, low I.Q., and economically handicapped. Teachers, like counselors, were historically involved with only recommending students

who had been tracked into college preparatory classes.²²

4. Financial aid application. For the first year of the EOP program the State Chancellor's Office allocated fifteen thousand dollars to be used as grants. No grant could exceed more than seven hundred dollars. The financial aid application contained a regular financial aid application and a parents confidential statement.²³

Students had to fill out the entire packet and return it to the EOP Office. The majority of parents were reluctant to fill out the financial aid forms. The director, in conversations with parents, found them to be suspicious of a State institution asking them for financial information and in turn granting their child money to go to college. Further, the

²²Kitano and Miller, loc. cit.

"Educational Opportunity Programs in California Public Higher Education 1969-70," Coordinating Council for Higher Education Report 71-5 (April, 1971), p. IV-13.

²³"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 22.

director found that during visits to the various high schools, students seemed enthusiastic about being offered the opportunity to attend college, but many times ten to fifteen contacts had to be made on an individual basis before an applicant would turn in all pertinent application materials to the EOP Office.²⁴ The EOP applicants, due to their background and apparent continual encounters with academic failure and frustrations, were reluctant to grasp for something that they felt was beyond their hopes and capabilities. Once the entire EOP packet was returned, a file was begun on each student and the admissions process began.

III. ADMISSION TO THE EDUCATIONAL OPPORTUNITY PROGRAM

The director of the Educational Opportunity Program (EOP) compiled a list by high schools of every student who had applied for the program. During the months of April and May, 1968 through 1970, counselors were contacted and advised that on a certain day, at their convenience, time would be put aside to set up personal interviews with each student on the California

²⁴Kitano and Miller, op. cit., p. xiv.

State College, Stanislaus campus. Few schools provided transportation and most students were forced to provide their own transportation. Upon arrival each student was given a fifteen minute time slot for a personal interview. Interviews were conducted by a Special Admission Committee appointed by the academic vice president.²⁵ This committee consisted of the director of EOP, two faculty, the director of Admissions, and one administrator. The committee asked specific questions on which to evaluate students. Questions asked were: (1) Why do you want to attend college?; (2) What are your future aspirations?; (3) If you are not allocated a substantial amount of financial aid to support yourself through an entire year of college, would you be willing to seek part-time work?; (4) If we find you a part-time job, would you be willing to give up a portion of your financial aid to help a more needy student?; (5) What are your hobbies and interests?; and (6) What makes you think you can compete with regular admit students?

²⁵The composition of this committee is on file with the Academic Vice President's Office at California State College, Stanislaus.

After each interview each student's folder was marked poor, fair, good, or excellent. The Special Admission Committee analyzed a variety of factors in making their decision. Each student's autobiography and letters of recommendation were scrutinized; the financial aid director reported on the financial need of each student; each student's answers to the interview questions were discussed; high school transcripts were studied along with each student's SAT or ACT test scores. The high school transcripts of each student were submitted to the Admissions and Records Office which was necessary to verify high school graduation, although some exceptions to a graduation requirement were made. Also, SAT or ACT scores had to be submitted with each high school transcript. Low test scores were not viewed in a negative manner but to evaluate areas where applicants were the most weak and would need the most help academically.

The entire process was purely subjective; the committee attempted to evaluate two basic areas: (1) Did the student show any academic potential?; and (2) Did the student seem highly motivated? The most difficult aspect of the entire process was the evaluation

of each student's transcripts.²⁶ For instance, it was noticed that some students showed a rise in grades at one time of the year and a complete fall at another time of year. In one case it was found that an applicant's parents were separated and on the verge of divorce about three times during each academic year, sending the student into mental depression. Another student's grades were always better during the second half of each school year and fell during the first half. Upon investigation of this case it was discovered that the reason for such a contradiction of grades was the fact that the student had to work in the crops until late October. Still another student showed erratic grades from year to year. The reason was that the student's parents were alcoholics and home conditions became unbearable and not conducive to academic success. Thus, when the Selection Committee had compiled a list of those students selected, many aspects of each applicant had been taken into account. There were six basic requirements for admissions: (1) Did the applicant possess the general intellectual, manual, social abilities, and skills generally necessary for successful work in

²⁶ Records of this process are on file in the Admissions Office at California State College, Stanislaus.

college?; (2) Did the college have the major or related fields in which the student was interested?; (3) Did the student possess any habits, attitudes, or emotional predispositions which were likely to block successful work in college?; (4) How many special admission slots were available?; (5) Was the college adequately able to fund each applicant?; and (6) Were the supportive services of the EOP program adequate to overcome any academic deficiencies the student may have possessed?²⁷

The Special Admission Committee processed over eighty complete applications for fall, 1969.²⁸ Students who did not meet the completion deadlines were not interviewed. Each folder which was marked excellent was voted upon, and a unanimous vote of the committee admitted that applicant to the program. A list was compiled which was sent to the academic vice president for his signature. Upon approval, each student was contacted as to his or her admission, the amount of financial aid allocated, and the date of the fall orientation. Those students who were not accepted into

²⁷This process is on file in the Admissions Office at California State College, Stanislaus.

²⁸This information is on file in the Admissions Office at California State College, Stanislaus.

the EOP program were advised to contact the junior college in their district. They were also told that the EOP Office would retain their folders for future reference, and that if their academic records in junior college showed effort they would be given priority in the future.

The EOP Components²⁹

It should be stated at this juncture that the California State University and Colleges System in 1969 was not prepared to cope with Educational Opportunity Program (EOP) students.³⁰ Title 5 of the California Administrative Code did not allow colleges to implement remedial courses such as remedial English or grammar into their curriculums, thus putting the burden of remediation upon the EOP program.³¹ There was a great deal of suspicion of EOP students; many instructors

²⁹Each of these components was developed by this writer who was also the director during the time of this study, 1969-1974. Documentation on each area is on file in the EOP Office at California State College, Stanislaus.

³⁰"Educational Opportunity Programs in California Public Higher Education 1969-70," op. cit., pp. II-14 and II-16.

³¹Trustees of the California State University and Colleges, "No Remedial Courses after September, 1966" (Resolution adopted September 3, 1964, Los Angeles: California State University and Colleges Minutes), p. 857.

openly opposed the program stating that such students would "bring down the academic standards" of the institution; others stated EOP students did not possess any of the tools to compete academically and would be responsible for campus revolutions and starting campus riots.³² As the years 1969 through 1974 have shown, these suspicions were unfounded.

1. Orientation. Two days prior to the beginning of school an orientation, just for EOP students, was conducted. During the first year of EOP, when the entire professional staff consisted only of the director, the discussion of what was or what was not important was left up to one person. The orientation consisted of specific segments which were: (1) the scope of EOP; (2) the role of the EOP student in higher education; (3) how students should budget their financial aid; (4) general education requirements, requirements for graduation and the grading system; (5) how to find housing within certain budgets; (6) supportive services available through the Office of Student Services; and

³²Kitano and Miller, op. cit., pp. iv and vi-vii.

(7) the use of the library and time management. The philosophy behind the orientation was to give the EOP students every opportunity to adjust to the college environment.

The last important function of the orientation was to advise the students as to the classes and unit load they should attempt. This aspect of the program, just as recruitment, was subjective. In this writer's investigation there has been no formula for a unit load as compared to the high school GPA of a student or scores received on the SAT or ACT tests.

2. Supportive services. The fundamental concept the EOP program attempted to supply was supportive services in terms of financial aid, tutoring, counseling, housing, and an overall effort to develop methods of retaining students to complete a four year education.³³ Chapter 1336 of SB 1072, Section 31226.1 of the Education Code provided that grants be awarded to:

³³Ibid., p. xiii.

- a) high school graduates who are residents of the State (nominated by the high school which they attended);
- b) veterans of the Armed Forces who are residents of the State (nominated by the Veterans Administration);
- c) nominees of State agencies authorized by the Board of Trustees to nominate candidates. Those nominated must be residents of the State. Government Code, Section 11000, defines "state agency" as ". . . every state office, officer, department, division, bureau, board, and commission."

The Code indicates that with certain exceptions, the grants and renewals for a particular student may not extend beyond a period of four academic years or until the student has received a baccalaureate degree, whichever occurs first.³⁴

This ruling has subsequently been changed to state that students must be making normal progress toward a baccalaureate degree, which is defined as twelve units per semester.³⁵

³⁴ "Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., pp. 23-24.

³⁵ D. Dale Hanner and W. B. Langsdorf, "Educational Opportunity Program - 1973-74 Regulations, Guidelines, Budget Comparisons and Grant Allocations" (memorandum to State College Presidents, Los Angeles: The California State University and Colleges, Office of the Chancellor, July 27, 1973), p. 6.

3. Financial aid. Financial aid was allocated according to a student's assessed needs. The federal and State governments had set requirements for the disbursement of funds to needy students.³⁶ A typical Educational Opportunity Program financial aid package consisted of a variety of funds. For instance, a student who qualified for a package of two thousand dollars would receive \$500 in National Defense Student Loan, \$500 in College Work-Study, \$500 in Educational Opportunity Grant, and \$500 in Educational Opportunity Program Grant. For the purpose of this paper the combinations of types of financial aid packages would be too numerous to present. Of all the types of monies available, the only portion allocated to the EOP program was the Educational Opportunity Program Grant. These funds were allocated by the legislature, dispersed by the State Colleges Chancellor's Office, strictly to be used for EOP students. All other forms

³⁶See Appendix C for the forms used.

of aid were on a competitive basis with the most needy served first.³⁷

During the orientation students were advised on how best to use their funds so as not to leave themselves short. An agreement between the EOP Office and the Financial Aid Office was worked out whereby students would be given six payouts per year rather than disperse payments in one lump sum.

4. Tutorial component. The only guidelines provided by the State Colleges Chancellor's Office stated that this component should be staffed by persons with experience in dealing with a wide range of academic concerns and familiarity with the special problems of the Educational Opportunity Program students and that such individuals should be responsible for the training and supervision of student tutors in the program.

Establishing a tutoring program began in an entirely subjective manner. The structure was a build-as-you-go plan. No one knew

³⁷Hanner and Langsdorf, loc. cit.

what a qualified tutor was, i.e., if a student was an honor student, did that necessarily imply that he or she was qualified to tutor? Nevertheless, some standards were set. Prospective tutors were required to be in good academic standing, in an academic major, and at least junior status.³⁸ Since the program was very new the director was involved in every detail of the program development which left minimal time for developing the tutoring component, therefore, a tutorial half-time coordinator was hired.³⁹

The tutorial coordinator was an individual who was responsible for developing the tutoring program in every detail from hiring tutors to program development to in-service training to evaluation. First, because of the limited budget, both volunteer

³⁸The documentation on each tutor is on file in the Educational Opportunity Program Office at California State College, Stanislaus.

³⁹This document is on file in the Personnel Office at California State College, Stanislaus.

and paid tutors were utilized. The problem that arose was not so much hiring tutors but how best to utilize them. It was found that in the sciences and mathematics, where students had homework every day, that a ratio of one to one was the best. On the other hand, it was found that in the fine arts, humanities, and social sciences, group sessions were the most desirable. Generally paid tutors were used in the most critical situations for those who had individual problems. Whereas students were paid as individual tutors, faculty members were usually involved in group sessions.

In-service training was the most difficult portion of the tutorial program to develop. No single person at California State College, Stanislaus had had any training in developing a tutorial program. When the in-service training first began it was conducted as mild encounter sessions. In the beginning that method worked the best since the EOP staff needed feedback as to the needs of the students. As more areas

of need were discovered more in-depth detail could be discussed. Finally, some tentative guidelines were agreed upon:⁴⁰

- a) Students could be tutored up to fifteen hours per week.
- b) Students were to sign contracts and agree to meet with their tutors for a certain amount of hours each week. This would prevent tutees from seeking their tutors the day before mid-term for final examinations.
- c) If a student was experiencing difficulty in a class which he could not explain, his tutor would attend class with him.
- d) Tutors were not to take tests for students, make excuses to teachers for students' shortcomings, nor attend class for students.

5. Reading and Writing Skills Center. As the program developed new components were added

⁴⁰ These guidelines have been affirmed and are on file in the EOP Office at California State College, Stanislaus.

as funds became available to enhance the tutorial program. The one component which was added that enhanced the student's ability to graduate was a Reading and Writing Skills Center, developed by a full-time coordinator. The "Center," as it was referred to, added much needed depth. For the first time students were systematically tested to determine specific strengths and weaknesses. Reading programs, geared to deal with specific deficiencies, were implemented; professional in-service training for tutors became available. Students, for the first time, were counseled in how to use tutors, how to take tests, how to budget time, word comprehension, vocabulary building, techniques in note taking, outlining chapters, and retention. To insure that the facility was used to its maximum, incoming freshmen and students on probation were required to spend eight hours per week in the Center.

During the first year two ideas developed which have persisted as a characteristic of the program: (1) EOP students themselves were used to act as tutor coordinators; and (2)

midquarter (subsequently semester) grade checks were sent to every student's instructor. instructor.⁴¹ The grade checks proved to be extremely beneficial. It became the consensus of the EOP staff that rarely would students admit that they were having difficulty. Therefore, grade checks were distributed not only to inquire as to each student's progress but also whether or not they were attending class, whether they were experiencing difficulty, and if so, what type of difficulty? Most important the EOP staff was anxious to observe whether the instructor was willing to assist the student who needed help.

Ultimately the tutorial program tried any variety of measures to meet the needs of students. Under any circumstance, tutors would be made available to students. The Center and the tutoring program were also useful in instilling responsibility in students. Those students who were disqual-

⁴¹See Appendix D for form used.

ified and had not fulfilled their contracts to attend the Center were not readmitted into the program, and many were discontinued on financial aid.

6. Counseling. The counseling component of EOP had three areas of development: (1) personal; (2) career; and (3) academic counseling.⁴² Once a counseling component was added it became a definite asset to the program. It must be recognized that since EOP students came from different backgrounds and life experiences, as compared to most regular admit students, their counseling needs had to be cared for by a qualified ethnic minority counselor. One of the most persistent problems was the student's management of money. Many students were receiving financial aid which was comparable to fifty percent or more of their parent's income. Many had to send money home, since for many families it was an economic liability and not an asset to have able bodied males and females in college.

⁴²Kitano and Miller, op. cit., pp. 17 and 32.

7. Personal counseling. Many EOP students felt alienated by the college environment. When minority students first arrived on campus and became identifiable by groups it was almost impossible for administrators, student personnel workers, and others already on campus to imagine the number of habits and arrangements that had to be changed. Many students encountered difficulties in finding housing; few instructors let it be known that their classes were beyond the academic capabilities of EOP students; Black students who dated Anglo students were often harassed by peers as well as other students. One of the most unique situations in which students found themselves was living in two separate worlds and being accepted by neither.⁴³ Students who had left their old neighborhoods were no longer accepted by their peers, and at the same time they did not possess the acceptable behavior to be integrated into the dominant Anglo student body. Therefore, EOP students suffered a great deal of confusion. Thus

⁴³Ibid., pp. 32-33.

it became incumbent upon the EOP counselor and staff to aid students through a variety of situations. Every student was required to visit the EOP counselor to determine if any difficulties existed. If counseling situations arose which were of a medical nature or which could only be solved by a psychiatrist, medical facilities were available through the Office of Student Services.

8. Career counseling. In career counseling students were required to begin a placement folder, as juniors, with an EOP staff member in charge of career counseling. Although there was a fully staffed placement center on campus most students felt uncomfortable to seek advice. On a routine basis, students' files were updated and in their senior year students were asked specifically which career they would pursue.
9. Academic counseling. One of the most complex areas of the counseling component was that of academic counseling. Every EOP student who declared a major was assigned an advisor; those who did not declare majors were given

one general advisor. Academic advisors, like high school counselors, were not prepared in an advisory capacity to meet the needs of EOP students. Subsequently many EOP students were assigned classes or unit loads which would have been challenging to the most academically qualified student. As a result the entire EOP staff advised every student as to the number of units and types of courses each student should take, including alternatives. Thus, EOP students were advised into classes which would give them the opportunity to adjust, especially during the freshman year.

10. Housing. One of the major problems confronting the first group of EOP students was that of finding housing.⁴⁴ Turlock, the community in which California State College, Stanislaus is located, had a sparse population of Chicanos and only one Black family in a town with a population of fourteen thousand. It was found that Black students were not welcome in over thirty percent of the contacts

⁴⁴Ibid., p. 32.

made. Because of limited budgets students were encouraged not to spend more than fifty dollars per month for living quarters. Students were also encouraged to have at least three roommates.

Once students found housing a variety of problems arose. EOP students, like regular admit students, held weekend parties. Whereas the parties held by regular admit students were seen as part of the college life, police were frequently called to EOP parties. In most instances EOP students were forced to pay the first and last month's rent, plus a damage deposit. The hardship in these instances was the fact that such a situation would encumber ninety percent of the student's first financial aid payout, leaving students without funds for books, materials, or food. The consequence was a process of taking out short term loans to be paid in forty-five days, putting students in debt.

To prevent students from having to cope with these situations, which could only hinder their academic performance, the EOP

staff made personal commitments to landlords, guaranteeing payment of rent and damages.

11. Overall program development. The concept of overall program development arose as an effort to help the EOP students cope with the new academic environment. The EOP staff dealt with every situation on an individual basis. Perhaps this portion of the program was the most difficult of all to administrate since every situation was unique and, most of all, could not be put in any quantifiable terms.

IV. SOURCE OF DATA: RESEARCH DESIGN

Data for this study were obtained exclusively from transcripts of the permanent academic records and EOP and financial aid folders of each subject. The Register at California State College, Stanislaus provided transcripts for each individual admitted for the years 1969-70 and 1970-71.

Upon receipt of the pertinent materials a coding system was devised as to give each student anonymity. The following variables were then studied and/or correlated:

1. Basis of admission according to SAT scores as correlated with high school grades. High school and transfer grades were correlated with ability to succeed in college.
2. Average number of years attended.
3. Units completed upon graduation, withdrawal, or disqualification.
4. Sex and age.
5. Ethnic identity.
6. Majors which the students declared upon graduation.
7. Family size and income levels.
8. Financial aid received by each student during his years in college.
9. Attrition rate, disqualification, and transfers.
10. Graduating seniors and types of professions pursued or graduate school entered.

V. SUMMARY

This chapter provided a comprehensive overview of the EOP program as it existed and developed from fall quarter, 1969, to the spring quarter, 1974. The history of the program was examined in terms of philosophical program implementation and State legislation, plus examining each component as to its purpose and how it

functioned. It must be understood by educators and laymen alike that much of what was related in this chapter could neither be footnoted nor documented, since no comprehensive study has been carried out on such a program.

Chapter IV will describe the EOP population and its characteristics.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this dissertation was to study the low income disadvantaged students who were admitted to the Educational Opportunity Program (EOP) at California State College, Stanislaus for the first time for the academic years 1969 and 1970. Further, the study examined the makeup of the program and how many students had graduated by the end of the spring semester, 1974. Information gathered on each student in the sample was obtained from the Financial Aid Office, the Records Office, and the Admissions Office of California State College, Stanislaus. All of the information gathered on the sample was confidential, therefore, a numbered coding system was used to assure student anonymity. The information gathered on each student supplied the data necessary for this study.

The variables utilized for the correlation coefficients in this study were (1) High school grade point average (GPA); (2) Scholastic Aptitude Test (SAT) verbal scores; (3) SAT mathematical scores; (4) Years to termination while in college; (5) College GPA; (6) Number of units required; (7) Why students were terminated;

(8) SAT total scores; (9) Age; and (10) Sex. Further, pertinent data were gathered to describe the ethnic characteristics of the regularly admissible students, the family size and family income of EOP students, the number of EOP students on financial aid, and the form of financial aid which was given to EOP students during their years at California State College, Stanislaus. The data gathered was also used to provide a comparison of mean SAT scores, high school GPA, and overall college GPA between EOP students and regular admits.

I. ETHNIC MAKEUP OF CALIFORNIA STATE COLLEGE, STANISLAUS

California State College, Stanislaus is a small liberal arts college which had a total full-time enrollment of 2,069 students for fall, 1969, and a total full-time enrollment of 2,643 students for fall, 1970.¹ The ethnic characteristics for these two academic years for both the EOP sample and the regular admit students was as follows:

¹These figures are in the Records Office at California State College, Stanislaus.

II. CHARACTERISTICS OF THE SAMPLE GROUP AND THE TOTAL
STUDENT BODY OF CALIFORNIA STATE COLLEGE, STANISLAUS

TABLE I

SEX AND ETHNIC IDENTITY OF EOP STUDENTS
AND ETHNIC IDENTITY OF THE GENERAL STUDENT BODY
AT CALIFORNIA STATE COLLEGE, STANISLAUS

| EOP STUDENTS | Chicano | Black | *Other |
|--------------|---------|-------|--------|
| Female | 13 | 18 | 5 |
| Male | 17 | 6 | 9 |

| GENERAL STUDENT BODY | Number | Percentage of total enrollment |
|------------------------------------|-------------|--------------------------------------|
| Fall, 1969 | | |
| American Indian | 37 | 2.41 |
| Oriental American | 40 | 2.61 |
| Mexican/Spanish American/Chicano | 69 | 4.47 |
| American Negro/Afro American/Black | 18 | 1.17 |
| Foreign Students | 30 | 1.95 |
| Other Caucasians | <u>1345</u> | <u>87.39</u> |
| Total | 1539 | 100.00 |
| GENERAL STUDENT BODY | | |
| Fall, 1970 | | |
| American Indian | 79 | 3.46 |
| Oriental American | 56 | 2.45 |
| Mexican/Spanish American/Chicano | 129 | 5.65 |
| American Negro/Afro American/Black | 66 | 2.89 |
| Foreign Students | 30 | 1.95 |
| Other Caucasians | <u>1345</u> | <u>87.39</u> |
| Total | 2280 | 99.96 ² |

*Other connotes an ethnic identity which is not Chicano nor Black.

²These figures are in the Records Office at California State College, Stanislaus in the form of a Civil Rights Compliance.

The discrepancy of 538 for the fall, 1969, and 363 for fall, 1970, means that that number of students did not wish to fill in the ethnic identification portion of the registration form.³

As indicated in Table I, the vast majority of the student body was of Caucasian heritage whereas the EOP students were ethnic minorities.

TABLE II
FIFTY-FOUR EOP STUDENTS WHO HAD SAT SCORES
COMPARED TO THE REGULAR COLLEGE ADMITS
AT CALIFORNIA STATE COLLEGE, STANISLAUS

| | EOP admits fall, 1969, and 1970 | Collegewide regular admits fall, 1969, and 1970 |
|-------------------------------------|---------------------------------------|--|
| Overall mean high school GPA | 2.56* | 2.76 |
| Mean SAT score | 704 | 984 |
| Mean college GPA upon graduation | 2.64 | 2.80 |

*This GPA represents students who were not in college preparatory classes.

³This form is on file in the Records Office at California State College, Stanislaus.

As portrayed in Table II, the sample group's mean SAT score was 280 points below that of the average California State College, Stanislaus student. In addition the high school GPA of incoming EOP students, as observed in Table II, was 2.56, and for regular admits it was 2.76.

According to the "Admissions Table for California High School Graduates," a student with a SAT score of 704 must have a minimum of 2.96 GPA on a scale of 4.0 to be regularly admissible.⁴ On the other hand, a student with a GPA of 2.56 must score a minimum of 1024 on the SAT to be regularly admissible.⁵ Therefore, the lower the high school GPA of a student, the higher he must score on the SAT. With few exceptions, the EOP sample were not regularly admissible; yet during the years 1969 to 1974 the sample had a college mean GPA of 2.64 on a scale of 4.0, as compared to a college-wide GPA of 2.80 for the same years.⁶ Although the EOP college GPA was slightly below that of the regular admit students, this difference was less than their deficit

⁴See Appendix E for this information.

⁵Ibid.

⁶This confidential information is on file in the Records Office at California State College, Stanislaus.

in high school GPA. Additionally, it can be assumed that these students overcame barriers and obstacles which were faced by regular admits and as a whole succeeded in graduating.

As discussed in a review of related literature in Chapter II, the majority of the EOP students came from backgrounds which can be described as both socially and economically disadvantaged. Of the fifty-four students in the first group, forty-nine had completed a Parents Confidential Statement (PCS) which includes such information as what gross family income is available including social security, welfare, and size of family.⁷

Table III presents information relevant to the qualifications for financial aid to EOP students. These data were obtained through a search of the EOP students' files in the Financial Aid Office at California State College, Stanislaus.

⁷See Appendix C for Parents Confidential Statement. This form must be completed before the Financial Aid Officer can determine the student's need for one year of college.

TABLE III

EOP AND GENERAL STUDENT POPULATION RECEIVING
FINANCIAL AID AT CALIFORNIA STATE COLLEGE, STANISLAUS

| | 1969-70 | | 1970-71 | |
|----------------|---------|----|---------|----|
| | N | % | N | % |
| *EOP admits | 36 | 53 | 60 | 88 |
| Regular admits | 233 | 11 | 264 | 10 |
| Total | 256 | | 313 | |

* Indicates the percentage of EOP students receiving financial aid as compared to the total sample of 68 students.

In 1969 and 1970 there was a total full-time enrollment of 2,069 and 2,643 respectively at California State College, Stanislaus.

In viewing the overall data gathered on the EOP students, the following conclusions can be made:

1. The majority were Chicano and Black.
2. As a group, the fifty-four who had SAT scores were not eligible for regular admission to college either on high school GPA or SAT scores.
3. As a group, they did achieve academically and compare favorably to the general student body.
4. As a group, they come from families with low income parents and could not have attended college without financial assistance.

Overall, these students were not the traditional type students who have historically entered higher education. These students had to compete on a campus where the majority of students were Caucasian, eligible upon admission, and did not need financial assistance to attend college.

III. FINDINGS TO THE QUESTIONS TO BE ANSWERED

1. How was the program structured to recruit and admit students and develop supportive services to meet the needs of Educational Opportunity Program (EOP) students at California State College, Stanislaus (CSCS)?

Chapter III addressed itself to the three portions of this question. A background was given which addressed itself to the inception of the Harmer Bill (SB 1072), which initiated the program through legislation, to the development of the EOP packet. The EOP packet was an integral part of the recruitment program which included visitations to all of the high schools within the CSCS service area.

Admission to the EOP program was so structured as to seek nontraditional methods of recruitment and admissions. The EOP packet which was used to recruit and gather information on the students was an invaluable instrument in admitting EOP candidates. To further enhance the admission process, the college president initiated a Special Admissions Committee which would interview students, evaluate files, and admit students. This entire recruitment and admission process insured that nontraditional methods were used to admit low income disadvantaged, nontraditional academic high risk students.

The development of supportive services was the last building block to developing the EOP program. Supportive services which encompassed such areas as orientation, financial aid, tutoring, counseling, and housing, was an overall effort to develop methods of assisting and retaining students who had been prepared to go to college.

2. What institutional commitment was made for EOP students to succeed?

In a memorandum, on file in the Office of the President at CSCS, the president outlined the institutional commitment that help EOP students succeed. First, the EOP Director was given a free hand to develop a recruitment system, an admissions method, and supportive services within the budget guidelines of the California State University and Colleges Chancellor's Office and SB 1072. The memorandum also instituted the following guidelines:

- a. Students admitted into the EOP program would have their financial needs met, according to State and federal guidelines, for the years that they attended CSCS until graduation.
- b. EOP students who showed an effort to succeed in college by attending classes and attending tutoring sessions would be retained by the

institution for up to two years
at the discretion of the EOP
Director.

Overall, the president portrayed an
attitude which was viewed by the Director as
positive and constructive toward the program.

3. What was the mean family size and income of
students in the EOP program at CSCS?

This question is answered in Table IV.
These data were obtained through a search of
the EOP students' files in the Financial Aid
Office at CSCS.

TABLE IV
 REASON EOP STUDENTS QUALIFIED OR DID NOT QUALIFY
 FOR FINANCIAL AID AT
 CALIFORNIA STATE COLLEGE, STANISLAUS
 FALL, 1969, AND FALL, 1970

| Number of students | Reason for qualifying | Reason for not qualifying |
|--------------------|-------------------------------------|----------------------------|
| 50 | Gross family income and family size | |
| 1 | Social security | |
| 11 | Welfare | |
| 1 | | Received veterans benefits |
| 1 | Veterans benefits were too low | |
| 4 | | Did not apply for aid |

Family size total sample = 355 - Mean family size = 5.2
 Total family income = \$287,633.00
 Mean family income = 4,229.90

These figures indicate that the families were definitely within the category of low income. See Appendix F for family size and income.

The answer to questions 4, 5, and 6 can be found in the following tables. The questions are:

4. To what extent did the SAT correlate with grade point average for these EOP students at CSCS?
5. Did the SAT predict whether an EOP student would succeed and graduate from CSCS?
6. Are there differences in grade point average performance between male/female?

TABLE V

CORRELATION MATRIX OF THOSE STUDENTS WHO TOOK THE SAT UPON ENTRANCE
TO THE EOP PROGRAM AT CALIFORNIA STATE COLLEGE, STANISLAUS (N=54)

| High school GPA | SAT-V | SAT-M | Years to termin- ation | College GPA | Units com- pleted | *Why termin- ated | SAT-T | Age | Sex |
|------------------------------|-------|-------|------------------------------|----------------|-------------------------|-------------------------|--------|--------|--------|
| High school GPA | 0.142 | 0.155 | 0.229 | 0.123 | 0.347 | -0.369 | 0.159 | -0.200 | 0.011 |
| SAT-V | | 0.753 | .118 | .078 | .299 | - .291 | .938 | .535 | - .434 |
| SAT-M | | | 0.055 | - .015 | .209 | - .175 | .935 | .306 | - .483 |
| Years to termin- ation | | | | 0.055 | .824 | - .592 | .093 | .100 | .034 |
| College GPA | | | | | 0.689 | - .490 | .034 | .191 | - .128 |
| Units com- pleted | | | | | | -0.788 | .272 | .146 | - .042 |
| *Why ter- minated | | | | | | | -0.249 | - .123 | .015 |
| SAT-T | | | | | | | | 0.450 | - .490 |
| Age | | | | | | | | | -0.289 |
| Sex | | | | | | | | | |

Only one-half of matrix elements appear because each element has a mirror image reflected across the diagonal. The critical value of the correlation coefficient at the .05 level of significance is .27.

*Connotes that students (1) graduated and (2) did not graduate.

TABLE VI

CORRELATION MATRIX OF THOSE STUDENTS WHO DID NOT TAKE THE SAT UPON ENTRANCE
TO THE EOP PROGRAM AT CALIFORNIA STATE COLLEGE, STANISLAUS (N=14)

| | High school GPA | College GPA | Units completed | Years to termination | *Why terminated | Age | Sex |
|-------------------------|-----------------------|----------------|--------------------|-------------------------|--------------------|--------|--------|
| High school GPA | | 0.453 | -0.111 | 0.315 | -0.173 | -0.302 | 0.560 |
| College GPA | | | -0.319 | - .316 | .425 | .302 | .304 |
| Units completed | | | | 0.226 | - .772 | - .589 | - .590 |
| Years to termination | | | | | -0.547 | - .612 | .048 |
| *Why terminated | | | | | | 0.950 | .320 |
| Age | | | | | | | 0.149 |
| Sex | | | | | | | |

Only one-half of matrix elements appear because each element has a mirror image reflected across the diagonal. The critical value of the correlation coefficient at the .05 level of significance is .532.

*Connotes that students (1) graduated and (2) did not graduate.

A correlation matrix was produced for two divisions of the sample: (1) students who took the SAT, which was a group of fifty-four; and (2) students who did not take the SAT, which was a group of fourteen.

The analysis shows that there was a significant correlation, 0.347, between high school GPA and units completed in college. There was a tendency for students who had earned higher high school GPA's to complete a greater number of units.

The correlation between high school GPA and why a student terminated (graduated or nongraduated) which revealed that there was a correlation of -0.369, which indicated that students with the higher GPA's in high school tend to graduate more often than those who had low high school GPA's.

A correlation between the SAT-V and why a student terminated showed a correlation of -0.291, indicating that students with higher SAT-V scores tend to graduate more often than those who had low SAT-V scores.

The correlation between SAT-V and age yielded a coefficient of 0.535, indicating that older students tend to score better on the test than younger students. Further the SAT-V, when correlated with sex, indicated a correlation of -0.434, indicating that males tend to score higher than females.

The SAT-M, when correlated with age, showed a correlation of 0.306, indicating that older students scored slightly higher on the test than younger students and that males, as indicated by a correlation of -0.483, scored higher on the SAT-M than females.

Correlations between college GPA and (1) units completed and (2) why terminated, produced coefficients of 0.689 and -0.490 respectively, which indicated that students with higher GPA's tend to complete more units and consequently tend to graduate from CSCS.

The correlation between the SAT total and sex yielded a coefficient of -0.490 and indicated that males scored better on the examination than females. In correlating age with sex a correlation of -0.380 was

obtained, indicating that males tend to be slightly older than females.

For the second group of fourteen students, a correlation of 0.560 between high school GPA and sex indicated that females had a higher high school GPA than males. A correlation of -0.589 between age and units completed indicated that the older students completed fewer units than the younger students. Further, a correlation of -0.590 between units completed and sex indicated that males completed more units than females.

A correlation of -0.612 between years to termination and age indicated that younger students had a tendency to stay in school longer. A correlation coefficient of 0.950 further showed that the younger students graduated more often than the older.

7. How did the average grade point of EOP students compare with that of regularly admitted students?

Table II provides a comparison between fifty-four EOP students who had SAT scores and regular college admits which includes

grade point averages and mean SAT scores.

These two comparisons indicate that compared to regular admits, according to the academic records, the EOP students generally do not qualify for attendance in a traditional four year institution. Although this is true, the EOP sample fared well with the regular admit students at CSCS.

8. What was the mean financial aid package by year of EOP students at CSCS?

Information pertaining to this question is presented in Table VII.

TABLE VII
TYPES OF FUNDS RECEIVED BY EOP STUDENTS AT
CALIFORNIA STATE COLLEGE, STANISLAUS FROM 1969 TO 1975

| Year | Number of students | | Educational Opportunity Program Grant | Educational Opportunity Grant | National Defense Student Loan | College Work/ Study | *Other aid |
|---------|--------------------------|--|--|-------------------------------------|--|---------------------------|---------------|
| 1969-70 | 36 | Total | \$11,457 | \$22,937 | \$16,744 | \$ 5,394 | \$ 940 |
| | | Average | 301.50 | 637.14 | 465.11 | 149.83 | 26.11 |
| | | Total aid | \$56,532 | | | | |
| | | Mean financial aid package per student | \$1,570.33 | | | | |
| 1970-71 | 61 | Total | \$13,510 | \$40,900 | \$35,553 | \$ 6,240 | \$1,336 |
| | | Average | 221.31 | 670.00 | 582.84 | 102.30 | 21.90 |
| | | Total aid | \$96,203 | | | | |
| | | Mean financial aid package per student | \$1,577.10 | | | | |
| 1971-72 | 45 | Total | \$ 0 | \$22,200 | \$21,800 | \$11,300 | \$ 200 |
| | | Average | 0 | 493.33 | 484.44 | 251.11 | 4.44 |
| | | Total aid | \$55,300 | | | | |
| | | Mean financial aid package per student | \$1,228.89 | | | | |

TABLE VII (continued)

| Year | Number of students | | Educational Opportunity Program Grant | Educational Opportunity Grant | National Defense Student Loan | College Work/ Study | *Other aid |
|--|--------------------------|---------|--|-------------------------------------|--|---------------------------|---------------|
| 1972-73 | 50 | Total | \$18,926 | \$20,944 | \$21,800 | \$11,300 | \$ 200 |
| | | Average | 378.52 | 416.88 | 484.44 | 251.11 | 4.44 |
| Total aid | | | \$96,241 | | | | |
| Mean financial aid package per student | | | \$1,924.82 | | | | |
| 1973-74 | 39 | Total | \$10,363 | \$17,794 | \$21,502 | \$ 4,961 | \$ 0 |
| | | Average | 265.72 | 456.26 | 551.33 | 127.21 | 0 |
| Total aid | | | \$54,620 | | | | |
| Mean financial aid package per student | | | \$1,400.51 | | | | |

*Other aid represents California State College, Stanislaus Foundation grants.

As can be observed from the table, as the students progressed and gained more units their grant monies were cut back. As freshmen students received up to \$700.00 in Educational Opportunity Program Grant (EOPG) monies, but as seniors received a maximum of \$250.00.⁸ During the academic year 1971-72, California State College, Stanislaus did not receive EOPG, since the entire EOPG budget was cut to zero.⁹

9. What percentage of the students entering the EOP program graduated from CSCS?

Sixty-eight students entered CSCS in 1969 and 1970. Of those students, 29 graduated in 1974. This figure represents 43 percent of the entire sample that graduated from CSCS.

Figures for the similar statistic for the regular admits is not available, since the Records Office does not keep statistic

⁸"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges" (Los Angeles: The California State Colleges, November, 1969), pp. 27-29. (Mimeographed.)

⁹This budgetary item for EOP budgets is in the Accounting Office at California State College, Stanislaus.

on attrition rates as to whether students transfer, drop out on their own, or are disqualified.

10. How many of the EOP students in the sample graduated and subsequently pursued post-baccalaureate study?

TABLE VIII

EOP STUDENTS WHO HAVE PURSUED POST BACCALAUREATE STUDY
AND ARE IN THE PROCESS OF COMPLETING OR
HAVE COMPLETED POST BACCALAUREATE STUDY

| Student number | Major | Degree in progress | Degree(s) completed |
|-----------------------------------|--------------------|--------------------|---------------------|
| Students Who Took the SAT | | | |
| 6 | Physical Education | | Credential |
| 12 | Sociology | Credential | B.A. |
| 13 | Sociology | Credential | B.A. |
| 14 | Sociology | Credential | B.A. |
| 17 | Spanish | Credential | B.A. |
| 18 | Sociology | Credential | B.A. |
| 22 | Social Science | M.A. | B.A. |
| 23 | Sociology | | B.A. and M.A. |
| 26 | Spanish | Credential | B.A. |
| 30 | French | M.A. | B.A. |
| 44 | Psychology | M.A. | B.A. |
| 51 | Sociology | Credential | B.A. |
| Students Who Did Not Take the SAT | | | |
| 1 | Physical Education | | B.A. and M.A. |
| 2 | Chemistry | Ph.D. | B.A. |
| 4 | Spanish | M.A. | B.A. |
| 5 | History | M.A. | B.A. |
| 6 | Psychology | M.A. | B.A. |
| 7 | Spanish | Credential | B.A. |
| 8 | Physical Education | | Credential |
| 10 | Social Science | | B.A. and Credential |
| 14 | Sociology | Ph.D. | B.A. and M.A. |

These students who have completed or are in the process of completing post baccalaureate study represent 31 percent of the entire sample.

11. What percentage of EOP students at CSCS graduated from college in four years?

TABLE IX

COMPARISON BETWEEN MAJORS DECLARED BY NONGRADUATED AND
GRADUATED EOP STUDENTS AND MAJORS DECLARED BY REGULAR
ADMISSION STUDENTS AT CALIFORNIA STATE COLLEGE, STANISLAUS
WHO GRADUATED IN SPRING, 1974

| Major | Nongraduated EOP students | Graduated EOP students | Regular admission students |
|-------------------------|---------------------------------|------------------------------|----------------------------------|
| Anthropology | | | 18 |
| Art | 1 | | 37 |
| Biological Sciences | | 2 | 36 |
| Business Administration | 3 | | 48 |
| Chemistry | | 1 | 2 |
| Drama | | | 13 |
| Economics | | | 24 |
| English | 1 | 2 | 49 |
| French | 1 | 1 | 2 |
| Geography | | | 2 |
| History | | 1 | 31 |
| Liberal Studies | | | 4 |
| Mathematics | 1 | | 8 |
| Music | | | 5 |
| Physical Education | 4 | 6 | 34 |
| Physics | 2 | | 3 |
| Political Science | 4 | 2 | 23 |
| Psychology | 4 | 2 | 47 |
| Social Sciences | 2 | 3 | 73 |
| Sociology | 9 | 9 | 41 |
| Spanish | 2 | 3 | 11 |
| Special Major | | | 5 |
| Speech | | | 35 |
| Undeclared | 5 | 1 | |

29 EOP students graduated from CSCS (43%)

4 EOP students graduated from other institutions

33 total EOP students graduated in four years, represent-
ing 48.5 percent of the total EOP sample.

12. What are the objectives and/or occupations the sample EOP students (1975) presently pursuing?

Contact was made with the students in the sample during 1974 to ascertain where they are and what they are presently doing. The numbers below are used in place of students' names.¹⁰

1. This student is currently enrolled and majoring in physical education at CSCS and will graduate in June, 1975.
2. This student graduated with a degree in English from CSCS. Rather than entering an advanced degree program or entering a technical profession, he wanted to become a rock and roll singer, which he is currently doing in Modesto, California.
3. This student did not declare a major at CSCS, was disqualified, and there has been no further contact made.

¹⁰See Appendix G for full information gathered on each student.

4. This student declared sociology as a major at CSCS, was disqualified, married, and is presently raising a family in Modesto, California.
5. This student did not declare a major and withdrew from CSCS and was then admitted to the School of Architecture at California State University, San Luis Obispo. No current contact has been made.
6. This student graduated from CSCS with a major in physical education and is currently coaching basketball and teaching at Ceres High School in California and enrolled in the Credential Program at CSCS.
7. This student declared business administration as a major and was disqualified from CSCS. There has been no further contact made.
8. This student declared business administration as a major and was disqualified from CSCS. There has been no further contact made.

9. This student graduated from CSCS with a major in biology and is currently working at the Shell Research Center at Salida, California.
10. This student graduated from CSCS with a major in political science and is currently working for the County Assessor's Office in Salinas, California.
11. This student graduated from CSCS with a major in political science and is currently the director of a drug abuse and alcohol center in Austin, Texas.
12. This student graduated from CSCS with a major in sociology, is currently teaching elementary school for the Modesto City School District in California, and is working in the Credential Program at CSCS.
13. This student graduated from CSCS with a major in sociology and is currently an elementary school teacher for the Modesto City School District in California. Further studies are being done in the Credential Program at CSCS.

14. This student graduated from CSCS with a major in sociology and is currently student teaching in the Credential Program at that institution.
15. This student declared physical education as a major and was disqualified from CSCS, entered the armed services, and is currently attending California State University, Sacramento.
16. This student declared physics as a major but withdrew from CSCS and joined the Navy. No recent contact has been made.
17. This student transferred from CSCS to California State University, Sacramento with a major in Spanish, graduated, and is currently in graduate school at that institution.
18. This student graduated from CSCS with a major in sociology and is currently teaching elementary school for the Stockton School District in California. This student is currently enrolled in the Credential Program at CSCS.

19. This student had declared social sciences as a major and withdrew from CSCS. No further contact has been made.
20. This student declared sociology as a major but was disqualified from CSCS. No further contact has been made.
21. This student withdrew from CSCS, married, and was accepted at California State University, Hayward as a social science major. No recent contact has been made.
22. This student withdrew from CSCS, transferred to the Teacher Corp program at the University of the Pacific, Stockton, California, with a major in social science and is currently completing a master's degree at that institution.
23. This student, although entering CSCS with a high school grade point average of 2.38 and a total SAT score of 677, graduated in three years as a sociology major, completed a master's degree in two years in psychology counseling at the University of California, Santa Barbara, and is now a career and guidance counselor

at Evergreen College in the State of Washington.

24. This student who had not declared a major and was disqualified at CSCS, was later accepted at California State University, Sacramento, but no recent contact has been made.
25. This student declared political science as a major but was disqualified at CSCS. No recent contact has been made.
26. This student declared Spanish as a major then withdrew from CSCS, was admitted to Covell College at the University of the Pacific in Stockton, California, in May, 1974, and is currently applying to five law schools.
27. This student did not declare a major and was disqualified from CSCS. No recent contact has been made.
28. This student graduated from CSCS with a major in physical education, is currently completing an intern program, teaching elementary school for the Modesto City School District in

California and currently working on a teaching credential at CSCS.

29. This student graduated from CSCS with a major in physical education, but no recent contact has been made.
30. This student graduated from CSCS with a major in French, is currently a teacher assistant, teaching two sections of French at the University of California, Davis, and is completing a master's degree in foreign languages at that institution.
31. This student declared mathematics as a major but was disqualified from CSCS. No recent contact has been made.
32. This student declared political science as a major, then withdrew from CSCS and is currently a carpet layer in San Jose, California.
33. This student declared business administration as a major but was disqualified from CSCS and is currently attending San Joaquin Delta College, Stockton, California.

34. This student declared art as a major then withdrew from CSCS. No recent contact has been made.
35. This student declared sociology as a major then withdrew from CSCS. No recent contact has been made.
36. This student, disqualified from CSCS, later was accepted at the University of California, Davis as a business administration major, but no recent contact has been made.
37. This student did not declare a major and was disqualified from CSCS. No recent contact has been made.
38. This student declared physical education as a major but was disqualified from CSCS. No recent contact has been made.
39. This student declared psychology as a major but was disqualified from CSCS. No recent contact has been made.
40. This student declared political science as a major then withdrew. No further contact has been made.

41. This student declared physical education as a major, was disqualified from CSCS but was reinstated as a full-time student for the spring semester, 1975, at that institution.
42. This student has declared English as a major and is currently attending CSCS.
43. This student graduated from CSCS with a major in physical education and is currently an engineer for the Pacific Telephone Company in Modesto, California.
44. This student graduated from CSCS with a major in psychology and is currently completing a master's degree in psychology at that institution.
45. This student declared sociology as a major but withdrew from CSCS. No recent contact has been made.
46. This student declared French as a major but withdrew from CSCS. No recent contact has been made.
47. This student declared sociology as a major but was disqualified from CSCS. No recent contact has been made.

48. This student declared sociology as a major but was disqualified from CSCS. No recent contact has been made.
49. This student declared political science as a major but was disqualified from CSCS. No recent contact has been made.
50. This student declared sociology as a major, withdrew from CSCS, was readmitted to that institution and will graduate in June, 1975.
51. This student graduated with a major in sociology from CSCS, completed an elementary credential, and is now teaching and living in San Diego, California.
52. This student declared sociology as a major but was disqualified from CSCS. No recent contact has been made.
53. This student declared Spanish as a major but was disqualified from CSCS. No recent contact has been made.
54. This student declared physics as a major but was disqualified from CSCS. No recent contact has been made.

The fourteen students who did not take the SAT test but otherwise had complete folders are currently pursuing the following fields. Numbers are used in place of students' names.

1. This student graduated from CSCS with a major in physical education, entered the Teacher Corp at the University of Washington in the State of Washington, received a master's degree, and is currently teaching elementary school in that state.
2. This student graduated from CSCS with a major in chemistry and is currently working on a Ph.D. in chemistry at the University of California, Berkeley.
3. This student graduated from CSCS with a degree in biology. No recent contact has been made.
4. This student graduated from CSCS with a major in Spanish and is currently pursuing a master's degree in the Department of Social Welfare at California State University, Fresno.

5. This student graduated from CSCS with a major in history and is working on a master's degree in social welfare at California State University, Fresno.
6. This student graduated from CSCS with a major in psychology, was accepted into the master's degree program in the Department of Social Welfare at California State University, San Diego, but no recent contact has been made.
7. This student graduated from CSCS with a major in Spanish, is currently teaching elementary school in Fresno, California, and is enrolled in the Credential Program at California State University, Fresno.
8. This student graduated from CSCS with a major in physical education and received a secondary credential at that institution, but no recent contact has been made.
9. This student graduated from CSCS with a major in English, but no recent contact has been made.
10. This student graduated and received a teaching credential from CSCS with

a major in social science and is currently teaching elementary school in Tracy, California.

11. This student graduated from CSCS with a major in social science, but no recent contact has been made.
12. This student graduated from CSCS with a major in sociology, but no recent contact has been made.
13. This student graduated from CSCS with a major in sociology, but no recent contact has been made.
14. This student transferred from CSCS to the University of California, Santa Cruz where she received a B.A. in sociology and M.A. in psychology, and currently received a Ford Foundation grant for work on a Ph.D. in psychology at that institution.

Of the total students in the entire sample, twenty-nine graduated from California State College, Stanislaus and four graduated from other institutions.

IV. SUMMARY

The analysis of the data researched and presented in this chapter clearly produce many interesting observations. These observations indicated that:

1. The environment in which these students were educated was predominantly of White Anglo-Saxon heritage. The institution which they attended was a four year traditional liberal arts college.
2. The sample group clearly indicates that EOP students are not the traditional students entering four year institutions of higher education, as can be observed by the overall low SAT scores. However, they did compare favorably with the college group upon graduation. This fact alone indicates that with proper support through the Educational Opportunity Program (EOP), nontraditional, low income disadvantaged students can graduate from traditional four year institutions.
3. The data also indicated that these students generally came from an ethnic minority, had large families, with a low family income,

thus making college attendance difficult without financial assistance.

4. A large proportion of the sample group which graduated did so in four years, and the majority have pursued either post-baccalaureate or graduate work. Almost one-half of the sample students graduated from either California State College, Stanislaus or other institutions of higher education.
5. Each component of the EOP program was structured in such a manner as to recruit, admit, retain, develop supportive services and institutional support, to give students who have traditionally been excluded from higher education the opportunity to succeed.
6. Although correlations between predictions of academic achievement and college grade point average (GPA) were generally statistically significant for the EOP sample, the magnitude of the coefficients were typically small, and therefore, the use of the predictors as criteria for admittance is questionable.
7. The significant correlation in this author's mind is not necessarily those stated between

groups but the fact that there were no correlations or very low correlations between the samples' high school GPA and SAT scores and the ability to graduate from college. When one considers that 43 percent of the sample graduated from California State College, Stanislaus in four years, the low correlations become significant.

The data in this chapter presented an overview of the results of a nontraditional educational program to meet the needs of low income disadvantaged students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The purpose of this study is to examine and describe the process whereby an Educational Opportunity Program for low income, disadvantaged students at California State College, Stanislaus, was initiated, its structure, the implementation of procedures for admitting nontraditional students to college, as well as to examine and describe the retention of students, their evaluation for financial aid, and supportive services offered. Certain questions were investigated and answered concerning this sample who, as a group, did not meet the traditional admission standards set within Title 5 of the California Administrative Code.¹ Ultimately, the study was concerned with the legislated development of the EOP program, how it was developed on the California State College, Stanislaus campus, and how effective the program was for the population which it served.

¹Title 5, California Administrative Code, Section 35 (Sacramento: Office of Administrative Procedure, Department of General Services, August 26, 1972), p. 475.

In the State of California where EOP programs exist at every state college and university, as the one at California State College, Stanislaus, there may be longitudinal studies in progress but except for a two year study completed by Robert O. Bess on EOP freshmen at five state universities, a longitudinal study such as this does not exist. Thus, in a limited fashion this study is the first appraisal as to the development, growth, and student progress in an EOP program.

II. SUMMARY, IMPLICATIONS, AND CONCLUSION

The implications surrounding this study has a direct bearing on higher education as it exists today. Prior to the legislation which initiated EOP in 1969 (SB 1072),² there were no avenues available for low income, disadvantaged students who did not meet the regular admissions standards to be admitted to a four year institution. Not only were there no avenues available for admission, but the state colleges, according to Title 5, cannot develop a curriculum which includes

²"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges" (Los Angeles: The California State Colleges, November, 1969), p. 22. (Mimeographed.)

the development and implementation of remedial courses to upgrade students' academic deficiencies, whether those deficiencies be in reading, writing, or comprehension.³ The reasoning behind this resolution is that if a student scores a high Scholastic Aptitude Test (SAT) score or American College Test (ACT) score or has a high school grade point average (GPA) of 3.20 or better on a scale of 1.0 to 4.0,⁴ that student would not be in need of remedial help. Although the legislation did not change Title 5, it did allow for the development of a program (EOP) to meet the academic and financial needs of students who do not qualify for regular admissions. There is no doubt in this author's mind that the majority of these students would never have succeeded in higher education if they had not had the supportive services available through EOP.

The Harmer Bill (SB 1079), although allowing for the admission of EOP students, only alluded to the development of supportive services but was not specific

³Trustees of the California State University and Colleges, "No Remedial Courses after September, 1966" (Resolution adopted September 3, 1964, Los Angeles: California State University and Colleges Minutes), p. 857.

⁴See Appendix E for this information.

as to the implementation of such services.⁵ Therefore, at California State College, Stanislaus a director was hired who interpreted the legislation and began to implement a program. The Harmer Bill (SB 1072) reads that programs should be developed which would recruit low income disadvantaged students who were not succeeding in high school but possessed the motivation, desire, and ability to succeed in a four year institution of higher education.⁶ This statement in itself was difficult to institute since high school counselors were not oriented, nor favorable, to seeking low income disadvantaged students to enter higher education.⁷ As Chapter II revealed, too many stereotypes have evolved which show the disadvantaged student as lazy, trouble makers, unwilling to learn, and whose parents are anti-education. Further, Chapter II revealed that besides the negative attitude of counselors, there are financial,

⁵"Implementation of Senate Bill 1072; Educational Opportunity Programs in the California State Colleges," op. cit., p. 28.

⁶Ibid.

⁷Harry H. L. Kitano and Dorothy L. Miller, "An Assessment of Educational Opportunity Programs in California Higher Education," Coordinating Council for Higher Education Report 70-1 (San Francisco: Scientific Analysis Corporation, 1970), p. 13.

academic, and racial barriers which hinder these students from entering higher education.

The implementation of the EOP program at California State College, Stanislaus, in particular, has shown that high school counselors' negative attitudes and other barriers can be overcome. The recruitment program which was implemented was done in such a manner as to not only use nontraditional methods of seeking students, such as recruiting in pool halls and juvenile halls, but to begin to sensitize counselors as to the methods of seeking EOP type students. Further, this study has shown that recruiting was only the first step in developing an EOP program, and that without intensive orientations, special tutoring, counseling, financial aid, and institutional support, the program would have failed. This total study has implied that without the implementation and development of such programs as EOP, the low income, disadvantaged, minority student would be more grossly underrepresented and would succeed in far smaller numbers than has currently been shown.

In conclusion, when one considers the fact that these students were recruited from high schools where they were not succeeding academically and put in a traditional college setting and expected to compete

on the same pace as regularly admissible students, one begins to understand the importance of such a program. This study shows that the development of the EOP program at California State College, Stanislaus was totally responsible for recruiting nontraditional students into a traditional setting and helping them succeed despite the odds.

III. RECOMMENDATIONS FOR THE EDUCATIONAL OPPORTUNITY PROGRAM AT CALIFORNIA STATE COLLEGE, STANISLAUS

There has been a continual development of the concept of the Educational Opportunity Program (EOP) at California State College, Stanislaus which has enhanced the ability of more low income, disadvantaged to enter and succeed in higher education. In 1971 an Upward Bound program was instituted which deals with serving the academic needs of low income, disadvantaged, minority students while still in high school. Students attend school and live on campus for six weeks each summer. During the six weeks summer component, an intensive effort is made to upgrade the reading, writing, and comprehensive skills of each student. During the academic year tutors and peer counselors are individually

assigned to students to ensure their continued success in high school. Upon graduation from high school these students are admitted to the EOP program and given the full array of supportive services for continued success in college.

During the academic year 1972 a federally funded Student Special Services (SSS) program was instituted. This program, although it had no funds for recruiting low income, disadvantaged, minority students, did provide funds for the exact supportive services under EOP. Student Special Services, although it was a duplication of EOP in the sense that it provided supportive services, additionally funded and developed a tutorial and reading skills center for both EOP and SSS students.

The overall recommendation for continued success of the EOP program at California State College, Stanislaus is that the institution make a total commitment to the program. This would be in terms of additional funds, staff positions, more grant in aid to students, and special courses which would enhance the continued growth and success of the program.

IV. RECOMMENDATIONS FOR FURTHER STUDY

Further study of such a program as the Educational Opportunity Program (EOP) is imperative. This study should be expanded and further researched by the State University and Colleges Chancellor's Office. This study has been limited to a sample of one institution. An expanded study should not only take into account the variables set forth in this dissertation but should follow the graduated and nongraduated students for twenty years after they leave college to measure what long range impact the EOP program has had within the low income, disadvantaged, and minority community. Without further study, these types of programs may be evaluated unjustly. If this were to occur and EOP programs were defunded, a substantial segment of the American population would be denied access to higher education.

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APPENDIX

APPENDIX A

APPENDIX A

PARTICIPANT ELIGIBILITY

The Student Special Services programs of the Division of Student Assistance are designed to prepare low income, academically disadvantaged students for post-secondary education and to supply the services necessary for them to successfully complete a program of higher education. These are students who, in most cases, would not have considered enrollment, or have gained admission to and successfully pursued, an academic career beyond high school without the services provided by the Student Special Services programs. Economic and cultural factors severely limit the options available to these students, while their potential is unlikely to be accurately measured by the traditional methods of grades and standardized tests. The young person served by these programs is the one for whom a college education may become possible if he is given experiences and instructions designed to build on the strengths which he possesses. The mandate of the Student Special Services programs in the Division of Student Assistance is to provide such assistance.

Income Criteria

1. Eighty percent of the students served by a Student Special Services project must meet the following low income criteria.*

Number of Family

| Members | Non Farm | Farm |
|---------|--|--|
| 1 | \$2092 | \$1778 |
| 2 | 2619 | 2225 |
| 3 | 3113 | 2635 |
| 4 | 3970 | 3387 |
| 5 | 4684 | 4002 |
| 6 | 5263 | 4491 |
| 7 | 6486 | 5521 |
| ** | **Add \$600 for each additional member | **Add \$400 for each additional member |

A participant may also be considered eligible under this section if he:

- (a) lives in federally supported low income housing;
- (b) is part of a family where there is serious mismanagement of income so that little, if

*Low income criteria is based on the adjusted gross family income.

any, of such income accrues to the
benefit of the student;
(c) is from a family on a state or federally
funded welfare program.

2. Discretion is granted to the Project Director to
admit up to twenty percent of the students
in a project whose adjusted gross family
income from families whose income before
taxes is:

Number of Family

| Members | Non Farm | Farm |
|---------|---|---|
| 1 | \$2500 | \$1800 |
| 2 | 3500 | 2500 |
| 3 | 4200 | 3000 |
| 4 | 5200 | 3700 |
| 5 | 6200 | 4300 |
| 6 | 6900 | 4800 |
| 7 | 7600 | 5300 |
| *** | ***Add \$700 for each additional member | ***Add \$500 for each additional member |

In addition, such a student must meet one of the
following criteria:

- (a) lives in a designated Model Cities neighborhood;
- (b) has English as a second language;
- (c) is living in a family where the head of household is employed in a low income, dead-end job;
- (d) is a migrant;
- (e) is of a cultural heritage not reflected sufficiently or accurately in the current curriculum or system;
- (f) is living in an area of cultural or geographic isolation.

Disabled Students

Postsecondary Student Special Services programs may also be provided for physically disabled students whose physical limitations cause them to need specially designed instruction and related services.

APPENDIX B

DEFINITION OF DOCUMENTS REQUIRED BY E.O.P.

1. Admission's Application

Fill out application immediately and send it to Admissions & Records office with the fee waiver. If you qualify, the fee will be waived by the Financial Aids Office. If not you will be required to send a check or money order for \$20.00 to Admissions. Make all checks or money orders payable to California State College, Stanislaus. This application is the regular college application.

2. E.O.P. Application

Aside from the regular CSCS application, all students wishing to be admitted under the E.O.P. program are required to complete a separate form. This form gives us specific information. The E.O.P. form is kept in your permanent file in the E.O.P. office.

3. Transcripts and Transcript Release Form

Your transcripts are used to determine your eligibility of CSCS, and the E.O.P. program. Go to your high school and college(s) you have attended, and request that your transcript be sent to Admissions & Records office. (Request both a work in progress and a final transcript from the school you are attending.) One week later contact the school(s) to verify that your transcript(s) have been sent to Admissions & Records. If they did not send your transcripts pick up an official copy and send or bring it to Admissions & Records Office. Please sign the enclosed transcript release forms. You are only required to sign your name on the transcript release forms, we will fill the rest out.

4. Biography

Write a summary of what your life and goals are and include why you have chosen the E.O.P. Program at CSCS and how you feel the program can assist you in your goals. Also indicate any social political involvement that you feel our office should take into consideration. Use additional paper if necessary. The Autobiography is read by the staff, and is used to help in the selection process.

5. Two Counselor Recommendation Forms

Have any two authorized professionals i.e. High School Counselor, Probation Officer, Social Worker, Teacher or any High School or J.C. Staff Member fill out the forms. You may ask people you feel can determine your college potential fill in the counselor recommendation form stating why they feel you can succeed in college. These recommendations are used by the staff in our evaluation process.

6. Student Questionnaire

Answer all questions to the best of your knowledge, and as honestly as possible. This form will be used to help our staff determine whether you are a good prospect for E.O.P. at CSCS.

(OVER)

7. Data Release Form

This document is required to inform the E.O.P. office of your ethnic background, and to allow both E.O.P. and Registrar Office to retain and review your records. Both offices follow strict confidential procedures in relation to any of your documents. The data release forms are used by our staff to gain official transcripts for use in our evaluation process.

8. FINANCIAL AID FORMS

Follow instructions contained in Financial Aid Forms.

9. Fee Waiver Request

Have appropriate High School Counselor, Probation Officer, Social Worker, Teacher or J.C. Staff member fill out and sign form.

EDUCATIONAL OPPORTUNITY PROGRAM
California State College, Stanislaus
800 Monte Vista Avenue
Turlock, California 95380, 634-9101 Ext. 208

EOP APPLICATION FORM

DATE _____

NAME: _____ SS# _____

ADDRESS _____ PHONE # _____
Street City zip area code

DATE OF BIRTH _____ MARITAL STATUS _____ MAIDEN NAME _____

NAME OF HIGH SCHOOL _____ YEAR GRADUATING _____

ENTERING CSCS AS FR SOPH JR SR

PARENTS NAME: _____ ADDRESS _____
Street City zip

NUMBER OF DEPENDENT CHILDREN _____ ESTIMATED YEARLY FAMILY INCOME _____

WILL YOU NEED FINANCIAL AID? YES NO

FOR JUNIOR COLLEGE STUDENTS ONLY

NAME OF J.C. _____ UNITS COMPLETED _____ UNITS IN PROGRESS _____

FOR VETERANS ONLY

WHEN DISCHARGED _____ DO YOU QUALIFY FOR G.I. BILL? _____

RESIDENT STATEMENT

1. Parents of minor students must be residents of California.
2. Students over 21 years of age and self-supporting must have established California Residency in order to qualify as an EOP student.

I, THE UNDERSIGNED, STATE THAT I AM A RESIDENT OF CALIFORNIA

SIGNATURE _____

DATE _____

EDUCATIONAL OPPORTUNITY PROGRAM
California State College, Stanislaus

DATA/RELEASE DOCUMENT

Ethnic information is requested by the United States Department of Health, Education and Welfare to assure equal opportunity to all students in compliance with the 1964 Civil Rights Act, Title VI. Please Check One.

| | |
|-----------------------|----------------------|
| _____ American Indian | _____ Asian American |
| _____ Black | _____ Chicano |
| _____ Caucasian | _____ Other |

TO: EDUCATIONAL OPPORTUNITY PROGRAM

FROM: _____
Last First Middle Mr. Mrs. Miss

Social Security Number _____ - _____ - _____
Signature of Applicant

As a student or alumnus of CSCS, I authorize you to release any information or copies of my records to the Educational Opportunity Program for their use in connection with their authorized duties.

TO: Registrar, CSCS

FROM: _____
Last First Middle Mr. Mrs. Miss

Social Security Number _____ - _____ - _____
Signature of Applicant

As a student or alumnus of CSCS, I authorize you to release any information or copies of my records to the Educational Opportunity Program for their use in connection with their authorized duties.

AUTOBIOGRAPHY TIPS

1st Paragraph ---Should introduce yourself, for example; I am the oldest, youngest, or somewhere in-between so many brothers and sisters. Also tell something about your parent's finances, ideas of you getting an education and your home life.

2nd Paragraph--- Should tell something about your community, why you feel a college education will help you and your community. Also state if you want to do something for your family after you finish college.

3rd Paragraph--- Should mention your interest in college, your field of interest, such as Music, Foreign Language, Math or any other specific department. You can mention a person who has influenced you with getting a college education or mention someone who didn't influence your education.

4th Paragraph--- Should say something about your grades, high, so-so, or low, and reason for low grades if any. Also why you feel that college will improve your study habits (possibly dorm life away from small brothers and sisters who might have prevented quiet hours for studying.)

5th Paragraph--- Should include information about your counselors and teachers in regard to your education. For example, did they help you select the right classes or did they mis-inform you on the correct requirements for the field you are interested in. Did teachers or anyone in the education field show discrimination toward you that has affected your grades or desire to complete your education.

6th Paragraph--- Should include how many of your friends have dropped from school and why. Also your identity with your community and your desire to return to improve it, or desire to travel, or whatever you plan on doing when you complete your education.

PERSONAL AUTOBIOGRAPHY

Please include your background, family life, and why you want to attend college.

NAME: _____

STUDENT QUESTIONNAIRE

In order to help determine your eligibility as an Educational Opportunity Program Student, please answer all of the following questions with a short statement.

1. What do you think EOP is, and what do you think EOP can do for you?

2. How do your parents feel about your applying for EOP and for college?

3. College takes four years to complete--this may involve your going through some changes in basic life styles--what is your reaction to the following:

a. How do you feel about living with students you have not previously known?

b. Having to live off a planned budget?

c. Having to do approximately 30-40 hours of homework per week?

d. Working with student and faculty tutors who will work with you on your school assignments

QUESTIONS AND COMMENTS:



CALIFORNIA STATE COLLEGE, STANISLAUS

800 Monte Vista Avenue, Turlock, California 95380

Telephone 209 634-9101

Educational Opportunity/
Student Special Service Program
800 Monte Vista Avenue
Turlock, California 95380

NOMINATION

Under current law it is necessary for every candidate requesting EOP/SSS consideration be nominated by a secondary Counselor, or person working for a state agency or non profit organization.

FROM: (Name) _____

(Title) _____ Phone _____

Nomination

_____ High School nominates
_____ to be considered as a candidate
for enrollment in the California State College, Stanislaus Educational
Opportunity/Student Special Service Program.

Thank you,

Director, EOP

Educational Opportunity/
Student Special Service Program
800 Monte Vista Avenue
Turlock, California 95380

Recommendation

Dear Sir:

We are requesting your assistance in completing recommendation forms for _____.

Your candid and unbiased opinions will be appreciated. It is important that you reflect upon the student's ability, motivation, and skills in relation to his adaptability to a college environment. Without these recommendations it is impossible to evaluate this student in terms of his/her qualifications to enter EOP/SSS at CSCS.

When you have completed this recommendation and nomination form, please mail it directly to our office. Your assistance is greatly appreciated.

Recommendation of Application

Since test scores and high school grades are poor indicators as to a student's initiative and potential to attend college, will you please take into consideration the following points:

1. What factors would improve this student's motivation to succeed in college?

2. In which of these areas do you feel this student will need special assistance. Please explain why i.e. such as test scores or course grades.
English, Math, Science, Bilingual, Study habits/time management, Counseling/emotional stability.

3. Do you have any personal bias about this student either pro or con?
4. Taking everything that you know about this student into consideration, what is his/her potential and probability for academic success?
5. What financial help would you recommend for this student?
6. How long and in what capacity have you known this student?
7. How receptive do you think this student is to criticism or comments about his/her performance?
8. Rate this students overall ability to succeed in college from (1) low to (10) high and give reasons. Circle one.
1 2 3 4 5 6 7 8 9 10
9. Comments:



CALIFORNIA STATE COLLEGE, STANISLAUS

800 Monte Vista Avenue, Turlock, California 95380

Name _____ Date _____

Address _____

The forms indicated below are necessary before we can process your request for financial assistance.

_____ Parents' Confidential Statement (PCS)

_____ Complete and mail to the address in Berkeley shown on the form with the necessary fee.

_____ Complete and return to the Financial Aid Office with no fee.

_____ Student's Financial Statement (SFS)

_____ Complete and return to the Financial Aid Office with no fee.

_____ Financial Aid Application

_____ Complete and return to the Financial Aid Office.

_____ Affidavit of Non-Support

_____ Complete both sides of the affidavit and return to the Financial Aid Office.

_____ Complete Part B and return to the Financial Aid Office.

_____ Financial Aid Transcript

_____ Complete Part A and send to the post-high school educational institution you previously attended. If you have attended more than one institution, contact our office for additional forms.

_____ Welfare verification

_____ Complete Part A and return to this office. Be sure to list the address or the county you are receiving benefits from.

_____ Social Security verification

_____ Complete Side A, including the address of your district office.

_____ Complete items A and B on Side B and return the form to the Financial Aid Office.

_____ 1973 Income Tax Return (IRS Form 1040)

_____ Parents'

_____ Students'

• If you or your parents did not file a tax return send us a written verification and show your total income for 1973.

_____ Photo copy of your alien registration card.

_____ Basic Educational Opportunity Grant (BEOG)

_____ Complete and mail to the address shown on the form.

ACT NOW - COMPLETE YOUR FILE TODAY

APPENDIX C



CALIFORNIA STATE COLLEGE, STANISLAUS

800 Monte Vista Avenue, Turlock, California 95180

Telephone 209 634-9101

Student Services Office
Financial Aid

Dear Student:

Current guidelines require that every student who applies for financial aid for the 1974-75 academic year must submit a copy of his/her 1973 Federal Income Tax Return Form 1040. In addition, financial aid applicants who have been determined to be dependent upon their parents or guardians for support must submit a copy of the parent or guardian's IRS Form 1040 for 1973.

If a copy of the necessary form is not available, a request for a copy should be sent directly to the Internal Revenue Service. If a tax return was not filed, a written, signed statement must be submitted in lieu of the IRS Form 1040. That statement should include the gross income earned and the reason a tax return was not filed.

A student's application for financial aid cannot be processed until the student has a completed file. Furthermore, no file is considered complete until the documents described above have been received by this office.

If you have any questions regarding this matter, please do not hesitate to contact our office.


Sincerely,

Joan R. Morris
Associate Director
Financial Aid

JRM:DG:sk

PCS

COLLEGE SCHOLARSHIP SERVICE
OF THE COLLEGE ENTRANCE EXAMINATION BOARD



Parents' Confidential Statement Booklet

Academic Year 1975-76

Inside this booklet, you will find a Parents' Confidential Statement (PCS). It is to be filled out by you, the parents or guardian of a student who is requesting financial aid for the academic year 1975-76. If more than one student in your family is requesting financial aid, you should submit a separate PCS to the College Scholarship Service (CSS) for each. This booklet also contains:

- *CSS Code List, to be used by you in listing the post-high-school institutions and scholarship programs to receive the PCS*
- *Supplement A, to be completed only if you own all or part of a business*
- *Supplement B, to be completed only if you are a farm or ranch owner, operator, or farm tenant*

In addition, you will find general information, instructions for completing the PCS, an authorization form that allows the CSS to obtain a copy of your 1974 U.S. Individual Income Tax Return, a sample filled-in PCS, and work sheets.

Mail your completed PCS and, if applicable, a Supplement to the appropriate office of the CSS, shown on the front of the PCS, at least one month before the earliest financial aid deadline required by the institutions and programs you list to receive the PCS. Do not submit this PCS after December 1, 1975.

General Information

College Scholarship Service. The CSS, an activity of the College Entrance Examination Board, reviews the PCS and sends a copy and an analysis to the institutions and programs listed. The information you provide on the PCS is confidential and is sent only to the recipients you specifically list.

The CSS does not award financial aid; rather, it evaluates the financial ability of a family to contribute to the costs of the student's post-high-school education. The decision to award financial aid rests with the individual institutions and programs, some of which may also request completion of a separate financial aid application.

Completeness of the PCS. In the interest of equity and fairness, it is important that you provide accurate and complete information on the PCS. Failure to do so may jeopardize the student's request for financial aid. The CSS may use the authorization form you fill out to obtain a copy of your 1974 U.S. Individual Income Tax Return in order to verify the information reported. Any PCS received without signatures will be returned to you.

Some institutions and programs may also request that you send a copy of your income tax return directly to them. Do not send any income tax returns to the CSS.

Special Family Circumstances. If you, the parents, are separated or divorced, the PCS should be completed by the parent (and present spouse, if any) who has custody of the student. If someone other than the parent(s) completes the PCS, he should indicate his relationship to the student and specify whose financial information is being reported.

If other special family circumstances exist, consult each institution and program you list for any specific instructions.

Fee. Enclose with your PCS \$4 for the first institution or program you list and \$2.25 for each additional one. Please make your check or money order payable to CSS. Do not send cash. Any PCS received without the proper fee will be returned to you.

Changes in Family Circumstances. If family circumstances change after your PCS has been submitted, write the CSS office to which you sent the PCS. Do not submit another PCS. Indicate the PCS item number to be revised, describe the change, and, if applicable, provide the new dollar amount. Correspondence communicating changes must be signed by you, not by the student. The CSS will forward all relevant information to the institutions and programs that receive your PCS.

In correspondence with the CSS and on any separate sheets of paper that you may enclose with the PCS, be sure to provide the following student information: full name, date of birth, social security number, permanent mailing address, and the CSS code numbers of institutions to receive the PCS.

Additional Copies of the PCS. The CSS will send you an Acknowledgement that your PCS has been received. This Acknowledgement includes an Additional College Request (ACR) form for you to submit if you wish copies of the PCS sent to institutions and programs not originally listed. The ACR form can be used ONLY until September 1, 1975; do not submit another PCS before this date. Between September 1, 1975, and December 1, 1975, you must submit a new PCS.

Instructions for Completing the PCS

It is important that you complete all items on the PCS according to the following instructions. This will help avoid delays in processing. In addition to the instructions, refer to your most recent income tax return and to the sample filled-in PCS on the back of the PCS.

- Complete the work sheet first and transfer the information to the PCS. Keep the work sheet for your records.
- Please type or print all entries in black or dark ink; do not use a pencil.
- Enter each response in the proper area. Do not make entries outside of boxes or enter more than one set of figures in a box.
- Enter amounts in dollars; omit cents. For example, if father's wages, salaries, tips, and other compensation are \$9,705.78, enter \$9,705 in 7A for father.
- Do not leave dollar items blank. Enter a zero (0) where appropriate. Do not use words such as "unknown," "none," or "same."
- If the actual amounts are not available, provide your best estimates.
- Use (31) to explain all circled items and any unusual family circumstances.
- Sign and date the PCS and, if applicable, a Supplement.
- Fold the PCS so that the financial data are facing out.
- Be certain to enclose your check or money order, made payable to the CSS, with your completed forms. Please do not send cash.

ITEM 1A: Enter all the requested student information, making certain that you include the student's sex, date of birth, and social security number.

ITEM 2: Enter the names and addresses of all institutions and programs to receive the PCS. Then use the CSS Code List provided to find the four-digit numbers for these institutions and enter the numbers in the appropriate CSS code number boxes. Check your code number entries carefully; if you enter incorrect code numbers, the PCS will be sent to the wrong institutions. If the name of an institution or program you list on the PCS does not appear in the Code List, be certain to enter its complete name and address, but leave the CSS code number box blank. Do not use any codes other than those provided on the Code List.

ITEM 5A: Enter the number of dependent children from the appropriate line of the exemptions section of your 1974 U.S. income tax return, Form 1040 or Form 1040A. Do not leave blank.

ITEM 5B: Enter the number of all children whether or not you claim them as exemptions for tax purposes. Be certain to include the student. Do not leave blank and do not enter zero.

ITEM 5C: Enter the number of other dependents from the appropriate line of the exemptions section of your 1974 U.S. income tax return, Form 1040 or Form 1040A. Do not leave blank. Indicate in (31) your relationship to the other dependents and the dollar amount of support you provide annually. Do not include yourself or your spouse.

ITEM 7: Enter total annual amounts only. Whenever an individual entry is from more than one source, itemize and give dollar amounts in (31). If actual amounts for 1974 are not available, give your best estimate. If the amounts entered for 1974 are lower by \$1,000 or more than those given for 1973, explain in (31). Also, if the amounts entered for 1975 are lower by \$1,000 or more than those given for 1974, explain in (31).

ITEM 7A: For 1973, enter amount for each working parent from line 9 of your U.S. income tax return, Form 1040 or Form 1040A. For 1974, enter amount for each working parent from the "wages, salaries, tips, and other employee compensation" line of your 1974 return.

ITEM 7B: Enter any interest earned from the savings accounts you report in 19, and any dividends earned from the investments you report in 20.

ITEM 7C: Enter your share of net profit from Supplement A, line 7 for 1973, 1974, and 1975 (estimated); or your share of net farm profit from Supplement B, line 10 for 1973, 1974, and 1975 (estimated).

ITEM 7D: Enter all taxable income not previously reported. Include rental or property income, appreciation or capital gains, pensions, annuities, endowments, alimony received, and estate or trust income.

ITEM 9: For 1973, enter amount from Part II, line 41 of your U.S. income tax return, Form 1040. For 1974, enter amount from the "employee business expense" line of your 1974 return. If you own income-producing real estate, include tax-deductible business expenses on that real estate.

ITEM 11: Be certain to follow the instructions given above for 7.

ITEMS 11A, 11B, and 11C: Enter the total annual amount of benefits received for all members of the family except those received for educational purposes by either the student or other members of the family. Enter the amount of monthly educational benefits to be received by the student in 27.

ITEM 11D: Enter all nontaxable income not previously reported. Include unemployment compensation, child support received, military subsistence and quarters allowances, allotments, gifts, inheritances, bequests, aid from friends and relatives, and other nontaxable income such as free housing, food, and services.

ITEM 14: Include such emergency or unusual expenses as payments for alimony, child support, natural disasters not covered by insurance, termite control, unreimbursed tuition for parents' education, nursing home care, funerals, legal fees, unreimbursed job-related moving expenses, and water, street, and sewer assessments (installation only). Do not include any other types of expenses.

ITEM 15: For 1973, enter amount from line 18 of your U.S. income tax return, Form 1040, or line 19 of Form 1040A. For 1974, enter amount from the "income tax" line of your 1974 return. Enter a zero (0) when no tax was paid. Do not enter state, local, real estate, or self-employment taxes, or total taxable income.

ITEM 16: Enter your state income tax paid for 1973 and 1974. Enter a zero (0) when no tax was paid. Do not enter federal, local, real estate, or self-employment taxes, or total taxable income.

ITEMS 17 and 18: If home or other real estate is part of a business or farm, enter a zero (0) and include value on PCS Supplement A or B. If other real estate is income-producing, include the total income received in 7D.

ITEM 21: If you own all or part of a business or farm, enter the requested information for 1974 from PCS Supplement A, lines 10, 12, and 14, or PCS Supplement B, lines 12, 14, and 16.

ITEM 22: Do not include any expenses for 1974 already entered in 13 and 14. Include such debt outstanding from 1973 or before as past medical and dental expenses; remaining business indebtedness if business dissolved; funeral expenses; legal fees; educational indebtedness for parents' education; unreimbursed job-related moving expenses; natural disasters not covered by insurance; personal loans for down payment of property or investments entered in 17, 18, 20, or 21; liens; and living expenses if business failure, prolonged illness, and unemployment have depleted assets and forced indebtedness. Do not include any other type of debt outstanding.

ITEM 26A and 26B: Explain in (31) any restrictions on the use of the student's assets. Also, explain any entry made in 26B. Do not include the value of student's life insurance policies, stamp or coin collections, or personal property.

ITEM 27A: Enter only the student's monthly educational payments to be received as social security benefits. Do not include these student's benefits in 11A.

ITEM 27B: Enter only the student's monthly educational payments to be received as Veterans Educational Assistance-GI Bill benefits. Do not include these student's benefits in 11B.

ITEM 27C: Enter all of the student's other monthly educational payments to be received from Railroad Retirement, Vocational-Rehabilitation, Manpower Development, War Orphans, and other similar types of assistance programs. Do not include any grants, scholarships, loans, or employment the student is to receive from institutions and scholarship programs. Do not include any assistance from parents or the student's spouse. Itemize and give dollar amounts in (31). Do not include any of these student's benefits in 11C or 11D.

To the Parents or Guardian

You, the parents or guardian whose financial situation is being reported on the PCS, must complete this authorization or check the box below before mailing the PCS to the CSS. If you are required to file a 1974 return, be certain to provide all requested information and to sign and date the authorization. If you are not required to file a 1974 return, leave the authorization blank and check here ☐

Do not detach the authorization from this page.

PARENTS' AUTHORIZATION

for CSS to obtain a copy of 1974 U.S. Individual Income Tax Return

| | | |
|---|--|---|
| NAMES AND ADDRESS OF TAXPAYERS AS SHOWN OR TO BE SHOWN ON RETURN: | SOCIAL SECURITY OR EMPLOYER IDENTIFICATION NUMBER: | FOR IRS USE ONLY |
| | INTERNAL REVENUE OFFICE WHERE RETURN WAS OR WILL BE FILED: | Mail photocopies to: College Scholarship Service Box 176 Princeton, NJ 08540 |
| SIGNATURES OF TAXPAYERS: | | DATE: |

PCS Mailing Instructions

Mail *this* Parents' Confidential Statement and, if applicable, a Supplement to the appropriate College Scholarship Service address listed below. If you live within the light gray area of the map, send your PCS to the CSS office in Princeton; in the black area, to the office in Evanston; in the green area, to the office in Berkeley.

Before Mailing

Before you mail the completed PCS and a Supplement, if applicable, be certain you have:

- entered the CSS code numbers on all documents submitted
- signed and dated the forms, including the above authorization
- folded the form so that the parents' financial information is facing out
- enclosed the correct fee

Any PCS received without the correct fee or without signatures will be returned to you.



College Scholarship Service

- Box 176, Princeton, New Jersey 08540
- Box 881, Evanston, Illinois 60204
- Box 1501, Berkeley, California 94701



COLLEGE SCHOLARSHIP SERVICE
OF THE COLLEGE ENTRANCE EXAMINATION BOARD

PCS

PARENTS' CONFIDENTIAL STATEMENT (PCS)

Academic Year 1975-76

Read instructions carefully before completing this form.
Do not send to CSS after December 1, 1975.

IMPORTANT: Check the box next to the number of institutions and programs in Item 2 below and enclose the fee indicated

1 ☐ \$4.00 3 ☐ \$ 8.50 5 ☐ \$13.00
2 ☐ \$6.25 4 ☐ \$10.75 6 ☐ \$15.25

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--|--|--|--|--|--|--|--|--|------------|--|----------|--|--|--|--|--|--|--|---------------|-----|---------------|--|--|------------------------|--|--|--|--|--|--|--|--|
| 1A STUDENT APPLICANT | LAST NAME | | | | | | | | | | FIRST NAME | | | | | | | | | | MR. MRS. MISS | SEX | DATE OF BIRTH | | | SOCIAL SECURITY NUMBER | | | | | | | | |
| | NUMBER AND STREET | | | | | | | | | | CITY | | | | | | | | | | STATE | | ZIP CODE | | | | | | | | | | | |
| 1B STUDENT'S PERMANENT MAILING ADDRESS | CITY | | | | | | | | | | STATE | | ZIP CODE | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1C Is student married? ☐ NO ☐ YES
Is student a U.S. citizen? ☐ NO ☐ YES
If no, what is student's visa status? _____

1D Student's year in college or post-high-school institution during 1975-76 (check only one box): 1 ☐ FIRST 2 ☐ SECOND 3 ☐ THIRD 4 ☐ FOURTH OR FIFTH (undergraduate) 5 ☐ GRAD

1E PARENTS 1 ☐ FATHER 3 ☐ STEPFATHER 5 ☐ PARENTS SEPARATED 7 ☐ STUDENT HAS LEGAL GUARDIAN (other than parents)
Check if living: 2 ☐ MOTHER 4 ☐ STEPMOTHER Check any that apply: 6 ☐ PARENTS DIVORCED 8 ☐ FATHER UNABLE TO WORK
If other unusual family circumstances exist, explain in _____

2 Enter complete names, addresses, and CSS code numbers of the institutions and programs to which copies of the PCS are to be sent. Do not leave name and address blank. Obtain code numbers from the CSS Code List provided. If any institution or program you enter is not listed, leave the CSS code number box blank.

| NAME | CITY | STATE | CSS CODE NO. | NAME | CITY | STATE | CSS CODE NO. |
|------|------|-------|--------------|------|------|-------|--------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Father, Stepfather, or Guardian

Mother, Stepmother, or Guardian

| | | | |
|--------------|--------------------|--------------|--------------------|
| 3A NAME | AGE | 3B NAME | AGE |
| HOME ADDRESS | | HOME ADDRESS | |
| OCCUPATION | TITLE | OCCUPATION | TITLE |
| EMPLOYED BY | YEARS WITH COMPANY | EMPLOYED BY | YEARS WITH COMPANY |

4 Did or will you file a joint U.S. Individual Income Tax Return for 1973? Yes ☐ No ☐ for 1974? Yes ☐ No ☐

5A How many dependent children did or will you claim as U.S. income tax exemptions (Do not leave blank.) for 1974?
5B How many children (list all by name in 30) including the student, will be dependent on you for support (Do not leave blank.) for 1975?
5C How many children entered in 5B will be attending a college or post-high-school institution (Do not leave blank.) during 1975-76?
5D How many other dependents did or will you claim as U.S. income tax exemptions (Do not include anyone entered in 3A, 3B, 5A, 5B, 5C, or 30. Explain entries of one or more in 31. Do not leave blank.) for 1974?
for 1975?

6 Do you own all or part of a business, or are you a farm or ranch owner, operator, or farm tenant? NO ☐ 1 YES ☐
IF YES, COMPLETE SUPPLEMENT A OR B BEFORE GOING ON TO 7.

Parents' Annual Income and Expenses

Parents' Assets and Indebtedness

| ENTER ANNUAL AMOUNTS IN DOLLARS ONLY | | | |
|---|------------|------------|----------------|
| | TOTAL 1973 | TOTAL 1974 | ESTIMATED 1975 |
| 7 TAXABLE INCOME BEFORE DEDUCTIONS | | | |
| A. Wages, salaries, tips and other compensation | | | |
| Father, stepfather, or male guardian | \$ | \$ | \$ |
| Mother, stepmother, or female guardian | \$ | \$ | \$ |
| B. Dividends and interest income (See instructions.) | \$ | \$ | \$ |
| C. Net profit from business or farm | \$ | \$ | \$ |
| D. Other taxable income (itemize and give dollar amounts in 31) | \$ | \$ | \$ |
| 8 Add 7A, 7B, 7C, and 7D | \$ | \$ | \$ |
| 9 EMPLOYEE BUSINESS EXPENSE (itemize and give dollar amounts in 31. Do not include expenses entered on Supplement A or B) | \$ | \$ | \$ |
| 10 Subtract 9 from 8 | \$ | \$ | \$ |
| 11 NONTAXABLE INCOME (See instructions.) | | | |
| A. Social Security benefits (Report student's educational benefits only in 27A.) | \$ | \$ | \$ |
| B. Veterans benefits (Report student's educational benefits only in 27B.) | \$ | \$ | \$ |
| C. Welfare benefits (Report student's educational benefits only in 27C.) | \$ | \$ | \$ |
| D. Other nontaxable income (itemize and give dollar amounts in 31) | \$ | \$ | \$ |
| 12 TOTAL INCOME (Add 10, 11A, 11B, 11C, and 11D.) | \$ | \$ | \$ |
| 13 MEDICAL AND DENTAL EXPENSES NOT COVERED BY INSURANCE PLUS MEDICAL INSURANCE PREMIUMS (itemize and give dollar amounts in 31) | \$ | \$ | \$ |
| 14 EMERGENCY EXPENSES (See instructions, itemize, and give dollar amounts in 31) | \$ | \$ | \$ |
| 15 U.S. INCOME TAX PAID (See instructions. Do not include any tax overpaid.) | \$ | \$ | \$ |
| 16 STATE INCOME TAX PAID (See instructions. Do not include any tax overpaid.) | \$ | \$ | \$ |

| ENTER INFORMATION IN DOLLARS ONLY | | | |
|---|----------------------|----------------------------------|---------------------------|
| | TOTAL FIRE INSURANCE | ESTIMATE OF PRESENT MARKET VALUE | UNPAID MORTGAGE PRINCIPAL |
| 17 HOME IF OWNED OR BEING PURCHASED (Do not include amounts entered on Supplement A or B.) | | | |
| YEAR PURCHASED: 19 _____ PURCHASE PRICE: \$ _____ | \$ | \$ | \$ |
| 18 OTHER REAL ESTATE (Describe in 31. Do not include amounts entered on Supplement A or B.) | \$ | \$ | \$ |
| 19 CASH, SAVINGS, AND CHECKING ACCOUNTS | \$ | | |
| 20 OTHER INVESTMENTS (present market value) (itemize and give dollar amounts in 31) | \$ | | |
| 21 BUSINESS OR FARM IF OWNED (Complete A, B, and C below) | | | |
| A. Total assets for 1974 from Supplement A, line 10, or Supplement B, line 12 | \$ | | |
| B. Total indebtedness for 1974 from Supplement A, line 12, or Supplement B, line 14 | \$ | | |
| C. Percent of ownership for 1974 from Supplement A, line 14, or Supplement B, line 16 | \$ | | |
| 22 DEBT OUTSTANDING (See instructions, itemize, state purpose, and give dollar amounts in 31) | \$ | | |
| Amount of 22 to be paid during 1975 | \$ | | |
| 23 ANNUAL RENT OR MORTGAGE PAYMENTS ON FAMILY RESIDENCE (If none explain in 31) | \$ | | |
| 24 FACE VALUE OF PARENTS' LIFE INSURANCE POLICIES | \$ | | |
| 25 TOTAL CAR INDEBTEDNESS (List make and year of family cars in 31) | \$ | | |

Student Applicant's Assets and Benefits

| | |
|--|--|
| 26 ASSETS (as of July 1, 1975) | 27 MONTHLY EDUCATIONAL BENEFITS (to be received between July 1, 1975, and June 30, 1976) |
| A. SAVINGS (Do not include 1975 summer earnings.) | A. Social Security payments PER MONTH |
| B. OTHER (endowments, trusts, inheritances, and investments) | B. Veterans GI BILL payments PER MONTH |
| | C. Other payments PER MONTH |

CSS CODE LIST

To assist in completing item 2 of the PCS.

Most but not all of the institutions and programs listed below are the PCS. State scholarship programs are listed first. Institutions are listed alphabetically within each state. A dash (—) to the left of an institution indicates that it is a campus or branch of a larger college or university system.

If the name of an institution or program you list on the PCS does not appear in the Code List, be certain to enter its complete name and address, but leave the CSS code number box blank. Do not use any codes other than those listed here.

STATE SCHOLARSHIP PROGRAMS

- 0004 California State Scholarship and Loan Commission
- 0009 Connecticut State Scholarship Program
- 0050 Florida Department of Education
- 0072 Georgia State Scholarship Commission
- 0125 Kansas State Scholarship Program
- 0124 Maine Higher Education Facilities Commission
- 0256 Maryland State Scholarship Program
- 0258 Massachusetts State Scholarship Program
- 0268 Minnesota State Scholarship Program
- 0410 Oregon State Scholarship Commission
- 0282 Rhode Island State Scholarship Program
- 0267 State of Texas Higher Education Facilities Commission
- 0428 State of Michigan Scholarship Grant Program
- 0764 State Scholarship Commission of Indiana
- 0023 Tennessee Student Assistance Agency
- 0297 Vermont State Student Assistance Corporation
- 0608 Washington State Scholarship Program
- 0552 West Virginia State Scholarship Program

INSTITUTIONS

ALABAMA

- 0003 Alabama Agricultural and Mechanical University
- 0034 Alabama Christian College
- 0206 Alabama State University
- 0024 Athens College
- Alabama University:
 - 0005 —Alabama
 - 0036 —Montgomery
- 0064 Birmingham Southern College
- 0735 Florence State University
- 0262 Gardner State Junior College
- 0703 Huntington College
- 0736 Jacksonville State University
- 0252 Jefferson State Junior College
- 0356 John C. Calhoun State Community College
- 0737 Livingston University
- 0468 Oakwood College
- 0586 Saint Bernard College
- 0689 Sanford University
- 0302 Spring Hill College
- 0733 Stillman College
- 0739 Talladega College
- 0900 Theodore A. Lawson State J. Coll.
- 0933 Troy State University
- 0738 Tuskegee Institute
- University of Alabama:
 - 0856 —Birmingham
 - 0032 —School of Dentistry
 - 0992 —School of Medicine
 - 0854 —Huntsville
 - 0830 —Tuscaloosa
- 0004 University of Montevallo
- 0880 University of South Alabama

ALASKA

- 0201 Alaska Methodist University
- 0202 Anchorage Community College
- University of Alaska:
 - 0856 —Fairbanks
 - 0896 —Anchorage
 - 0897 —Juneau

ARIZONA

- 0007 Arizona State University (Tempe)
- 0006 Northern Arizona University
- 0821 Prescott College
- 0832 University of Arizona (Tucson)

ARKANSAS

- 0011 Arkansas State University
- 0267 Harding College
- 0273 Hendrix College
- 0578 Philander Smith College
- 0012 State College of Arkansas
- University of Arkansas:
 - 0866 —Fayetteville
 - 0368 —Little Rock
 - 0004 —Pine Bluff

CALIFORNIA

- 0002 Allan Hancock College
- 0010 Ambassador College
- 0004 American River College

- 0009 Art Center College of Design
- 0596 Azusa Pacific College
- 0021 Bethany Bible College
- 0017 Biola College
- 0226 Biola College
- 0094 California Baptist College
- 0031 California College of Arts and Crafts
- 0049 California Institute of the Arts
- 0034 California Institute of Technology
- 0086 California Lutheran College

California State Universities and Colleges:

- 0110 —Bakersfield
- 0048 —Chico
- 0098 —Dominguez Hills
- 0312 —Fresno
- 0589 —Fullerton
- 0011 —Hayward
- 0345 —Humboldt
- 0389 —Long Beach
- 0399 —Los Angeles
- 0707 —Northridge
- 0082 —Pomona (Polytechnic)
- 0671 —Sacramento
- 0099 —San Bernardino
- 0682 —San Diego
- 0684 —San Francisco
- 0687 —San Jose
- 0036 —San Luis Obispo (Polytechnic)
- 0723 —Sonoma
- 0047 —Stanislaus
- 0047 Chapman College
- 0053 City College of San Francisco
- 0053 Claremont Graduate School
- 0054 Claremont Men's College
- 0053 College of Notre Dame
- 0070 College of San Mateo
- 0087 College of the Siskiyous
- 0108 Columbia Junior College
- 0943 Contra Costa College
- 0286 De Anza College
- 0284 Dominican College of San Rafael
- 0279 Don Bosco Technical Institute
- 0311 Fresno City College
- 0327 Glendale Community College
- 0329 Golden Gate University
- 0334 Grossmont College
- 0341 Harvey Mudd College
- 0059 Holy Names College
- 0357 Immaculate Heart College
- 0381 La Verne College
- Loma Linda University:
 - 0380 —La Sierra
 - 0652 —Loma Linda
- 0683 Loma Mar College
- 0389 Long Beach City College
- 0391 Los Angeles City College
- 0403 Loyola Marymount University
- 0497 Maharishi International University
- 0482 Menlo College
- 0502 Merritt College
- 0485 Mills College
- 0486 Modesto Junior College
- 0507 Monterey Institute of Foreign Studies
- Mount Saint Mary's College:
 - 0520 —Oakland Campus
 - 0493 —Los Angeles
- 0540 Northrop Institute of Technology
- 0581 Occidental College
- 0614 Pacific Christian College
- 0616 Pacific College
- 0600 Pacific Union College
- 0604 Pasadena City College

- Pepperdine University:
 - 0326 —Los Angeles
 - 0630 —Malibu Campus
- 0619 Pitzer College
- 0605 Point Loma College
- 0607 Pomona College
- 0655 Reedley College
- 0670 Sacramento City College
- 0675 Saint Mary's College of California
- 0036 San Francisco Art Institute and Coll.
- 0744 San Francisco Conservatory of Music
- 0686 San Jose City College
- 0692 Santa Rosa Junior College
- 0693 Scripps College
- 0696 Shasta College
- 0698 Simpson College
- 0746 Skyline College
- 0701 Southern California College
- 0726 Southwestern College
- 0704 Stanford University
- 0039 United States International University

University of California:

- 0833 —Berkeley
- 0834 —Davis
- 0859 —Irvine
- 0837 —Los Angeles
- 0879 —School of Medicine (Los Angeles)
- 0839 —Riverside
- 0836 —San Diego
- 0840 —San Francisco
- 0835 —Santa Barbara
- 0860 —Santa Cruz
- 0065 University of the Pacific

- 0848 University of Redlands
- 0368 —Johnston College
- 0849 University of San Diego
- 0850 University of San Francisco
- 0851 University of Santa Clara
- 0852 University of Southern California
- 0950 Westmont College
- 0958 West Valley College
- 0952 Whitaker College
- 0994 Yuba Community College

COLORADO

- 0001 Adams State College
- 0072 Colorado College
- 0073 Colorado School of Mines
- 0075 Colorado State University (Fort Collins)
- 0076 Colorado Women's College
- 0310 Fort Lewis College
- 0390 Loretto Heights College
- 0656 Regis College
- 0411 Southern Colorado State College
- 0861 University of Colorado
- 0842 University of Denver
- 0074 University of Northern Colorado
- 0946 Western State College of Colorado

CONNECTICUT

- 0001 Albertus Magnus College
- 0006 Anshurst College
- 0098 Central Connecticut State College
- 0284 Connecticut College
- 0966 Eastern Connecticut State College
- 0390 Fairfield University
- 0421 Greater Hartford Community College
- 0431 Hartford College for Women
- 0442 Hartford Hospital School of Nursing
- 0368 Hartford State Technical College
- 0446 Housatonic Community College
- 0344 Manchester Community College
- 0350 Mattabatch Community College
- 0351 Middlesex Community College
- 0328 Mitchell College
- 0358 Mohagan Community College
- 0652 Northeastern Connecticut Community College
- 0678 Norwalk Community College
- 0698 Post Junior College
- 0716 Quinnipiac Valley Community College
- 0712 Quinnipiac College
- 0780 Sacred Heart University
- 0781 Saint Francis Hospital School of Nursing

- 0754 Saint Joseph College
- 0798 Saint Mary's Hospital School of Nursing
- 0792 South Central Community College
- 0662 Southern Connecticut State College
- 0899 Trinity College
- 0897 Tunxis Community College
- 0914 University of Bridgeport
- 0915 University of Connecticut
- 0436 University of Hartford
- 0663 University of New Haven
- 0959 Wesleyan University
- 0350 Western Connecticut State College
- 0967 Yale University

DELAWARE

- 0081 Brandywine College
- 0153 Delaware State College
- Delaware Technical and Community College:
 - 0169 —Georgetown
 - 0173 —Wilmington
- 0811 University of Delaware
- 0894 Wesley College
- 0926 Wilmington College

DISTRICT OF COLUMBIA

- 0007 American University
- 0104 Catholic University of America
- 0155 District of Columbia Teachers College
- 0209 Federal City College
- 0246 George Washington University
- 0244 Georgetown University
- 0297 Howard University
- 0632 Slayter College
- 0796 Trinity College
- 0007 Washington College of Law
- 0916 Washington Hospital Center School of Nursing

FLORIDA

- 0053 Barry College
- 0712 Bayliner Fashion College
- 0061 Bethune-Cookman College
- 0076 Bloxhutte College
- 0703 Bloxhutte Paramedical Institute
- 0045 Broward Community College
- 0074 Broward Community College (Ft. Lauderdale)
- Charm Williams College:
 - 0720 —Fort Lauderdale
 - 0717 —Miami

- 0718 —Paramedical
- 0159 Daytona Beach Community College
- 0223 Eckerd College
- 0190 Embury-Riddle Aeronautical University
- 0215 Florida Agricultural and Mechanical University
- 0229 Florida Atlantic University
- 0216 Florida College
- 0080 Florida Institute of Technology
- 0206 Florida International University
- 0232 Florida Junior College (Jacksonville)
- 0217 Florida Memorial College
- 0218 Florida Southern College
- 0219 Florida State University (Tallahassee)
- 0233 Florida Technological University
- 0171 Fort Lauderdale University
- 0304 Hillsborough Community College
- 0322 Indian River Community College
- 0331 Jacksonville University
- 0377 Lake City Community College
- 0427 Manatee Junior College
- 0437 Marymount College of Florida
- Miami Dade Community College:
 - 0457 —Downtown
 - 0160 —North
 - 0458 —South
- 0506 New College
- 0503 North Florida Junior College
- 0531 Palm Beach Junior College
- 0535 Pensacola Junior College
- 0572 Rollins College
- 0641 Saint Johns River Junior College
- 0638 Saint Leo College
- Saint Petersburg Junior College:
 - 0658 —Clearwater
 - 0606 —St. Petersburg
- 0653 Santa Fe Community College
- 0662 Seminole Junior College
- 0621 Southeastern Bible College
- 0630 Stetson University
- 0794 Tallahassee Community College
- 0791 Tampa Technical Institute
- 0812 University of Florida (Gainesville)
- 0815 University of Miami
- 0490 University of North Florida
- 0828 University of South Florida
- 0819 University of Tampa
- 0833 University of West Florida
- 0869 Valencia Community College

GEORGIA

- 0001 Abraham Baldwin Agricultural College
- 0002 Agnes Scott College
- 0026 Albany Junior College
- 0004 Albany State College
- 0009 Andrew College
- 0012 Armstrong State College
- 0014 Atlanta College of Art
- 0041 Atlanta College of Medical and Dental Assistants
- 0015 Atlanta University
- 0336 Augusta College
- 0059 Berry College
- 0066 Brenau College
- 0068 Brewton-Parlier College
- 0078 Brunswick Junior College
- 0110 Clark College
- 0145 Clayton Junior College
- 0123 Columbus College
- 0167 Dalton Junior College
- DeKalb Community College:
 - 0165 —Central
 - 0711 —South
- 0184 Emmanuel College
- 0187 Emory University
- 0237 Floyd Junior College
- 0220 Fort Valley State College
- 0247 Georgia Baptist Hospital School of Nursing
- 0252 Georgia College
- 0248 Georgia Institute of Technology
- 0253 Georgia Southern College
- 0250 Georgia Southwestern College
- 0245 Georgia State University (Atlanta)
- 0256 Gordon Junior College
- 0263 Grady Memorial Hospital School of Nursing
- 0359 Kennesaw Junior College
- 0362 La Grange College
- 0187 Lamar School of Law
- 0439 Macon Junior College
- 0429 Macon Junior College
- 0406 Medical College of Georgia
- Mercer University:
 - 0025 —Atlanta
 - 0408 —Macon
- 0623 —Southern School of Pharmacy
- 0411 Middle Georgia College
- 0415 Morehouse College
- 0417 Morris Brown College
- 0497 North Georgia College
- 0521 Oglethorpe University
- 0186 Oxford College
- 0530 Paine College

- 0537 Piedmont College
- 0543 Piedmont Hospital School of Nursing
- 0568 Reinhardt College
- 0609 Savannah State College
- 0619 Shorter College
- 0616 South Georgia College
- 0626 Southern Technical Institute
- 0628 Swain College
- 0796 Tift College
- 0799 Tusculum College
- 0813 University of Georgia (Athens)
- 0855 Valdosta State College
- 0895 Wesleyan College
- 0900 West Georgia College
- 0990 Young Harris College

HAWAII

- 0105 Chaminade College of Honolulu
- 0894 Hawaii Community College (Hilo)
- 0351 Hawaii Loa College
- 0352 Hawaii Pacific College
- 0377 Kapikani Community College
- 0410 Leeward Community College
- University of Hawaii:
 - 0869 —Hilo
 - 0867 —Honolulu

IDaho

- 0018 Boise State College
- 0060 College of Idaho
- 0355 Idaho State University (Pocatello)
- 0359 North Idaho College
- 0454 Northwest Nazarene College
- 0657 Ricks College
- 0843 University of Idaho (Moscow)

ILLINOIS

- 0025 Augustana College
- 0027 Aurora College
- 0052 Barat College
- 0065 Blackburn College
- 0070 Bradley University
- 0082 Central YMCA Community College
- 0118 Chicago State University
- 0903 College of Lake County
- 0130 College of Saint Francis
- 0135 Columbia College
- 0140 Concordia Teacher's College
- 0157 Cook County School of Nursing
- 0165 De Paul University
- 0199 Eastern Illinois University
- 0204 Elmhurst College
- 0206 Eureka College
- 0245 Gann City College
- 0248 Grace Williams College
- 0256 Greenville College
- 0707 Illinois Benedictine College
- 0131 Illinois College
- 0137 Illinois College of Optometry
- 0138 Illinois Institute of Technology
- 0139 Illinois State University
- 0120 Illinois Wesleyan University
- 0346 Joliet Junior College
- 0351 Judson College
- 0366 Kendall College
- 0910 Kennedy-King College
- 0372 Knox College
- 0392 Lake Forest College
- 0404 Lewis University
- 0405 Lincoln Christian College
- 0406 Lincoln College
- 0412 Loyola University of Chicago
- 0520 MacCormac Junior College
- 0435 MacMurray College
- 0456 McKendree College
- 0470 Millikin University
- 0484 Monmouth College
- 0524 Moraine Valley Community College
- 0493 Mundelein College
- National College of Education:
 - 0624 —Chicago (Urban Campus)
 - 0551 —Evansville
- 0755 Niles College of Loyola University
- 0555 North Central College
- 0556 North Park College
- 0900 Northwestern Illinois University
- 0559 Northern Illinois University
- 0155 Northwestern Memorial Hospital School of Nursing
- 0565 Northwestern University
- 0596 Olivet Nazarene College
- 0519 Parkland College
- 0621 Park College of Aeronautical Technology

- 0077 Prairie State College
- 0630 Principia College
- 0645 Quincy College
- 0665 Rockford College
- 0674 Rock Valley College
- 0666 Roosevelt University
- 0667 Rosary College
- 0747 Saint Francis Hospital School of Nursing (Evansville)
- 0708 Saint Xavier College
- 0713 School of Art Institute of Chicago
- 0717 Shimer College

Southern Illinois University:
1726 —Carbondale
1759 —Edwardsville
1861 —Medical School
1806 Thornton Community College
1820 Trinity Christian College
1821 Trinity College
1822 Triton College
1832 University of Chicago
University of Illinois:
1851 —Chicago Circle
1855 —Medical Center
1836 —Urbana
1900 Western Illinois University
1905 Wheaton College
1925 Wilbur Wright College
1932 William Rainey Harper College

INDIANA

1016 Anderson College
1051 Ball State University
1079 Bethel College
1073 Butler University
1776 Calumet College
1138 Concordia Senior College
1642 Deaconess Hospital (Evansville)
1166 DePaul University
1195 Earlham College
1227 Fort Wayne Bible College
1228 Franklin College of Indiana
1251 Goshen College
1252 Grace Theological Seminary and
Grace College
1290 Hanover College
1325 Herron School of Art
1309 Holy Cross Junior College
1304 Huntington College
1321 Indiana Central College
1323 Indiana Institute of Technology
Indiana State University:
1335 —Evansville
1322 —Terre Haute
Indiana University:
1324 —Bloomington
1336 —Fort Wayne
1338 —Gary
1337 —Kokomo
1314 —New Albany
1194 —Richmond
1285 —School of Medicine
1339 —South Bend
1325 Indiana University—Purdue
University at Indianapolis
1311 Indiana Vocational Technical College
1440 Manchester College
1442 Marian College (Indianapolis)
1446 Marion College (Marion)
1570 Northwood Institute
1585 Oakland City College
Purdue University:
1637 —Fort Wayne
1638 —Hammond
1631 —West Lafayette
1640 —Westville
1668 Rose-Hulman Institute of Technology
1693 Saint Francis College
1697 Saint Joseph's College (Rensselaer)
1702 Saint Mary's College
1704 Saint Mary-of-the-Woods College
1705 Saint Meinrad College
1802 Taylor University
1811 Tri-State College
1208 University of Evansville
1841 University of Notre Dame
1874 Valparaiso University
1877 Vincennes University
1895 Wabash College

MISSOURI

6046 Briar Cliff College
6047 Buena Vista College
6087 Central College
6099 Clarke College
6101 Cox College
6119 Cornell College
Des Moines Area Community College:
6177 —Ankeny
6044 —Boone
6174 Divine Word College Seminary
6171 Dorci College
6168 Drake University
6193 Ellsworth Community College
6249 Graceland College
6251 Grand View College
6252 Grinnell College
6288 Hawkeye Institute of Technology
Indiana Hills Community College:
6063 —Centerville
6312 —Ottumwa
Iowa Central Community College:
6185 —Eagle Grove
6217 —Fort Dodge
6932 —Webster City
Iowa Lakes Community College:
6195 —Emmetsburg
6196 —Estherville
6306 Iowa State University (Ames)
6308 Iowa Wesleyan College
Iowa Western Community College:
6098 —Clarinda
6302 —Council Bluffs
6027 Kirkwood Community College
6370 Kirtland College
6375 Luther College
6394 Marshalltown Community College
6397 Marycrest College
6415 Morningview College
6417 Mount Mercy College
6418 Mount Saint Clare College
6400 North Iowa Area Community College
6490 Northwestern College
6548 Ottumwa Heights College

6617 Saint Ambrose College
6650 Sangamon College
Southeastern Community College:
6340 —Wesley
6048 —West Burlington
6122 Southwestern Community College
6869 University of Iowa (Iowa City)
6881 University of Northern Iowa
6885 Upper Iowa College
6094 Vermilion College
6925 Wadsworth College
6926 Wartburg College
6950 Western Iowa Tech
6936 Western College
6943 William Penn College

KANSAS

6031 Baker University
6056 Benedictine College
6034 Bethany College
6037 Bethel College
6103 College of Emporia
6218 Fort Hays Kansas State College
6274 Hesston College
6325 Johnson County Community Junior
College
6336 Kansas State College of Pittsburg
6335 Kansas State Teachers College
6334 Kansas State University (Manhattan)
6337 Kansas Wesleyan
6404 McPherson College
6547 Ottawa University
6630 Saint Mary College
6635 Saint Mary of the Plains College
6670 Southwestern College
6684 Sterling College
6871 University of Kansas (Lawrence)
6928 Washburn University
6884 Wichita State University

KENTUCKY

1019 Asbury College
1023 Ashland Community College
1056 Bellarmine College
1060 Berea College
1071 Brescia College
1109 Centre College of Kentucky
1145 Cumberland College
1200 Eastern Kentucky University
1211 Elizabethtown Community College
1249 Georgetown College
1275 Hazard Community College
1307 Henderson Community College
1274 Hopkinsville Community College
1328 Jefferson Community College
1368 Kentucky State University
1369 Kentucky Wesleyan College
1474 Lexington Technical Institute
1544 Madisonville Community College
1545 Mayville Community College
1487 Morehead State University
1494 Murray State University
1574 Northern Kentucky State College
1620 Paducah Community College
1625 Pikeville College
1650 Prestonsburg Community College
1779 Somerset Community College
1770 Southeast Community College
1552 Spalding College
3250 Sullivan Business College
1876 Thomas More College
1808 Transylvania University
1825 Union College
1837 University of Kentucky
1838 University of Louisville
1901 Western Kentucky University

LOUISIANA

6082 Centenary College
6164 Dillard University
6250 Grambling College
6371 Louisiana College
Louisiana State University:
6373 —Baton Rouge
6379 —New Orleans
6385 —Medical Center
6372 Louisiana Tech University
6374 Loyola University
6471 Newcomb College of Tulane
University
6482 Northwest Louisiana University
6689 Saint Joseph Seminary College
6633 Saint Mary's Dominican College
Southern University:
6663 —Baton Rouge
6711 —New Orleans
6372 Tulane University
6672 University of Southwestern Louisiana
6975 Xavier University of Louisiana

MAINE

3012 Andover Institute of Business
3076 Bates College
3089 Bowdoin College
3280 Colby College
3440 Husson College
3505 Maine Maritime Academy
3655 Mescon College
3631 Northern Maine Vocational Technical
Institute
3727 Richer College
3751 Saint Francis College
3755 Saint Joseph's College
3535 Southern Maine Vocational Technical
Institute
3903 Thomas College
3925 Unity College
University of Maine:
3929 —Augusta
3930 —Bangor
3506 —Farmington

3393 —Fort Kent
3956 —Meches
3916 —Orono
3691 —Portland-Gorham
3008 —Presque Isle
3960 Westbrook College

MARYLAND

5028 Allegany Community College
5019 Anne Arundel Community College
5032 Antioch College
5401 Bowie State College
5137 Calverton Community College
5114 College of Notre Dame of Maryland
5890 Columbia Union College
5051 Community College of Baltimore
5122 Coppin State College
5192 Essex Community College
5402 Frostburg State College
5257 Gaucher College
5290 Hagerstown Junior College
5303 Harford Community College
5296 Hood College
5332 Johns Hopkins University
5370 Loyola College
5399 Maryland Institute, College of Art
Maryland Community College:
5440 —Baltimore
5414 —Takoma Park
5416 Morgan State College
5421 Mount Saint Mary's College
5532 Peabody Institute of the City of
Baltimore
5545 Prince George's Community College
5598 Saint John's College
5601 Saint Mary's College of Maryland
5602 Saint Mary's Seminary and University
5423 Salisbury State College
5404 Towson State College
5810 University of Baltimore
University of Maryland:
5835 —Baltimore
5814 —College Park
5400 —Princess Anne
5856 Vile Jolie College
5886 Washington College
5898 Western Maryland College

MASSACHUSETTS

3002 American International College
3003 Assumption College
3005 Anna Maria College for Women
Aquinas Junior College:
3011 —Milton
3013 —Needham
3777 Art Institute of Boston
3009 Assumption College
3010 Atlantic Union College
3075 Belmont College
3078 Bay Path Junior College
3079 Bay State Junior College of Business
3079 Becker Junior College
3096 Bentley College
3107 Berklee College of Music
3102 Berkshire Community College
3100 Boston City Hospital School of
Nursing
3083 Boston College (Chestnut Hill)
3084 Boston Conservatory of Music
3086 Boston State College (Boston)
3087 Boston University
3091 Bradford College
3092 Brandeis University
3517 Bridgewater State College
3110 Bristol Community College
3109 Bryant and Stratton Junior College of
Business
3098 Barbank Hospital School of Nursing
3289 Cape Cod Community College
3277 Chamberlayne Junior College
3296 Chandler School for Women
3278 Children's Hospital School of
Nursing
3279 Clark University
3282 College of the Holy Cross
3283 College of Our Lady of the Elms
3285 Curry College
3352 Dene Junior College
3371 East Coast Area Technical School
3365 Eastern Massachusetts College
3367 Emerson College
3368 Emmanuel College
3369 Endicott Junior College
3396 Faulkner Hospital School of Nursing
3391 Fisher Junior College
3518 Fitchburg State College
3392 Forsyth School for Dental Hygienists
3519 Framingham State College
3397 Framingham Union Hospital School
of Nursing
3394 Franklin Institute of Boston
3415 Garland Junior College
3417 Gordon College
3300 Graham Junior College
3420 Greenfield Community College
3447 Hampshire College
3434 Harvard University
3437 Holyoke Community College
3473 Katherine Gibbs School
3287 Laboure Junior College
3481 Lowell Junior College
3488 Lawrence Memorial Hospital School
of Nursing
3482 Leicester Junior College
3483 Lesley College
3520 Lowell State College
3484 Lowell Technological Institute
3540 Malden Hospital School of Nursing
3524 Massachusetts Bay Community Coll.
3516 Massachusetts College of Art
3512 Massachusetts College of Pharmacy
3513 Massachusetts General Hospital
School of Nursing

3514 Massachusetts Institute of Technology
3515 Massachusetts Maritime Academy
3549 Massasoit Community College
3557 Melrose-Wakefield Hospital School of
Nursing

3525 Merrimack College
3554 Middlesex Community College
3542 Mount Auburn Hospital School of
Nursing
3529 Mount Holyoke College
3530 Mount Ida Junior College
3543 Mount Wachusett Community College
3539 Newbury Junior College
3676 New England Baptist Hospital School
of Nursing
3659 New England Conservatory of Music
3671 New England Deaconess Hospital
School of Nursing
3645 New England School of Art
3664 Newton College
3665 Newton Junior College
3672 Newton Wellesley Hospital School of
Nursing
3666 Nichols College
3521 North Adams State College
3651 North Shore Community College
3667 Northeastern University
3674 Northern Essex Community College
3697 Peter Bent Brigham Hospital School
of Nursing
3689 Pine Manor Junior College
3715 Quincy City Hosp. School of Nursing
3713 Quincy Junior College
3714 Quinsigamond Community College
3722 Radcliffe College
3723 Regis College
3773 Saint Elizabeth's Hospital School of
Nursing
3295 Saint John's Seminary College
3775 Saint Vincent Hospital School of
Nursing
3776 Salem Hospital School of Nursing
3522 Salem State College
3794 School of the Museum of Fine Arts
3761 Simmons College
3795 Simon's Rock
3762 Smith College
3799 Somerville Hospital School of
Nursing
3786 Southeastern Massachusetts Univ.
3763 Springfield College
3787 Springfield Hospital Medical Center
School of Nursing
3791 Springfield Technical Community
College
3769 Stockbridge School of Agriculture
3770 Stonehill College
3771 Suffolk University
3803 Swin School of Design
Tufts University:
3085 —Boston School of Occupational
Therapy
3896 —Medical School
3901 —Tufts-Jackson Colleges
University of Massachusetts:
3917 —Amherst
3924 —Boston
3769 —Stockbridge (Amherst)
3957 Wellesley College
3982 Wentworth College of Technology
3958 Wentworth Institute
3982 Western New England College
3523 Westfield State College
3963 Wheaton College
3964 Wheelock College
3965 Williams College
3968 Worcester Junior College
3969 Worcester Polytechnic Institute
3524 Worcester State College

MICHIGAN

1001 Adrian College
1007 Albion College
1010 Alma College
1011 Alpena Community College
1030 Andrews University
1018 Aquinas College
1035 Art School of the Society of Arts and
Crafts
3237 Baker Business University
1049 Bay de Noc Community College
1074 Blodgett Memorial Hospital School of
Nursing
1044 Butterworth Hosp. School of Nursing
1096 Calvin College
1105 Central Michigan University
1225 Charles Stewart Mott Community
College
1123 Cheney College
1094 Concordia Lutheran Junior College
1183 Davenport College of Business
1816 Delta College
1181 Detroit College of Business
1170 Detroit Institute of Technology
1176 Duns Scotus College
1201 Eastern Michigan University
1222 Ferris State College
1246 General Motors Institute
1261 Glen Oaks Community College
1250 Gagebo Community College
1253 Grand Rapids Baptist College
1254 Grand Rapids Junior College
1258 Grand Valley State College
1293 Henry Ford Community College
1294 Highland Park Community College
1295 Hillsdale College
1301 Hope College
1340 Jackson Community College
1601 John Wesley College at Owosso
1366 Kalamazoo College
1378 Kalamazoo Valley Community Coll.
1375 Kellogg Community College
1382 Kirtland Community College

1137 Lake Michigan College
1421 Lake Superior State College
1414 Lansing Community College
1399 Lawrence Institute of Technology
1425 Lewis Business College
Macomb County Community College:
1521 —Mount Clemens
1722 —Warren
1437 Madonna College
1452 Marygrove College
1460 Mercy College of Detroit
1516 Michigan Christian Junior College
1465 Michigan State University
1464 Michigan Technological University
1514 Monroe Community College
1522 Montcalm Community College
1495 Muskegon Business College
1554 Nazareth College at Kalamazoo
1569 North Central Michigan College
1560 Northern Michigan University
1564 Northwestern Michigan College
1568 Northwood Institute
1607 Oakland Community College
1497 Oakland University
1595 Otterbein College
1766 Saginaw Valley College
1628 Saint Clair County Community Coll.
1764 Schoolcraft College
1789 Shaw College at Detroit
1719 Siena Heights College
1731 Southwestern Michigan College
1732 Spring Arbor College
1743 Suomi College
1835 University of Detroit
University of Michigan:
1839 —Ann Arbor
1861 —Dearborn
1853 —Flint
1935 Washtenaw Community College
1937 Wayne County Community College
1898 Wayne State University
1941 West Shore Community College
1902 Western Michigan University

MINNESOTA

6024 Anoka Ramsey State Junior College
6014 Augsburg College
6017 Austin Community College
6676 Berniadi Luther College
6035 Bethany Lutheran College
6038 Bethel College
6045 Brainerd Community College
6081 Carleton College
6104 College of Saint Benedict
6105 College of Saint Catherine
6107 College of Saint Scholastica
6108 College of Saint Teresa
6110 College of Saint Thomas
6113 Concordia College (Moorhead)
6114 Concordia College (St. Paul)
6227 Fergus Falls State Junior College
6256 Golden Valley Lutheran College
6253 Gustavus Adolphus College
6265 Hamline University
6275 Hibbing State Junior College
6309 Itasca State Junior College
6388 Lakewood State Junior College
6390 Macalester College
6677 Mankato State College
6462 Medical Institute of Minnesota
6432 Mesabi Community College
6434 Metropolitan Community College
6411 Minneapolis College of Art and
Design
6460 Moorhead Area Vocational Technical
Institute
6678 Moorhead State College
6501 Normandale State Junior College
6498 North Hennepin State Junior College
6500 Northland Community College
6489 Northwestern College (Roseville)
6610 Rochester Community College
6707 Saint Cloud School of Nursing
6679 Saint Cloud State College
6624 Saint John's University
6710 Saint Luke's Hosp. School of Nursing
6632 Saint Mary's College
6701 Saint Mary's Junior College
6638 Saint Olaf College
6639 Saint Paul Bible College
6703 Southwest Minnesota State College
University of Minnesota:
6873 —Duluth
6874 —Minneapolis
6890 —Morris
6893 —Technical College (Crookston)
6899 —Technical College (Waseca)
6194 Vermilion Community College
6949 Wilmar Community College
6680 Winona State College
6945 Worthington State Junior College

MISSISSIPPI

1008 Alcorn A & M College
1055 Belhaven College
1163 Delta State College
1296 Hinds State College
1341 Jones County Junior College
1347 Jones County Junior College
1450 Mary Holmes Junior College
1471 Millsaps College
1477 Mississippi College
1478 Mississippi Industrial College
1481 Mississippi State College for Women
1480 Mississippi State University (State
College)
1482 Mississippi Valley State College
1562 Northwest Mississippi Junior College
1669 Rust College
1807 Tougaloo College
1840 University of Mississippi (University)
1479 University of Southern Mississippi

| | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--------------|--|------------------------|--|-----|--|---------------|--|------------------------|--|
| (1) <input type="checkbox"/> M (2) <input type="checkbox"/> F | | | | | | | | | | | | MO. DAY YEAR | | SOCIAL SECURITY NUMBER | | | | | | | |
| LAST NAME | | | | | | | | | | | | FIRST NAME | | MID INIT | | SEX | | DATE OF BIRTH | | SOCIAL SECURITY NUMBER | |
| CITY, STATE, ZIP CODE | | | | | | | | | | | | | | | | | | | | | |

Complete names, addresses, and CSS code numbers of the institutions and programs to which copies of the PCS are to be sent. Do not leave name and address area blank. Code numbers from the CSS Code List provided. If any institution or program you enter is not listed, leave the CSS code number box blank.

| NAME | CITY | STATE | CSS CODE NO. | NAME | CITY | STATE | CSS CODE NO. |
|------|------|-------|--------------|------|------|-------|--------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

BUSINESS INFORMATION

| | |
|--|------------|
| PRODUCT OR SERVICE | |
| STREET | CITY STATE |
| TYPE OF BUSINESS: <input type="checkbox"/> SOLE PROPRIETOR <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> CORPORATION | |
| 2 If partnership, give partner's name: | |
| 3 Number of employees: | |

INCOME AND EXPENSES

ASSETS AND INDEBTEDNESS

| | 1973 (Jan. 1-Dec. 31) | 1974 (Jan. 1-Dec. 31) | Estimated 1975 (Jan. 1-Dec. 31) |
|---|--------------------------|--------------------------|------------------------------------|
| BUSINESS INCOME | | | |
| GROSS RECEIPTS OR SALES | \$ | \$ | |
| COST OF GOODS SOLD and/or OPERATIONS | | | |
| GROSS PROFIT (Subtract 4B from 4A) | | | |
| BUSINESS DEDUCTIONS | | | |
| DEPRECIATION | | | |
| INTEREST ON BUSINESS AND BUSINESS PROPERTY | | | |
| RENT ON BUSINESS PROPERTY | | | |
| REPAIRS | | | |
| SALARIES AND WAGES NOT INCLUDED IN 4B ABOVE (Do not include any paid to yourself) | | | |
| INSURANCE | | | |
| BAD DEBTS FROM SALES OR SERVICES | | | |
| OTHER BUSINESS EXPENSES (List below) | | | |
| TOTAL BUSINESS DEDUCTIONS | | | |
| NET PROFIT (OR LOSS) (Subtract 5 from 4C) From IRS Schedule 1242 or Form 1065 or Form 1120 | \$ | \$ | \$ |

8 CURRENT ASSETS

| | As of December 31, 1973 | As of December 31, 1974 |
|---|----------------------------|----------------------------|
| A. CASH (business accounts only) | \$ | \$ |
| B. INVENTORIES | | |
| C. OTHER CURRENT ASSETS | | |
| D. ACCOUNTS AND NOTES RECEIVABLE | | |
| E. SUBTOTAL | | |
| F. RESERVE FOR BAD DEBTS | | |
| G. TOTAL CURRENT ASSETS (Subtract 8F from 8E) | | |

9 FIXED ASSETS

| | |
|--|--|
| A. LAND AND BUILDINGS (present market value) | |
| B. EQUIPMENT | |
| C. OTHER FIXED ASSETS | |
| D. SUBTOTAL | |
| E. RESERVE FOR DEPRECIATION (as applicable to lines 9B and 9C) | |
| F. TOTAL FIXED ASSETS (Subtract 9E from 9D) | |

10 TOTAL ASSETS (Add 9G and 9F)

Enter amount for 1974 in 21A on the PCS

11 INDEBTEDNESS (business only)

| | |
|-------------------------------|--|
| A. ACCOUNTS AND NOTES PAYABLE | |
| B. ACCRUED EXPENSES | |
| C. MORTGAGE ON BUSINESS | |

12 TOTAL INDEBTEDNESS

Enter amount for 1974 in 21B on the PCS

13 NET CAPITAL VALUE

(Subtract 12 from 10)

14 YOUR PERCENTAGE OF OWNERSHIP OF TOTAL BUSINESS

Enter amount in 21C on the PCS

Estimated 1975

OUR SHARE OF NET PROFIT

(Enter amounts for 1973, 1974, and 1975 (estimated) in 7C on the PCS)

| | | |
|----|----|----|
| \$ | \$ | \$ |
|----|----|----|

SIGNATURES OF
 BOTH PARENTS
 (OR GUARDIAN)

DATE

STREET ADDRESS _____ CITY, STATE, ZIP CODE _____

Obtain code numbers from the CSS Code List provided. If any institution or program you enter is not listed, leave the CSS code number box blank.

| NAME | CITY | STATE | CSS CODE NO. | NAME | CITY | STATE | CSS CODE NO. |
|------|------|-------|--------------|------|------|-------|--------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

FARM INFORMATION

| LOCATION OF FARM | | TOWNSHIP | COUNTY | STATE | YEAR PURCHASED | 19 |
|---|--|--|--------|---|----------------|--|
| 1 FARM IS: <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> CORPORATION <input type="checkbox"/> SOLE OWNERSHIP | | 2 PRINCIPAL PRODUCTS: | | 4 TOTAL ACRES OWNED: | | Estimated present market value per acre \$ |
| 2 NONCASH BENEFITS A. Do you live on the farm? <input type="checkbox"/> NO <input type="checkbox"/> YES B. Your family dwelling is: <input type="checkbox"/> OWNED <input type="checkbox"/> RENTED <input type="checkbox"/> RENT-FREE | | | | 5 A. NUMBER OF ACRES: Tillable Nonirrigable pasture Woodland and waste Agricultural reserve TOTAL 5 B. NUMBER OF ACRES: | | OWNED RENTED FROM OTHERS RENTED TO OTHERS TRUCK CROPS PRODUCTIVE DISCARDS OTHER |

INCOME AND EXPENSES

The IRS line references below are for 1973. For 1974, use the corresponding lines from IRS Schedules F or D.

| 1973 (Jan. 1-Dec. 31) | 1974 (Jan. 1-Dec. 31) | Estimated 1975 (Jan. 1-Dec. 31) |
|--------------------------|--------------------------|------------------------------------|
|--------------------------|--------------------------|------------------------------------|

5 FARM INCOME

- A. PROFIT (OR LOSS) ON SALES OF
PURCHASED LIVESTOCK AND OTHER
PURCHASED ITEMS**
From IRS Schedule F (Form)
Part 1 line 4

- 8. SALES OF MARKET LIVESTOCK,
PRODUCE RAISED, AND OTHER
FARM INCOME, including government payments**
From IRS Schedule F(1040),
Part I, line 27

- C. GROSS PROFIT (Add 5A and 5B).....
From IRS Schedule F(1040),
Part I, line 28

6 FARM DEDUCTIONS

- A. FARM EXPENSES OR DEDUCTIONS**
From IRS Schedule F(TO40),
Part II, line 53

- B. DEPRECIATION**
From IRS Schedule F(1040),
Part II, line 52

- C. TOTAL FARM EXPENSES (Add 6A and 6B)**
From IRS Schedule F (1040),
Part II, line 53

- 7 NET FARM PROFIT (OR LOSS)** (Subtract
6C from 5C.) From IRS Schedule
F1040: Part II, line 54

- CAPITAL GAINS (OR LOSSES)** from the
sales or exchanges of livestock
and farm machinery.
From IRS Schedule D(1040)

- 9 TOTAL NET FARM PROFIT (Add 7 and 8)

- 10 YOUR SHARE OF NET FARM PROFIT**
Enter amounts for 1973, 1974, and
1975 (estimated) in 7C on the PCS.

Estimated 1975

SIGNATURES OF _____
BOTH PARENTS _____
(OR GUARDIAN) _____

DATE _____

ASSETS AND INDEBTEDNESS

11 ASSETS

- A. LAND AND BUILDINGS including farm home
(present market value)

- ## 8. FARM BANK ACCOUNTS

- ### C. ACCOUNTS RECEIVABLE

- #### D. MACHINERY AND OTHER EQUIPMENT

- #### E. LIVESTOCK:

| TYPE | NUMBER |
|------|--------|
|------|--------|

| TYPE | NUMBER |
|------|--------|
|------|--------|

- ### F. GRAIN HAY AND OTHER PRODUCTS

- #### G. OTHER FARM ASSETS

- H. SIMYUTAL

1. RESERVE FOR DEPRECIATION.....
-
- as applicable to lines 11D, 11E, or 11G

- 12 TOTAL ASSETS** (Subtract 11-I from 11H.)
Enter amount for 1974 in 21A on the PCS

- 13
- INDEBTEDNESS**
- (farm only)

- A. MORTGAGE ON FARM** including farm home

- ### B. ACCOUNTS PAYABLE

- ### C. DERTS ON FARM MACHINERY AND EQUIPMENT

- ## D. FARM CHARGE ACCOUNTS

- ### E. OTHER FARM DEBTS

- 14 TOTAL INDEBTEDNESS**
 Enter amount for 1974 in 218 on
 the PCS.

15. NET FARM VALUE (Subtract 14 from 12.)

- 16 YOUR PERCENTAGE OF OWNERSHIP OF TOTAL FARM**
Enter amount in 21C on the PCS.

Supplement B **Academic Year 1975-76**

to be completed by farm or ranch owners,
operators, or farm tenants.

Instructions

- Complete this work sheet and transfer the information to Supplement B before continuing with 7-(31) of the PCS.
- If you own more than one farm, submit a copy of Supplement B for each.
- When completing this supplement, refer to your current and past IRS tax returns, Schedules F and D (1040). FOR ANY YEAR THAT TAX FORMS HAVE NOT BEEN COMPLETED, ESTIMATE AS ACCURATELY AS POSSIBLE.
- In the case of partnerships or corporations, enter your percentage of ownership on LINE 16 and, where amounts are not readily separable, indicate total amounts under Income and Expenses and report your share of net farm profit on LINE 10.
- Do not submit balance sheets, profit and loss statements, or tax returns

in place of Supplement B.

- LINE 5A, 5B, and 5C:** If farm income is reported on the accrual basis, the required information can be found on IRS Schedule F (1040). In this case, disregard LINE 5A and 5B and begin your entries with gross profit on LINE 5C.
- LINE 8:** Report all gains or losses from the sales or exchanges of livestock and farm machinery at their full amount. Do not include other property sales or exchanges reported on IRS Schedule D (1040).
- If your home is on the farm, include its value on LINE 11A and include the amount of mortgage on LINE 13A. If your home is not on the farm, complete 17 on the PCS.
- The completed Supplement must be mailed with your PCS.

FARM INFORMATION

| | | | | |
|--|--|--|-------|--------------------|
| FARM LOCATION | | COUNTY | STATE | YEAR PURCHASED: 19 |
| FARM IS: <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> CORPORATION <input type="checkbox"/> SOLE OWNERSHIP | | 3 PRINCIPAL PRODUCTS: | | |
| CASH BENEFITS Do you live on the farm? <input type="checkbox"/> NO <input type="checkbox"/> YES Your family dwelling is: <input type="checkbox"/> OWNED <input type="checkbox"/> RENTED <input type="checkbox"/> RENT-FREE | | 4 TOTAL ACRES OWNED: Estimated present market value per acre \$ A. NUMBER OF ACRES: Tillable Non-tilable pasture Woodland and waste Agricultural reserve TOTAL B. NUMBER OF ACRES: TRUCK CROPS PRODUCTIVE ORCHARDS UNDER IRRIGATION | | |

INCOME AND EXPENSES

\$ line references below are for 1974; use the corresponding line from IRS Schedules F or D.

FARM INCOME

PROFIT (OR LOSS) ON SALES OF PURCHASED LIVESTOCK AND OTHER PURCHASED ITEMS
From IRS Schedule F(1040), Part I, line 4

SALES OF MARKET LIVESTOCK, PRODUCE RAISED, AND OTHER FARM INCOME, including government payments
From IRS Schedule F(1040), Part I, line 27

GROSS PROFIT (Add 5A and 5B.)
From IRS Schedule F(1040), Part I, line 28

FARM DEDUCTIONS

FARM EXPENSES OR DEDUCTIONS
From IRS Schedule F(1040), Part II, line 51

DEPRECIATION
From IRS Schedule F(1040), Part II, line 52

TOTAL FARM EXPENSES (Add 6A and 6B.)
From IRS Schedule F(1040), Part II, line 53

NET FARM PROFIT (OR LOSS) (Subtract from 5C.) From IRS Schedule F(1040), Part II, line 54

CAPITAL GAINS (OR LOSSES) from the sales or exchanges of livestock and farm machinery
From IRS Schedule D(1040)

TOTAL NET FARM PROFIT (Add 7 and 8.)

YOUR SHARE OF NET FARM PROFIT
Enter amounts for 1973, 1974, and 1975 (estimated) in 7C on the PCS.

1973 (Jan. 1-Dec. 31) 1974 (Jan. 1-Dec. 31) Estimated 1975 (Jan. 1-Dec. 31)

\$ \$

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ASSETS AND INDEBTEDNESS

11 ASSETS

A. LAND AND BUILDINGS including farm home (present market value)

B. FARM BANK ACCOUNTS

C. ACCOUNTS RECEIVABLE

D. MACHINERY AND OTHER EQUIPMENT

E. LIVESTOCK:

TYPE NUMBER

TYPE NUMBER

F. GRAIN, HAY, AND OTHER PRODUCTS

G. OTHER FARM ASSETS

H. SUBTOTAL

I. RESERVE FOR DEPRECIATION as applicable to lines 11D, 11E, or 11G

12 TOTAL ASSETS (Subtract 11-I from 11H.)
Enter amount for 1974 in 21A on the PCS.

13 INDEBTEDNESS (farm only)

A. MORTGAGE ON FARM including farm home

B. ACCOUNTS PAYABLE

C. DEBTS ON FARM MACHINERY AND EQUIPMENT

D. FARM CHARGE ACCOUNTS

E. OTHER FARM DEBTS

14 TOTAL INDEBTEDNESS
Enter amount for 1974 in 21B on the PCS.

15 NET FARM VALUE (Subtract 14 from 12.)

16 YOUR PERCENTAGE OF OWNERSHIP OF TOTAL FARM
Enter amount in 21C on the PCS.

As of December 31, 1973 As of December 31, 1974

\$ \$

\$ \$

\$ \$

\$ \$

\$ \$

\$ \$

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USERS OF
PARENTS
CARDIAN)
DATE

Supplement A
Academic Year 1975-76

To be completed by owners of businesses.

THIS IS YOUR WORK SHEET. Keep for your record.

Instructions

- Complete this work sheet and transfer the information to Supplement A before continuing with 7-(3) of the PCS.
- If you own more than one business, submit a copy of Supplement A for each.
- When completing this supplement, refer to your current and past IRS tax returns — specifically, Schedule C (1040) for sole proprietors or Form 1065 for partnerships or Form 1120 for corporations. FOR ANY YEAR THAT TAX FORMS HAVE NOT BEEN COMPLETED, ESTIMATE AS ACCURATELY AS POSSIBLE.
- In the case of partnerships or corporations enter your percentage of ownership on **LINE 14**, and where amounts are not readily separable, indicate total amounts under Income and Expenses, and report your share of net profit on **LINE 7**.
- Do not submit balance sheets, profit and loss statements, or tax returns in place of Supplement A.
- The completed Supplement must be mailed with your PCS.

BUSINESS INFORMATION

| | | | |
|--|--|--|--|
| NAME OF BUSINESS | | PRODUCT OR SERVICE | |
| BUSINESS ADDRESS | | CITY | |
| STREET | | STATE | |
| 1 TYPE OF BUSINESS <input type="checkbox"/> SOLE PROPRIETOR <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> CORPORATION | | 2 If partnership, give partner's name: _____ | |
| | | 3 Number of employees: _____ | |

INCOME AND EXPENSES

ASSETS AND INDEBTEDNESS

| | 1973 (Jan. 1-Dec. 31) | 1974 (Jan. 1-Dec. 31) | Estimated 1975 (Jan. 1-Dec. 31) | As of December 31, 1973 | As of December |
|--|--------------------------|--------------------------|------------------------------------|----------------------------|-------------------|
| 4 BUSINESS INCOME | | | | | |
| A. GROSS RECEIPTS OR SALES | \$ _____ | \$ _____ | | \$ _____ | \$ _____ |
| B. COST OF GOODS SOLD and/or OPERATIONS | _____ | _____ | | | |
| C. GROSS PROFIT (Subtract 4B from 4A) | _____ | _____ | | | |
| 5 BUSINESS DEDUCTIONS | | | | | |
| A. DEPRECIATION | _____ | _____ | | | |
| B. TAXES ON BUSINESS AND BUSINESS PROPERTY | _____ | _____ | | | |
| C. RENT ON BUSINESS PROPERTY | _____ | _____ | | | |
| D. REPAIRS | _____ | _____ | | | |
| E. SALARIES AND WAGES NOT INCLUDED IN 4B ABOVE (Do not include any paid to yourself) | _____ | _____ | | | |
| F. INSURANCE | _____ | _____ | | | |
| G. BAD DEBTS FROM SALES OR SERVICES | _____ | _____ | | | |
| OTHER BUSINESS EXPENSES (List below) | | | | | |
| H. _____ | | | | | |
| I. _____ | | | | | |
| J. _____ | | | | | |
| K. _____ | | | | | |
| L. TOTAL BUSINESS DEDUCTIONS | _____ | _____ | | | |
| Estimated 1975 | | | | | |
| 6 NET PROFIT (OR LOSS) (Subtract 5L from 4C) From IRS Schedule C(1040) or Form 1065 or Form 1120 | \$ _____ | \$ _____ | \$ _____ | | |
| 7 YOUR SHARE OF NET PROFIT Enter amounts for 1973, 1974, and 1975 (estimated) in 7C on the PCS. | \$ _____ | \$ _____ | \$ _____ | | |
| 8 CURRENT ASSETS | | | | | |
| A. CASH (business accounts only) | | | | \$ _____ | \$ _____ |
| B. INVENTORIES | | | | | |
| C. OTHER CURRENT ASSETS | | | | | |
| D. ACCOUNTS AND NOTES RECEIVABLE | | | | | |
| E. SUBTOTAL | | | | | |
| F. RESERVE FOR BAD DEBTS | | | | | |
| G. TOTAL CURRENT ASSETS (Subtract 8F from 8E) | | | | | |
| 9 FIXED ASSETS | | | | | |
| A. LAND AND BUILDINGS (present market value) | | | | | |
| B. EQUIPMENT | | | | | |
| C. OTHER FIXED ASSETS | | | | | |
| D. SUBTOTAL | | | | | |
| E. RESERVE FOR DEPRECIATION (as applicable to lines 9B and 9C) | | | | | |
| F. TOTAL FIXED ASSETS (Subtract 9E from 9D) | | | | | |
| 10 TOTAL ASSETS (Add 8G and 9F) Enter amount for 1974 in 21A on the PCS | | | | \$ _____ | \$ _____ |
| 11 INDEBTEDNESS (business only) | | | | | |
| A. ACCOUNTS AND NOTES PAYABLE | | | | | |
| B. ACCRUED EXPENSES | | | | | |
| C. MORTGAGE ON BUSINESS | | | | | |
| 12 TOTAL INDEBTEDNESS Enter amount for 1974 in 21B on the PCS | | | | \$ _____ | \$ _____ |
| 13 NET CAPITAL VALUE (Subtract 12 from 10) | | | | \$ _____ | \$ _____ |
| 14 YOUR PERCENTAGE OF OWNERSHIP OF TOTAL BUSINESS Enter amount in 21C on the PCS | | | | | |

SIGNATURES OF _____
BOTH PARENTS
(OR GUARDIAN) _____

DATE _____

If the applicant is an entering first-time student at a post-high-school institution, complete only the 1975-76 columns of expenses and resources in 28 and 29.

TOTAL EXPENSES FOR STUDENT FOR: ☐ NINE ☐ TWELVE MONTHS
☐ RESIDENT ☐ COMMUTER

If the student is applying to more than one institution, do not complete A, C, D, and H.

| | ACTUAL 1974-75 | ESTIMATED 1975-76 |
|--|-----------------|-------------------|
| TUITION AND FEES | \$ _____ | \$ _____ |
| BOOKS AND SUPPLIES | _____ | _____ |
| RENT OR ROOM, INCLUDING UTILITIES | _____ | _____ |
| FOOD OR BOARD AND HOUSEHOLD SUPPLIES | _____ | _____ |
| CLOTHING, LAUNDRY, AND CLEANING | _____ | _____ |
| MEDICAL AND DENTAL | _____ | _____ |
| OTHER EXPENSES | _____ | _____ |
| TRANSPORTATION (two round-trip railroad or air coach fares if a resident student; total commuting expenses if a commuter student) | _____ | _____ |
| TOTAL | \$ _____ | \$ _____ |

29 TOTAL RESOURCES FOR STUDENT FOR: ☐ NINE ☐ TWELVE MONTHS
 ACTUAL 1974-75 ESTIMATED 1975-76

| | | |
|--|-----------------|-----------------|
| A. RESOURCES FROM PARENTS OR GUARDIAN | \$ _____ | \$ _____ |
| B. GRANTS OR SCHOLARSHIPS (LIST SOURCES) | _____ | * _____ |
| C. SAVINGS FROM OFF-CAMPUS SUMMER EARNINGS | _____ | * _____ |
| D. TERM TIME OFF-CAMPUS EARNINGS | _____ | _____ |
| E. VETERANS-G.I. BILL BENEFITS | _____ | _____ |
| F. SOCIAL SECURITY BENEFITS | _____ | _____ |
| G. EDUCATIONAL LOANS | _____ | * _____ |
| H. OTHER SOURCES (LIST BELOW) | _____ | _____ |
| TOTAL | \$ _____ | \$ _____ |

*Include in the 1975-76 column only the grants, scholarships, and loans you actually have been awarded.

PROVIDE BELOW INFORMATION FOR ALL CHILDREN YOU ENTERED IN 5B. DO NOT LEAVE BLANK. If you need additional space, use (31).

| NAME LIST STUDENT APPLICANT ON LINE 11 | B. AGE | C. CHECK IF LIVING WITH FAMILY | D. NAME OF PRESENT SCHOOL OR COLLEGE 1974-75 | E. YEAR IN SCHOOL OR COLLEGE 1974-75 | EDUCATIONAL EXPENSES 1974-75 | | FINANCIAL AID RECEIVED 1974-75 | | J. NAME OF INSTITUTION TO BE ATTENDED IN 1975-76 (LEAVE BLANK FOR STUDENT APPLICANT) | K. CHECK APPROPRIATE BOX IF ATTENDING IN 1975-76 | | |
|--|--------|--------------------------------|--|--------------------------------------|------------------------------|-------------------|--------------------------------|-------------------------|--|--|----------------|---------|
| | | | | | F. TUITION AND FEES | G. ROOM AND BOARD | H. SCHOLARSHIP'S OR GIFT AID | I. LOANS AND EMPLOYMENT | | PUBLIC SCHOOL | PRIVATE SCHOOL | COLLEGE |
| | | | | | \$ _____ | \$ _____ | \$ _____ | \$ _____ | SAME AS ITEM 2 | | | ✓ |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

USE THIS SPACE TO EXPLAIN ALL CIRCLED ITEMS AND ANY UNUSUAL CIRCUMSTANCES.

PARENTS' CERTIFICATION AND AUTHORIZATION

I declare that the information reported on this form, to the best of our knowledge, is true, complete, and correct. We authorize transmittal of copies of this form to the recipients named in Item 2 and the use of the form by the CSS as described under "General Information." We agree that to verify information reported in this form the CSS or any of the named recipients may request or obtain an official photostatic copy of our latest U.S. income tax return. We further agree to provide, if requested, any other official documentation necessary to verify information reported.

To assist the student in being considered for other financial aid, we authorize the release of the student's name and address to state, federal, and other nationally recognized student aid programs. YES ☐ 1 NO ☐ 2

To assist in the determination of financial need, we authorize the recipients named in Item 2 to discuss the information contained on this form with the student applicant. YES ☐ NO ☐

SIGNATURES OF _____ DATE _____
 BOTH PARENTS
 (OR GUARDIAN) _____ DATE _____

WARNING: If this form is to be used in the process of establishing eligibility for federal student aid funds, you should know that intentionally false statements or misrepresentation may subject the filer to a fine or imprisonment, or to both, under provisions of the United States Criminal Code.

PARENTS' CONFIDENTIAL STATEMENT (PCS)
Academic Year 1978-79

Read instructions carefully before completing this form.

IMPORTANT: Please do not use this form for any other purpose than to report a problem with the product. If you have any other questions, please contact the manufacturer.

- | | | | | | | | | |
|---|--------------------------|--------|---|-------------------------------------|---------|---|--------------------------|---------|
| 1 | <input type="checkbox"/> | \$4.00 | 3 | <input type="checkbox"/> | \$5.50 | 5 | <input type="checkbox"/> | \$13.00 |
| 2 | <input type="checkbox"/> | \$6.25 | 4 | <input checked="" type="checkbox"/> | \$10.75 | 6 | <input type="checkbox"/> | \$15.25 |

| | | | | | | | | | | | | | |
|----|--|---|--|------|--|-------|--|----------|--|----------|--|---|--|
| 1A | NAME APPLICANT | 820 WILSON | | MARY | | A | | 10/15/57 | | 01/15/62 | | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | |
| 1B | NAME PARENTS | 1125 WILSON | | REIT | | | | | | | | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | |
| 1C | NAME ADDRESS | 10210 | | 1010 | | 54321 | | | | | | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | |
| 1D | Student's year of college or post-high school institution during 1975-76 (insert only one box) | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| 1E | Parents | 1. MARRIED <input checked="" type="checkbox"/> 2. SEPARATED <input type="checkbox"/> 3. DIVORCED <input type="checkbox"/> 4. SINGLE <input type="checkbox"/> 5. DECEASED <input type="checkbox"/> 6. OTHER <input type="checkbox"/> 7. OTHER <input type="checkbox"/> 8. OTHER <input type="checkbox"/> 9. OTHER <input type="checkbox"/> 10. OTHER <input type="checkbox"/> 11. OTHER <input type="checkbox"/> 12. OTHER <input type="checkbox"/> 13. OTHER <input type="checkbox"/> 14. OTHER <input type="checkbox"/> 15. OTHER <input type="checkbox"/> 16. OTHER <input type="checkbox"/> 17. OTHER <input type="checkbox"/> 18. OTHER <input type="checkbox"/> 19. OTHER <input type="checkbox"/> 20. OTHER <input type="checkbox"/> 21. OTHER <input type="checkbox"/> 22. OTHER <input type="checkbox"/> 23. OTHER <input type="checkbox"/> 24. OTHER <input type="checkbox"/> 25. OTHER <input type="checkbox"/> 26. OTHER <input type="checkbox"/> 27. OTHER <input type="checkbox"/> 28. 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| NAME | CITY | STATE | THE YEAR '66 | STAGE | STORY | STAGE | STORY |
|---|------|-------|--------------------------------|-------|-------|--------------------------------|-------|
| JOHN D. F. 50 STATE UNIVERSITY, SAN DIEGO, CA | 1970 | 14 | BRADLEY UNIVERSITY, PEORIA, IL | 1970 | 14 | BRADLEY UNIVERSITY, PEORIA, IL | 1970 |
| CHURCH OF WILLIAMSBURG, WILLIAMSBURG, VA | 1583 | 04 | OHIO UNIVERSITY, ATHENS, OH | 1583 | 04 | OHIO UNIVERSITY, ATHENS, OH | 1583 |

[illegible]

| | for 1973? | | for 1974? | | for 1975? | |
|---|-----------|----|-----------|----|-----------|----|
| | Yes | No | Yes | No | Yes | No |
| 8. Did or will you file a joint U.S. Individual Income Tax Return? | | | | | | |
| 9. How many dependent children did or will you claim as U.S. income tax exemptions (Do not leave blank)? | 3 | | 3 | | 3 | |
| 10. How many other dependents did or will you claim as U.S. income tax exemptions (Do not include anyone entered in 3B, 5A, 5B, 5C, or 5D. Explain entries of one or more in 10. Do not leave blank.) | | | | | | |
| 11. How many children entered in 5B will be attending a college or post-high-school institution? (Do not leave blank.) | | | | | | |
| 12. How many other dependents did or will you claim as U.S. income tax exemptions (Do not include anyone entered in 3B, 5A, 5B, 5C, or 5D. Explain entries of one or more in 12. Do not leave blank.) | | | | | | |

Do you own all or part of a business, or are you a firm or ranch, owner, operator, or farm tenant?
 ▶ If YES, COMPLETION SUPPLEMENT A OR B (PLEASE GOING ON TO)

YES ☐ NO ☒ : ☐ YES ☐ NO ☒

Partners, Assets and Liabilities

Previous, Annual Income and Expenses

| UNITED STATES, DOMESTIC & FOREIGN | 1966, 1967 | 1968, 1969 | 1970, 1971 | 1972, 1973 | 1974, 1975 | 1976, 1977 | 1978, 1979 | 1980, 1981 | 1982, 1983 | 1984, 1985 | 1986, 1987 | 1988, 1989 | 1990, 1991 | 1992, 1993 | 1994, 1995 | 1996, 1997 | 1998, 1999 | 2000, 2001 | 2002, 2003 | 2004, 2005 | 2006, 2007 | 2008, 2009 | 2010, 2011 | 2012, 2013 | 2014, 2015 | 2016, 2017 | 2018, 2019 | 2020, 2021 | 2022, 2023 | 2024, 2025 | 2026, 2027 | 2028, 2029 | 2030, 2031 | 2032, 2033 | 2034, 2035 | 2036, 2037 | 2038, 2039 | 2040, 2041 | 2042, 2043 | 2044, 2045 | 2046, 2047 | 2048, 2049 | 2050, 2051 | 2052, 2053 | 2054, 2055 | 2056, 2057 | 2058, 2059 | 2060, 2061 | 2062, 2063 | 2064, 2065 | 2066, 2067 | 2068, 2069 | 2070, 2071 | 2072, 2073 | 2074, 2075 | 2076, 2077 | 2078, 2079 | 2080, 2081 | 2082, 2083 | 2084, 2085 | 2086, 2087 | 2088, 2089 | 2090, 2091 | 2092, 2093 | 2094, 2095 | 2096, 2097 | 2098, 2099 | 2100, 2101 | 2102, 2103 | 2104, 2105 | 2106, 2107 | 2108, 2109 | 2110, 2111 | 2112, 2113 | 2114, 2115 | 2116, 2117 | 2118, 2119 | 2120, 2121 | 2122, 2123 | 2124, 2125 | 2126, 2127 | 2128, 2129 | 2130, 2131 | 2132, 2133 | 2134, 2135 | 2136, 2137 | 2138, 2139 | 2140, 2141 | 2142, 2143 | 2144, 2145 | 2146, 2147 | 2148, 2149 | 2150, 2151 | 2152, 2153 | 2154, 2155 | 2156, 2157 | 2158, 2159 | 2160, 2161 | 2162, 2163 | 2164, 2165 | 2166, 2167 | 2168, 2169 | 2170, 2171 | 2172, 2173 | 2174, 2175 | 2176, 2177 | 2178, 2179 | 2180, 2181 | 2182, 2183 | 2184, 2185 | 2186, 2187 | 2188, 2189 | 2190, 2191 | 2192, 2193 | 2194, 2195 | 2196, 2197 | 2198, 2199 | 2200, 2201 | 2202, 2203 | 2204, 2205 | 2206, 2207 | 2208, 2209 | 2210, 2211 | 2212, 2213 | 2214, 2215 | 2216, 2217 | 2218, 2219 | 2220, 2221 | 2222, 2223 | 2224, 2225 | 2226, 2227 | 2228, 2229 | 2230, 2231 | 2232, 2233 | 2234, 2235 | 2236, 2237 | 2238, 2239 | 2240, 2241 | 2242, 2243 | 2244, 2245 | 2246, 2247 | 2248, 2249 | 2250, 2251 | 2252, 2253 | 2254, 2255 | 2256, 2257 | 2258, 2259 | 2260, 2261 | 2262, 2263 | 2264, 2265 | 2266, 2267 | 2268, 2269 | 2270, 2271 | 2272, 2273 | 2274, 2275 | 2276, 2277 | 2278, 2279 | 2280, 2281 | 2282, 2283 | 2284, 2285 | 2286, 2287 | 2288, 2289 | 2290, 2291 | 2292, 2293 | 2294, 2295 | 2296, 2297 | 2298, 2299 | 2300, 2301 | 2302, 2303 | 2304, 2305 | 2306, 2307 | 2308, 2309 | 2310, 2311 | 2312, 2313 | 2314, 2315 | 2316, 2317 | 2318, 2319 | 2320, 2321 | 2322, 2323 | 2324, 2325 | 2326, 2327 | 2328, 2329 | 2330, 2331 | 2332, 2333 | 2334, 2335 | 2336, 2337 | 2338, 2339 | 2340, 2341 | 2342, 2343 | 2344, 2345 | 2346, 2347 | 2348, 2349 | 2350, 2351 | 2352, 2353 | 2354, 2355 | 2356, 2357 | 2358, 2359 | 2360, 2361 | 2362, 2363 | 2364, 2365 | 2366, 2367 | 2368, 2369 | 2370, 2371 | 2372, 2373 | 2374, 2375 | 2376, 2377 | 2378, 2379 | 2380, 2381 | 2382, 2383 | 2384, 2385 | 2386, 2387 | 2388, 2389 | 2390, 2391 | 2392, 2393 | 2394, 2395 | 2396, 2397 | 2398, 2399 | 2400, 2401 | 2402, 2403 | 2404, 2405 | 2406, 2407 | 2408, 2409 | 2410, 2411 | 2412, 2413 | 2414, 2415 | 2416, 2417 | 2418, 2419 | 2420, 2421 | 2422, 2423 | 2424, 2425 | 2426, 2427 | 2428, 2429 | 2430, 2431 | 2432, 2433 | 2434, 2435 | 2436, 2437 | 2438, 2439 | 2440, 2441 | 2442, 2443 | 2444, 2445 | 2446, 2447 | 2448, 2449 | 2450, 2451 | 2452, 2453 | 2454, 2455 | 2456, 2457 | 2458, 2459 | 2460, 2461 | 2462, 2463 | 2464, 2465 | 2466, 2467 | 2468, 2469 | 2470, 2471 | 2472, 2473 | 2 |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|

[illegible]

| DATE | DESCRIPTION | AMOUNT | BALANCE |
|------|-------------|--------|---------|
| 1974 | 12-25 | 12,25 | 12,25 |
| 1975 | 1-10 | 10,00 | 22,25 |
| 1975 | 1-15 | 15,00 | 37,25 |
| 1975 | 1-20 | 20,00 | 57,25 |
| 1975 | 1-25 | 25,00 | 82,25 |
| 1975 | 1-30 | 30,00 | 112,25 |
| 1975 | 2-5 | 5,00 | 117,25 |
| 1975 | 2-10 | 10,00 | 127,25 |
| 1975 | 2-15 | 15,00 | 142,25 |
| 1975 | 2-20 | 20,00 | 162,25 |
| 1975 | 2-25 | 25,00 | 187,25 |
| 1975 | 2-28 | 28,00 | 215,25 |
| 1975 | 3-5 | 5,00 | 220,25 |
| 1975 | 3-10 | 10,00 | 230,25 |
| 1975 | 3-15 | 15,00 | 245,25 |
| 1975 | 3-20 | 20,00 | 265,25 |
| 1975 | 3-25 | 25,00 | 290,25 |
| 1975 | 3-30 | 30,00 | 320,25 |
| 1975 | 4-5 | 5,00 | 325,25 |
| 1975 | 4-10 | 10,00 | 335,25 |
| 1975 | 4-15 | 15,00 | 350,25 |
| 1975 | 4-20 | 20,00 | 370,25 |
| 1975 | 4-25 | 25,00 | 395,25 |
| 1975 | 4-30 | 30,00 | 425,25 |
| 1975 | 5-5 | 5,00 | 430,25 |
| 1975 | 5-10 | 10,00 | 440,25 |
| 1975 | 5-15 | 15,00 | 455,25 |
| 1975 | 5-20 | 20,00 | 475,25 |
| 1975 | 5-25 | 25,00 | 500,25 |
| 1975 | 5-30 | 30,00 | 530,25 |
| 1975 | 6-5 | 5,00 | 535,25 |
| 1975 | 6-10 | 10,00 | 545,25 |
| 1975 | 6-15 | 15,00 | 560,25 |
| 1975 | 6-20 | 20,00 | 580,25 |
| 1975 | 6-25 | 25,00 | 605,25 |
| 1975 | 6-30 | 30,00 | 635,25 |
| 1975 | 7-5 | 5,00 | 640,25 |
| 1975 | 7-10 | 10,00 | 650,25 |
| 1975 | 7-15 | 15,00 | 665,25 |
| 1975 | 7-20 | 20,00 | 685,25 |
| 1975 | 7-25 | 25,00 | 710,25 |
| 1975 | 7-30 | 30,00 | 740,25 |
| 1975 | 8-5 | 5,00 | 745,25 |
| 1975 | 8-10 | 10,00 | 755,25 |
| 1975 | 8-15 | 15,00 | 770,25 |
| 1975 | 8-20 | 20,00 | 790,25 |
| 1975 | 8-25 | 25,00 | 815,25 |
| 1975 | 8-30 | 30,00 | 845,25 |
| 1975 | 9-5 | 5,00 | 850,25 |
| 1975 | 9-10 | 10,00 | 860,25 |
| 1975 | 9-15 | 15,00 | 875,25 |
| 1975 | 9-20 | 20,00 | 895,25 |
| 1975 | 9-25 | 25,00 | 920,25 |
| 1975 | 9-30 | 30,00 | 950,25 |
| 1975 | 10-5 | 5,00 | 955,25 |
| 1975 | 10-10 | 10,00 | 965,25 |
| 1975 | 10-15 | 15,00 | 980,25 |
| 1975 | 10-20 | 20,00 | 1000,25 |
| 1975 | 10-25 | 25,00 | 1025,25 |
| 1975 | 10-30 | 30,00 | 1055,25 |
| 1975 | 11-5 | 5,00 | 1060,25 |
| 1975 | 11-10 | 10,00 | 1070,25 |
| 1975 | 11-15 | 15,00 | 1085,25 |
| 1975 | 11-20 | 20,00 | 1105,25 |
| 1975 | 11-25 | 25,00 | 1130,25 |
| 1975 | 11-30 | 30,00 | 1160,25 |
| 1975 | 12-5 | 5,00 | 1165,25 |
| 1975 | 12-10 | 10,00 | 1175,25 |
| 1975 | 12-15 | 15,00 | 1190,25 |
| 1975 | 12-20 | 20,00 | 1210,25 |
| 1975 | 12-25 | 25,00 | 1235,25 |
| 1975 | 12-30 | 30,00 | 1265,25 |
| 1976 | 1-5 | 5,00 | 1270,25 |
| 1976 | 1-10 | 10,00 | 1280,25 |
| 1976 | 1-15 | 15,00 | 1295,25 |
| 1976 | 1-20 | 20,00 | 1315,25 |
| 1976 | 1-25 | 25,00 | 1340,25 |
| 1976 | 1-30 | 30,00 | 1370,25 |
| 1976 | 2-5 | 5,00 | 1375,25 |
| 1976 | 2-10 | 10,00 | 1385,25 |
| 1976 | 2-15 | 15,00 | |

[illegible]

| | 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 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1. Name of the company | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Address of the company | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 36. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 44. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 46. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 48. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 49. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 52. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 54. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 56. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 57. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 58. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 59. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 62. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 64. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 65. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 66. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 67. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 68. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 72. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 73. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 74. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 75. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 76. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 77. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 78. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 79. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 80. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 81. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 82. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 83. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 84. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 86. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 87. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 88. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 89. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 90. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 91. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 92. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 93. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 94. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 95. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 96. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 98. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 99. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 100. Name of the person in charge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 49 | 227 | 1 | 227 |
| 50 | 227 | 1 | 227 |
| 51 | 227 | 1 | 227 |
| 52 | 227 | 1 | 227 |
| 53 | 227 | 1 | 227 |
| 54 | 227 | 1 | 227 |
| 55 | 227 | 1 | 227 |
| 56 | 227 | 1 | 227 |
| 57 | 227 | 1 | 227 |
| 58 | 227 | 1 | 227 |
| 59 | 227 | 1 | 227 |
| 60 | 227 | 1 | 227 |
| 61 | 227 | 1 | 227 |
| 62 | 227 | 1 | 227 |
| 63 | 227 | 1 | 227 |
| 64 | 227 | 1 | 227 |
| 65 | 227 | 1 | 227 |
| 66 | 227 | 1 | 227 |
| 67 | 227 | 1 | 227 |
| 68 | 227 | 1 | 227 |
| 69 | 227 | 1 | 227 |
| 70 | 227 | 1 | 227 |
| 71 | 227 | 1 | 227 |
| 72 | 227 | 1 | 227 |
| 73 | 227 | 1 | 227 |
| 74 | 227 | 1 | 227 |
| 75 | 227 | 1 | 227 |
| 76 | 227 | 1 | 227 |
| 77 | 227 | 1 | 227 |
| 78 | 227 | 1 | 227 |
| 79 | 227 | 1 | 227 |
| 80 | 227 | 1 | 227 |
| 81 | 227 | 1 | 227 |
| 82 | 227 | 1 | 227 |
| 83 | 227 | 1 | 227 |
| 84 | 227 | 1 | 227 |
| 85 | 227 | 1 | 227 |
| 86 | 227 | 1 | 227 |
| 87 | 227 | 1 | 227 |
| 88 | 227 | 1 | 227 |
| 89 | 227 | 1 | 227 |
| 90 | 227 | 1 | 227 |
| 91 | 227 | 1 | 227 |
| 92 | 227 | 1 | 227 |
| 93 | 227 | 1 | 227 |
| 94 | 227 | 1 | 227 |
| 95 | 227 | 1 | 227 |
| 96 | 227 | 1 | 227 |
| 97 | 227 | 1 | 227 |
| 98 | 227 | 1 | 227 |
| 99 | 227 | 1 | 227 |
| 100 | 227 | 1 | 227 |

[illegible][illegible]

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|----|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 18 | STAT. INCOME TAX PAID (See instructions) | 60 | 70 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

100

| STUDENT INFORMATION | | PARENT INFORMATION | |
|--|-----------------|--|----------------|
| STUDENT NAME | STUDENT ADDRESS | PARENT NAME | PARENT ADDRESS |
| TOTAL EXPENSES FOR STUDENT FOR <input checked="" type="checkbox"/> RESIDENT <input type="checkbox"/> COMMUTER If the student is applying to more than one institution, list all colleges A, C, and M | | TOTAL RESOURCES FOR STUDENT FOR <input checked="" type="checkbox"/> NINE <input type="checkbox"/> TWELVE MONTHS ACTUAL 1974-75 ESTIMATED 1975-76 | |
| A. TUITION AND FEE B. BOOKS AND SUPPLIES C. MEAL AND ROOM RESIDENCE UTILITIES D. AGES OR BOARD AND MISCELLANEOUS SUPPLIES E. CLOTHING, GROOMING, AND CLEANING F. MEDICAL AND DENTAL G. OTHER EXPENSES TRANSFERRED FROM PREVIOUS YEAR (Please include amount of all student loans received during the year, including Federal, State, and institutional loans, and any other loans received.) | | 1. RESOURCES FROM PARENTS OR GUARDIANS 2. GRANTS OR SCHOLARSHIPS (LIST SOURCE) 3. SAVINGS FROM PREVIOUS YEAR EARNINGS 4. INCOME FROM EMPLOYMENT EARNINGS 5. RETIRED/INVESTMENT EARNINGS 6. SOCIAL SECURITY BENEFITS 7. EDUCATIONAL LOANS 8. OTHER RESOURCES (LIST BELOW) TOTAL | |

[illegible]

USE THIS SPACE TO EXPLAIN ALL CIRCLED ITEMS AND ANY UNUSUAL CIRCUMSTANCES.

7A. FATHER RECEIVED A ROADSHOW. MOTHER WORKS PART-TIME. DUE TO ILL HEALTH, SHE WILL NOT WORK AS MANY HOURS NEXT YEAR.

Q. MR. BROWNS UNION DUES

18 BLUE CROSS 280. VARIOUS DOCTORS 150, DENTIST 100, BARBERS 35, DRUGS 35. THIS IS ABOUT WHAT WE SPEND EACH YEAR.

14. TERMINATE CONTROL. WE LIVE IN AN OLD HOUSE AND MUST HAVE TERMINAL INSPECTION EACH YEAR.

22 WE STILL OWE HOSPITAL FOR NANCY'S OPERATION LAST SUMMER; EXPECT TO COMPLETE PAYMENT IN 1975.

25 1971 FORD

PARENTS' CERTIFICATION AND AUTHORIZATION

[illegible]

WARNING: If this form is to be used in the presence of another person, especially for financial statements and audits, you should know that compliance with statements or representations may subject the filer to a fine or imprisonment or both, under provisions of the United States Criminal Code.

☐ 24 1 ☒ 51A **APPROPRIATE AND/OR INAPPROPRIATE** **RIGHTS OF SENIORS AND YOUTH** **AND** **ADULTS**
 but **not** **include** **any** **information** **about** **any** **individual** **or** **entity** **that** **is** **not** **the** **subject** **of** **the** **report**

Do you agree with the determination of financial need, as authorized for the respondents
 named in Item 2 to discuss the information collected on this form with the YES
 student department? ☒ YES ☐ NO

| SIGNATURES OF | DATE |
|-----------------|-------------------|
| JOHN D. BROWN | November 10, 1974 |
| BOB W. PASTERIS | November 10, 1974 |
| JOHN QUARLES | November 10, 1974 |

Be sure to enclose check or money order payable to C55 94 for each institution or program listed and \$2.74 for each additional listing.

PARENTS' CONFIDENTIAL STATEMENT (PCS)

Academic Year 1975-76

Instructions carefully before completing this form.
Do not send to CSS after December 1, 1975.

THIS IS YOUR WORK SHEET. Keep for your records.

| | | | | | | | | |
|-----------------------------------|-------------------|-------|------------|----------|-----------|-----|---------------|------------------------|
| STUDENT'S PERMANENT ADDRESS | LAST NAME | | FIRST NAME | | MO. INIT. | SEX | DATE OF BIRTH | SOCIAL SECURITY NUMBER |
| | NUMBER AND STREET | | | | | | | |
| CITY | | STATE | | ZIP CODE | | | | |

1 ☐ M
2 ☐ F

1C Is student married? NO ☐ 1 YES ☐ 2

Is student a U.S. citizen? NO ☐ YES ☐

If no, what is student's visa status? _____

Student's year in college or post-high-school institution during 1975-76 (check only one box): 1 ☐ FIRST 2 ☐ SECOND 3 ☐ THIRD 4 ☐ FOURTH OR FIFTH (undergraduate) 5 ☐ GRAD / PROF.

PARENTS 1 ☐ FATHER 3 ☐ STEPFATHER Check any that apply: 5 ☐ PARENTS SEPARATED 7 ☐ STUDENT HAS LEGAL GUARDIAN (other than parents) If other unusual family circumstances exist, explain in (31).
Check if living: 2 ☐ MOTHER 4 ☐ STEPMOTHER 6 ☐ PARENTS DIVORCED 8 ☐ FATHER UNABLE TO WORK

Enter complete names, addresses, and CSS code numbers of the institutions and programs to which copies of the PCS are to be sent. Do not leave name and address area blank. Obtain code numbers from the CSS Code List provided. If any institution or program you enter is not listed, leave the CSS code number box blank.

| NAME | CITY | STATE | CSS CODE NO. | NAME | CITY | STATE | CSS CODE NO. |
|------|------|-------|--------------|------|------|-------|--------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Father, Stepfather, or Guardian | | | | Mother, Stepmother, or Guardian | | | |
|---------------------------------|-----|--------------------|-----|---------------------------------|--------------|--------------------|-------|
| NAME | AGE | 3B NAME | AGE | HOME ADDRESS | HOME ADDRESS | TITLE | TITLE |
| OCCUPATION | | OCCUPATION | | EMPLOYED BY | | EMPLOYED BY | |
| YEARS WITH COMPANY | | YEARS WITH COMPANY | | YEARS WITH COMPANY | | YEARS WITH COMPANY | |

Did or will you file a joint U.S. Individual Income Tax Return for 1973? Yes ☐ No ☐ for 1974? Yes ☐ No ☐

| | | | |
|---|---|--|--|
| How many dependent children did or will you claim as U.S. income tax exemptions (Do not leave blank.) for 1974? <input type="text"/> | 5B How many children (list all by name in 30) including the student, will be dependent on you for support (Do not leave blank.) for 1975? <input type="text"/> | 5C How many children entered in 5B will be attending a college or post-high-school institution (Do not leave blank.) during 1975-76? <input type="text"/> | 5D How many other dependents did or will you claim as U.S. income tax exemptions (Do not include anyone entered in 3A, 3B, 5A, 5B, 5C, or 30. Explain entries of one or more in (31). Do not leave blank.) for 1974? <input type="text"/> for 1975? <input type="text"/> |
|---|---|--|--|

Do you own all or part of a business, or are you a farm or ranch owner, operator, or farm tenant? NO ☐ 1 YES ☐ 2
If YES, COMPLETE SUPPLEMENT A OR B BEFORE GOING ON TO 7.

| Parents' Annual Income and Expenses | | | | Parents' Assets and Indebtedness | | | |
|---|------------|------------|----------------|---|----------------------|----------------------------------|---------------------------|
| ENTER ANNUAL AMOUNTS IN BOXES ONLY | | | | ENTER INFORMATION IN BOXES ONLY | | | |
| TAXABLE INCOME BEFORE DEDUCTIONS | TOTAL 1973 | TOTAL 1974 | ESTIMATED 1975 | 17 HOME IF OWNED OR BEING PURCHASED (Do not include amounts entered on Supplement A or B.) | TOTAL FIRE INSURANCE | ESTIMATE OF PRESENT MARKET VALUE | UNPAID MORTGAGE PRINCIPAL |
| A. Wages, salaries, tips and other compensation | \$ | \$ | \$ | YEAR PURCHASED: 19 _____ PURCHASE PRICE: \$ _____ | \$ | \$ | \$ |
| Father, stepfather, or male guardian | \$ | \$ | \$ | 18 OTHER REAL ESTATE (Describe in (31). Do not include amounts entered on Supplement A or B.) | \$ | \$ | \$ |
| Mother, stepmother, or female guardian | \$ | \$ | \$ | 19 CASH, SAVINGS, AND CHECKING ACCOUNTS | \$ | \$ | \$ |
| B. Dividends and interest income (See instructions.) | \$ | \$ | \$ | 20 OTHER INVESTMENTS (present market value) (Itemize and give dollar amounts in (31).) | \$ | \$ | \$ |
| C. Net profit from business or farm | \$ | \$ | \$ | 21 BUSINESS OR FARM IF OWNED (Complete A, B, and C below.) | \$ | \$ | \$ |
| D. Other taxable income (Itemize and give dollar amounts in (31).) | \$ | \$ | \$ | A. Total assets for 1974 from Supplement A, line 10, or Supplement B, line 12 | \$ | \$ | \$ |
| Add 7A, 7B, 7C, and 7D | \$ | \$ | \$ | B. Total indebtedness for 1974 from Supplement A, line 12, or Supplement B, line 14 | \$ | \$ | \$ |
| EMPLOYEE BUSINESS EXPENSE (Itemize and give dollar amounts in (31). Do not include expenses entered on Supplement A or B.) | \$ | \$ | \$ | C. Percent of ownership for 1974 from Supplement A, line 14, or Supplement B, line 16 | \$ | \$ | % |
| Subtract 9 from 8 | \$ | \$ | \$ | 22 DEBT OUTSTANDING (See instructions, itemize state purpose, and give dollar amounts in (31).) | \$ | \$ | \$ |
| 23 ANNUAL RENT OR MORTGAGE PAYMENTS ON FAMILY RESIDENCE (If none explain in (31).) | \$ | \$ | \$ | Amount of 22 to be paid during 1975 | \$ | \$ | \$ |
| 24 FACE VALUE OF PARENTS' LIFE INSURANCE POLICIES | \$ | \$ | \$ | 25 TOTAL CAR INDEBTEDNESS (List make and year of family cars in (31).) | \$ | \$ | \$ |
| 26 ASSETS (as of July 1, 1975) | \$ | \$ | \$ | Student Applicant's Assets and Benefits | | | |
| 27 MONTHLY EDUCATIONAL BENEFITS (to be received between July 1, 1975, and June 30, 1976) | \$ | \$ | \$ | | | | |
| MEDICAL AND DENTAL EXPENSES NOT COVERED BY INSURANCE PLUS MEDICAL INSURANCE PREMIUMS (Itemize and give dollar amounts in (31).) | \$ | \$ | \$ | | | | |
| EMERGENCY EXPENSES (See instructions, itemize, and give dollar amounts in (31).) | \$ | \$ | \$ | | | | |
| U.S. INCOME TAX PAID (See instructions. Do not include any tax overpaid.) | \$ | \$ | \$ | | | | |
| STATE INCOME TAX PAID (See instructions. Do not include any tax overpaid.) | \$ | \$ | \$ | | | | |

If the applicant is an entering first-time student at a post-high-school institution, complete only the 1975-76 columns of expenses and resources in 28 and 29.

| <p>28 TOTAL EXPENSES FOR STUDENT FOR: <input type="checkbox"/> NINE <input type="checkbox"/> TWELVE MONTHS <input type="checkbox"/> RESIDENT <input type="checkbox"/> COMMUTER</p> <p>If the student is applying to more than one institution, do not complete A, C, D, and H.</p> <table style="width:100%;"> <tr> <th></th> <th style="text-align: center;">ACTUAL 1974-75</th> <th style="text-align: center;">ESTIMATED 1975-76</th> </tr> <tr><td>A. TUITION AND FEES</td><td>\$ _____</td><td>\$ _____</td></tr> <tr><td>B. BOOKS AND SUPPLIES</td><td>_____</td><td>_____</td></tr> <tr><td>C. RENT OR ROOM, INCLUDING UTILITIES</td><td>_____</td><td>_____</td></tr> <tr><td>D. FOOD OR BOARD AND HOUSEHOLD SUPPLIES</td><td>_____</td><td>_____</td></tr> <tr><td>E. CLOTHING, LAUNDRY, AND CLEANING</td><td>_____</td><td>_____</td></tr> <tr><td>F. MEDICAL AND DENTAL</td><td>_____</td><td>_____</td></tr> <tr><td>G. OTHER EXPENSES</td><td>_____</td><td>_____</td></tr> <tr><td>H. TRANSPORTATION (two round-trip railroad or air coach fares if a resident student; total commuting expenses if a commuter student)</td><td>_____</td><td>_____</td></tr> <tr><td>TOTAL</td><td>\$ _____</td><td>\$ _____</td></tr> </table> | | ACTUAL 1974-75 | ESTIMATED 1975-76 | A. TUITION AND FEES | \$ _____ | \$ _____ | B. BOOKS AND SUPPLIES | _____ | _____ | C. RENT OR ROOM, INCLUDING UTILITIES | _____ | _____ | D. FOOD OR BOARD AND HOUSEHOLD SUPPLIES | _____ | _____ | E. CLOTHING, LAUNDRY, AND CLEANING | _____ | _____ | F. MEDICAL AND DENTAL | _____ | _____ | G. OTHER EXPENSES | _____ | _____ | H. TRANSPORTATION (two round-trip railroad or air coach fares if a resident student; total commuting expenses if a commuter student) | _____ | _____ | TOTAL | \$ _____ | \$ _____ | <p>29 TOTAL RESOURCES FOR STUDENT FOR: <input type="checkbox"/> NINE <input type="checkbox"/> TWELVE MONTHS ACTUAL 1974-75 ESTIMATED 1975-76</p> <table style="width:100%;"> <tr><td>A. RESOURCES FROM PARENTS OR GUARDIAN</td><td>\$ _____</td><td>\$ _____</td></tr> <tr><td>B. GRANTS OR SCHOLARSHIPS (LIST SOURCES)</td><td>_____</td><td>* _____</td></tr> <tr><td>C. SAVINGS FROM OFF-CAMPUS SUMMER EARNINGS</td><td>_____</td><td>* _____</td></tr> <tr><td>D. TERM TIME OFF-CAMPUS EARNINGS</td><td>_____</td><td>_____</td></tr> <tr><td>E. VETERANS-G.I. BILL BENEFITS</td><td>_____</td><td>_____</td></tr> <tr><td>F. SOCIAL SECURITY BENEFITS</td><td>_____</td><td>_____</td></tr> <tr><td>G. EDUCATIONAL LOANS</td><td>_____</td><td>* _____</td></tr> <tr><td>H. OTHER SOURCES (LIST BELOW)</td><td>_____</td><td>_____</td></tr> <tr><td>TOTAL</td><td>\$ _____</td><td>\$ _____</td></tr> </table> <p><small>* Include in the 1975-76 column only the grants, scholarships, and loans you actually have been awarded</small></p> | A. RESOURCES FROM PARENTS OR GUARDIAN | \$ _____ | \$ _____ | B. GRANTS OR SCHOLARSHIPS (LIST SOURCES) | _____ | * _____ | C. SAVINGS FROM OFF-CAMPUS SUMMER EARNINGS | _____ | * _____ | D. TERM TIME OFF-CAMPUS EARNINGS | _____ | _____ | E. VETERANS-G.I. BILL BENEFITS | _____ | _____ | F. SOCIAL SECURITY BENEFITS | _____ | _____ | G. EDUCATIONAL LOANS | _____ | * _____ | H. OTHER SOURCES (LIST BELOW) | _____ | _____ | TOTAL | \$ _____ | \$ _____ |
|---|-----------------|-------------------|-------------------|---------------------|----------|----------|-----------------------|-------|-------|--------------------------------------|-------|-------|---|-------|-------|------------------------------------|-------|-------|-----------------------|-------|-------|-------------------|-------|-------|---|-------|-------|--------------|-----------------|-----------------|---|---------------------------------------|----------|----------|--|-------|---------|--|-------|---------|----------------------------------|-------|-------|--------------------------------|-------|-------|-----------------------------|-------|-------|----------------------|-------|---------|-------------------------------|-------|-------|--------------|-----------------|-----------------|
| | ACTUAL 1974-75 | ESTIMATED 1975-76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. TUITION AND FEES | \$ _____ | \$ _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. BOOKS AND SUPPLIES | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. RENT OR ROOM, INCLUDING UTILITIES | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. FOOD OR BOARD AND HOUSEHOLD SUPPLIES | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. CLOTHING, LAUNDRY, AND CLEANING | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F. MEDICAL AND DENTAL | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G. OTHER EXPENSES | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H. TRANSPORTATION (two round-trip railroad or air coach fares if a resident student; total commuting expenses if a commuter student) | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | \$ _____ | \$ _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. RESOURCES FROM PARENTS OR GUARDIAN | \$ _____ | \$ _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. GRANTS OR SCHOLARSHIPS (LIST SOURCES) | _____ | * _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. SAVINGS FROM OFF-CAMPUS SUMMER EARNINGS | _____ | * _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. TERM TIME OFF-CAMPUS EARNINGS | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. VETERANS-G.I. BILL BENEFITS | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F. SOCIAL SECURITY BENEFITS | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G. EDUCATIONAL LOANS | _____ | * _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H. OTHER SOURCES (LIST BELOW) | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | \$ _____ | \$ _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

30 PROVIDE BELOW INFORMATION FOR ALL CHILDREN YOU ENTERED IN 5B. DO NOT LEAVE BLANK. If you need additional space, use 31.

| A. NAME (LIST STUDENT APPLICANT ON LINE 1) | B. AGE | C. CHECK IF LIVING WITH FAMILY | D. NAME OF PRESENT SCHOOL OR COLLEGE 1974-75 | E. YEAR IN SCHOOL OR COLLEGE 1974-75 | EDUCATIONAL EXPENSES 1974-75 | | FINANCIAL AID RECEIVED 1974-75 | |
|--|--------|--------------------------------|--|--------------------------------------|------------------------------|-------------------|--------------------------------|------------------------|
| | | | | | F. TUITION AND FEES | G. ROOM AND BOARD | H. SCHOLARSHIPS (IF GRANT AND) | I. LOANS AND REPAYMENT |
| 1. | | | | | \$ _____ | \$ _____ | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |

31 USE THIS SPACE TO EXPLAIN ALL CIRCLED ITEMS AND ANY UNUSUAL CIRCUMSTANCES.

WORK SHEET
KEEP FOR YOUR RECORDS

21014 • UU84P5400 • 257

PARENTS' CERTIFICATION AND AUTHORIZATION

We declare that the information reported on this form, to the best of our knowledge, is true, correct, and complete. We authorize transmittal of copies of this form to the recipients named in Item 2 and the use of the form by the CSS as described under "General Information." We agree that to verify information reported in this form the CSS or any of the named recipients may request or obtain an official photostatic copy of our latest U.S. income tax return. We further agree to provide, if requested, any other official documentation necessary to verify information reported.

WARNING: If this form is to be used in the process of establishing eligibility for federal student aid funds, you should know that intentionally false statements or misrepresentation may subject the filer to a fine or imprisonment, or to both, under provisions of the United States Criminal Code.

To assist the student in being considered for other financial aid, we authorize the release of the student's name and address to state, federal, and other nationally recognized student aid programs. YES ☐ NO ☐

To assist in the determination of financial need, we authorize the recipients named in Item 2 to discuss the information contained on this form with the student applicant. YES ☐ NO ☐

SIGNATURES OF _____ DATE _____
BOTH PARENTS _____
(OR GUARDIAN) _____ DATE _____

▶▶ Be sure to enclose check or money order payable to CSS: \$4 for first institution or program listed and \$2.25 for each additional listing ◀◀

APPENDIX D

EDUCATIONAL OPPORTUNITY PROGRAM
PROGRESS REPORT

Dear _____,

_____ is enrolled in your _____
class this semester. Since the individual is enrolled in the college as an
Educational Opportunity Program student, we are particularly interested in
receiving information concerning any difficulties the student is having.

With your help, our office will be better informed to help the student
by providing tutoring and consultations.

Thank you for your immediate attention. Please complete and return this
form to our office L-108.

Class attendance has been, Excellent _____ Good _____ Poor _____.

Comments _____

- Performance
1. Has difficulty with writing _____.
 2. Does not turn in class assignments _____.
 3. Has missed tests and not attempted to make them up _____.
 4. Sloppy work _____.
 5. If a speech class--does not prepare _____.
 6. If a class with lab--does not turn in lab assignments _____.
 7. Has difficulty understanding the material _____.
 8. Excellent _____ Good _____ Poor _____

Comments _____

(over)

As the class professor you have,

1. Spoken to the student as to his/her performance_____.
2. Referred the student to a tutor_____.
3. Attempted to personally tutor the student_____.
4. Asked the student to drop your course_____.
5. Spoken with the Director of Special Programs about the student's needs_____.

Comments _____

- Academic Performance
1. The student is successfully passing this course_____.
 2. The student is failing this course_____.
 3. The student presently has the grade of _____.

Please comment as to the overall performance of this student. Please include such things as suggestions which we might use to enhance this student's academic success at Stanislaus State College. Your cooperation in this matter will be greatly appreciated. Please return through inter-office mail. (use bottom of page if necessary)

APPENDIX E

THE CALIFORNIA STATE COLLEGES
Office of the Chancellor

Institutional Relations
and Student Affairs
(Admissions Bulletin #8)
8-15-66

ADMISSIONS TABLE FOR
CALIFORNIA HIGH SCHOOL GRADUATES
(Effective Fall 1967)

For determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a State College, beginning with the fall 1967 admission cycle. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

| G.P.A. | A.C.T. Score | S.A.T. Score | G.P.A. | A.C.T. Score | S.A.T. Score | G.P.A. | A.C.T. Score | S.A.T. Score | G.P.A. | A.C.T. Score | S.A.T. Score | G.P.A. | A.C.T. Score | S.A.T. Score |
|------------------|--------------|--------------|--------|--------------|--------------|--------|--------------|--------------|--------|--------------|--------------|------------------|--------------|--------------|
| () ¹ | | | | | | | | | | | | | | |
| 3.22 | 11 | 512 | 2.94 | 16 | 720 | 2.68 | 21 | 928 | 2.42 | 26 | 1136 | 2.16 | 31 | 1344 |
| 3.19 | 11 | 520 | 2.93 | 16 | 728 | 2.67 | 21 | 936 | 2.41 | 26 | 1144 | 2.15 | 32 | 1352 |
| 3.18 | 11 | 528 | 2.92 | 16 | 736 | 2.66 | 21 | 944 | 2.40 | 27 | 1152 | 2.14 | 32 | 1360 |
| 3.17 | 11 | 536 | 2.91 | 16 | 744 | 2.65 | 22 | 952 | 2.39 | 27 | 1160 | 2.13 | 32 | 1368 |
| 3.16 | 11 | 544 | 2.90 | 17 | 752 | 2.64 | 22 | 960 | 2.38 | 27 | 1168 | 2.12 | 32 | 1376 |
| 3.15 | 12 | 552 | 2.89 | 17 | 760 | 2.63 | 22 | 968 | 2.37 | 27 | 1176 | 2.11 | 32 | 1384 |
| 3.14 | 12 | 560 | 2.88 | 17 | 768 | 2.62 | 22 | 976 | 2.36 | 27 | 1184 | 2.10 | 33 | 1392 |
| 3.13 | 12 | 568 | 2.87 | 17 | 776 | 2.61 | 22 | 984 | 2.35 | 28 | 1192 | 2.09 | 33 | 1400 |
| 3.12 | 12 | 576 | 2.86 | 17 | 784 | 2.60 | 23 | 992 | 2.34 | 28 | 1200 | 2.08 | 33 | 1408 |
| 3.11 | 12 | 584 | 2.85 | 18 | 792 | 2.59 | 23 | 1000 | 2.33 | 28 | 1208 | 2.07 | 33 | 1416 |
| 2.99 | 13 | 592 | 2.84 | 18 | 800 | 2.58 | 23 | 1008 | 2.32 | 28 | 1216 | 2.06 | 33 | 1424 |
| 3.09 | 13 | 600 | 2.83 | 18 | 808 | 2.57 | 23 | 1016 | 2.31 | 28 | 1224 | 2.05 | 34 | 1432 |
| 3.08 | 13 | 608 | 2.82 | 18 | 816 | 2.56 | 23 | 1024 | 2.30 | 29 | 1232 | 2.04 | 34 | 1440 |
| 3.07 | 13 | 616 | 2.81 | 18 | 824 | 2.55 | 24 | 1032 | 2.29 | 29 | 1240 | 2.03 | 34 | 1448 |
| 3.06 | 13 | 624 | 2.80 | 19 | 832 | 2.54 | 24 | 1040 | 2.28 | 29 | 1248 | 2.02 | 34 | 1456 |
| 3.05 | 14 | 632 | 2.79 | 19 | 840 | 2.53 | 24 | 1048 | 2.27 | 29 | 1256 | 2.01 | 34 | 1464 |
| 3.04 | 14 | 640 | 2.78 | 19 | 848 | 2.52 | 24 | 1056 | 2.26 | 29 | 1264 | 2.00 | 35 | 1472 |
| 3.03 | 14 | 648 | 2.77 | 19 | 856 | 2.51 | 24 | 1064 | 2.25 | 30 | 1272 | () ² | | |
| 3.02 | 14 | 656 | 2.76 | 19 | 864 | 2.50 | 25 | 1072 | 2.24 | 30 | 1280 | | | |
| 3.01 | 14 | 664 | 2.75 | 20 | 872 | 2.49 | 25 | 1080 | 2.23 | 30 | 1288 | | | |
| 3.00 | 15 | 672 | 2.74 | 20 | 880 | 2.48 | 25 | 1088 | 2.22 | 30 | 1296 | | | |
| 2.99 | 15 | 680 | 2.73 | 20 | 888 | 2.47 | 25 | 1096 | 2.21 | 30 | 1304 | | | |
| 2.98 | 15 | 688 | 2.72 | 20 | 896 | 2.46 | 25 | 1104 | 2.20 | 31 | 1312 | | | |
| 2.97 | 15 | 696 | 2.71 | 20 | 904 | 2.45 | 26 | 1112 | 2.19 | 31 | 1320 | | | |
| 2.96 | 15 | 704 | 2.70 | 21 | 912 | 2.44 | 26 | 1120 | 2.18 | 31 | 1328 | | | |
| 2.95 | 16 | 712 | 2.69 | 21 | 920 | 2.43 | 26 | 1128 | 2.17 | 31 | 1336 | | | |

¹ Students earning grade point averages above 3.20 are eligible for admission.

APPENDIX F

APPENDIX F

FAMILY SIZE AND INCOME

| Student number | Family size | Family income |
|---------------------------|----------------|------------------|
| Students Who Took the SAT | | |
| 1 | 3 | \$ 3,480 |
| 2 | 4 | 5,796 |
| 3 | 6 | 6,412 |
| 4 | 7 | 6,300 |
| 5 | 9 | 4,500 |
| 6 | 2 | Welfare |
| 7 | 4 | 4,944 |
| 8 | 3 | 1,640 |
| 9 | 3 | 3,500 |
| 10* | | |
| 11 | 3 | 3,700 |
| 12 | 6 | 6,500 |
| 13 | 7 | 6,000 |
| 14 | 3 | 4,800 |
| 15 | 13 | 8,700 |
| 16 | 5 | 4,800 |
| 17 | 8 | Welfare |
| 18 | 4 | 3,500 |
| 19 | 9 | 8,632 |
| 20 | 5 | Welfare |
| 21* | | |
| 22 | 4 | 6,000 |
| 23 | 7 | 10,800 |
| 24* | | |
| 25 | 6 | 5,494 |
| 26 | 5 | Welfare |
| 27 | 3 | 3,421 |
| 28 | 6 | 6,000 |
| 29 | 4 | 7,248 |
| 30 | 7 | 7,200 |
| 31 | 9 | Welfare |
| 32 | 4 | 2,400 |
| 33 | 14 | 10,000 |
| 34 | 7 | 5,000 |
| 35 | 5 | 5,500 |
| 36 | 3 | Welfare |
| 37 | 5 | 6,000 |

APPENDIX F (continued)

| Student number | Family size | Family income |
|----------------|-------------|-----------------|
| 38 | 4 | Social Security |
| 39 | 5 | \$10,000 |
| 40 | 9 | 9,841 |
| 41 | 5 | 10,000 |
| 42 | 19 | Welfare |
| 43 | 9 | 8,505 |
| 44 | 1 | G.I. Bill |
| 45 | 3 | Welfare |
| 46 | 4 | 4,202 |
| 47 | 1 | Welfare |
| 48 | 5 | 3,000 |
| 49* | | |
| 50* | | |
| 51 | 6 | 5,500 |
| 52 | 8 | 8,000 |
| 53 | 3 | Welfare |
| 54 | 9 | Welfare |

Students Who Did Not Take the SAT

| | | |
|----|----|-----------------|
| 1 | 8 | 6,500 |
| 2 | 6 | 7,000 |
| 3 | 5 | 4,600 |
| 4 | 10 | 7,600 |
| 5 | 3 | 2,590 |
| 6 | 7 | 5,720 |
| 7 | 2 | 1,700 |
| 8 | 3 | 4,620 |
| 9 | 4 | 4,000 |
| 10 | 7 | 8,688 |
| 11 | 6 | 6,900 |
| 12 | 3 | Social Security |
| 13 | 4 | 5,000 |
| 14 | 3 | 5,400 |

*These students did not apply for financial aid, therefore, family size and income is not available.

APPENDIX G

APPENDIX G

STUDENT INFORMATION

| S t u d e n t | High school GPA | SAT V | SAT M | Years to termina- tion | College GPA | Units | *Why termin- ated | SAT total | Age | Race | Sex |
|---------------------------------|-----------------------|----------|----------|------------------------------|----------------|-------|-------------------------|--------------|-----|------|-----|
| Students Who Took the SAT | | | | | | | | | | | |
| 1 | 2.32 | 323 | 305 | 3.0 | 2.31 | 104.0 | 2 | 628 | 18 | O | F |
| 2 | 3.07 | 512 | 600 | 4.0 | 3.31 | 186.5 | 1 | 1112 | 19 | O | M |
| 3 | 2.88 | 335 | 394 | .6 | 1.55 | 32.5 | 2 | 729 | 19 | B | F |
| 4 | 2.48 | 297 | 351 | 1.3 | 2.03 | 34.0 | 2 | 648 | 18 | O | F |
| 5 | 2.48 | 300 | 376 | 1.0 | 2.17 | 40.0 | 2 | 676 | 18 | B | M |
| 6 | 2.34 | 246 | 246 | 2.6 | 2.16 | 113.5 | 1 | 492 | 20 | B | M |
| 7 | 1.90 | 250 | 240 | 1.0 | 2.00 | 22.5 | 2 | 490 | 20 | B | F |
| 8 | 1.87 | 331 | 395 | .3 | 1.44 | 7.0 | 2 | 726 | 20 | B | M |
| 9 | 2.87 | 452 | 417 | 4.0 | 2.51 | 181.5 | 1 | 869 | 19 | C | M |
| 10 | 2.44 | 528 | 568 | 2.0 | 2.38 | 94.0 | 1 | 1096 | 24 | O | M |
| 11 | 3.03 | 532 | 389 | 3.6 | 2.84 | 104.0 | 1 | 921 | 24 | C | M |
| 12 | 2.47 | 331 | 423 | 4.0 | 2.46 | 187.5 | 1 | 754 | 18 | B | F |
| 13 | 2.85 | 374 | 370 | 3.5 | 2.72 | 122.5 | 1 | 744 | 18 | B | F |
| 14 | 2.80 | 275 | 243 | 4.5 | 2.56 | 135.0 | 1 | 518 | 18 | B | F |
| 15 | 2.58 | 263 | 275 | 1.0 | 2.17 | 28.0 | 2 | 538 | 18 | C | M |
| 16 | 2.63 | 486 | 490 | 3.0 | 2.31 | 113.0 | 2 | 976 | 18 | O | M |
| 17 | 2.96 | 350 | 317 | 3.0 | 2.55 | 137.5 | 2 | 667 | 19 | C | F |

APPENDIX G (continued)

| S t u d e n t | High school GPA | SAT V | SAT M | Years to termina- tion | College GPA | Units | *Why termin- ated | SAT total | Age | Race | Sex |
|---------------------------------|-----------------------|----------|----------|------------------------------|----------------|-------|-------------------------|--------------|-----|------|-----|
| 18 | 3.14 | 335 | 325 | 4.0 | 2.20 | 179.0 | 1 | 660 | 18 | C | F |
| 19 | 2.59 | 295 | 289 | .3 | 1.30 | 8.0 | 2 | 584 | 18 | B | F |
| 20 | 2.58 | 306 | 314 | 1.3 | 1.75 | 37.0 | 2 | 620 | 19 | C | F |
| 21 | 1.65 | 302 | 325 | 1.3 | 2.50 | 60.0 | 2 | 627 | 19 | B | F |
| 22 | 2.76 | 255 | 394 | 2.6 | 2.38 | 92.0 | 2 | 649 | 18 | C | F |
| 23 | 2.38 | 407 | 270 | 3.0 | 2.99 | 172.5 | 1 | 677 | 18 | B | F |
| 24 | 2.69 | 220 | 249 | 3.3 | 1.80 | 25.5 | 2 | 469 | 17 | B | F |
| 25 | 2.07 | 563 | 464 | 2.6 | 2.43 | 88.0 | 2 | 1027 | 33 | O | M |
| 26 | 2.64 | 381 | 407 | 2.0 | 2.32 | 81.0 | 2 | 788 | 19 | C | M |
| 27 | 2.25 | 442 | 284 | .6 | 1.53 | 17.0 | 2 | 726 | 19 | C | F |
| 28 | 2.90 | 276 | 434 | 4.0 | 2.20 | 179.0 | 1 | 710 | 19 | C | F |
| 29 | 3.54 | 433 | 380 | 4.0 | 2.43 | 186.0 | 1 | 813 | 18 | O | F |
| 30 | 3.25 | 269 | 327 | 3.6 | 3.54 | 182.5 | 1 | 596 | 18 | O | M |
| 31 | 2.20 | 295 | 436 | 2.0 | 2.05 | 74.0 | 2 | 731 | 18 | B | M |
| 32 | 1.74 | 393 | 334 | 3.6 | 2.26 | 78.5 | 2 | 727 | 29 | C | M |
| 33 | 2.88 | 286 | 417 | 1.0 | 2.07 | 15.5 | 2 | 703 | 18 | C | M |
| 34 | 2.32 | 401 | 482 | 2.3 | 2.10 | 38.5 | 2 | 883 | 18 | O | M |
| 35 | 1.83 | 253 | 310 | 2.3 | 2.52 | 24.0 | 2 | 563 | 18 | C | M |
| 36 | 2.64 | 354 | 296 | 2.6 | 2.68 | 113.5 | 2 | 650 | 18 | C | M |
| 37 | 2.76 | 240 | 258 | 3.0 | 2.63 | 117.0 | 2 | 498 | 19 | C | M |
| 38 | 2.26 | 279 | 306 | 2.0 | 2.05 | 63.0 | 2 | 585 | 18 | C | F |
| 39 | 2.26 | 335 | 338 | .3 | 1.00 | 4.0 | 2 | 673 | 17 | C | F |

APPENDIX G (continued)

| S t u d e n t | High school GPA | SAT V | SAT M | Years to termina- tion | College GPA | Units | *Why termin- ated | SAT total | Age | Race | Sex |
|---------------------------------|-----------------------|----------|----------|------------------------------|----------------|-------|-------------------------|--------------|-----|------|-----|
| 40 | 2.47 | 284 | 258 | 1.6 | 2.07 | 62.0 | 2 | 542 | 18 | C | F |
| 41 | 2.63 | 312 | 451 | 3.3 | 1.98 | 81.0 | 2 | 763 | 19 | C | F |
| 42 | 2.73 | 401 | 308 | 2.3 | 2.40 | 46.0 | 2 | 709 | 18 | B | F |
| 43 | 2.14 | 412 | 314 | 4.0 | 2.34 | 179.5 | 1 | 726 | 18 | C | F |
| 44 | 2.86 | 689 | 609 | 3.0 | 3.10 | 201.5 | 1 | 1298 | 29 | O | M |
| 45 | 2.24 | 569 | 662 | 3.0 | 2.35 | 117.5 | 2 | 1231 | 18 | O | M |
| 46 | 2.22 | 233 | 317 | 4.5 | 2.31 | 108.0 | 2 | 550 | 18 | C | F |
| 47 | 2.57 | 301 | 234 | 4.0 | 2.45 | 68.5 | 2 | 535 | 17 | B | F |
| 48 | 2.69 | 269 | 302 | 1.0 | 2.44 | 29.5 | 2 | 571 | 18 | B | F |
| 49 | 2.63 | 269 | 284 | .6 | 1.81 | 16.5 | 2 | 553 | 18 | C | F |
| 50 | 2.58 | 200 | 267 | 3.5 | 2.79 | 81.0 | 2 | 467 | 19 | B | F |
| 51 | 2.39 | 263 | 302 | 4.0 | 2.74 | 182.0 | 1 | 565 | 19 | C | F |
| 52 | 2.78 | 200 | 253 | .6 | 1.84 | 22.0 | 2 | 453 | 18 | B | F |
| 53 | 2.87 | 340 | 266 | 2.3 | 2.00 | 102.5 | 2 | 606 | 20 | C | M |

Students Who Did Not Take the SAT

| | | | | | | | | | | | |
|---|------|--|--|-----|------|-------|---|--|----|---|---|
| 1 | 2.22 | | | 4.0 | 2.32 | 186.0 | 1 | | 19 | C | M |
| 2 | 2.79 | | | 2.0 | 2.94 | 188.0 | 1 | | 19 | O | M |
| 3 | 2.28 | | | 2.0 | 2.28 | 187.5 | 1 | | 20 | O | F |
| 4 | 2.97 | | | 4.0 | 2.17 | 126.3 | 1 | | 18 | C | F |
| 5 | 1.97 | | | 3.0 | 2.50 | 207.5 | 1 | | 20 | B | M |

APPENDIX G (continued)

| S t u d e n t | High school GPA | SAT V | SAT M | Years to termina- tion | College GPA | Units | *Why termin- ated | SAT total | Age | Race | Sex |
|---------------------------------|-----------------------|----------|----------|------------------------------|----------------|-------|-------------------------|--------------|-----|------|-----|
| 6 | 2.17 | | | 2.0 | 2.17 | 188.5 | 1 | | 20 | C | M |
| 7 | 2.17 | | | 3.0 | 2.17 | 238.0 | 1 | | 23 | C | M |
| 8 | 2.48 | | | 3.0 | 2.48 | 187.5 | 1 | | 21 | C | M |
| 9 | 2.30 | | | 4.0 | 2.30 | 186.0 | 1 | | 18 | O | M |
| 10 | 2.47 | | | 4.0 | 2.47 | 131.6 | 1 | | 18 | B | F |
| 11 | 2.01 | | | 4.0 | 2.03 | 186.5 | 1 | | 21 | B | M |
| 12 | 3.07 | | | 4.0 | 2.80 | 187.0 | 1 | | 18 | O | F |
| 13 | 3.20 | | | 4.0 | 2.61 | 188.5 | 1 | | 20 | C | F |
| 14 | 2.21 | | | 1.3 | 2.85 | 60.0 | 2 | | 36 | B | F |

*1- Graduated from California State College, Stanislaus

2- Attending, Disqualified, Transferred, or Withdrew from
California State College, Stanislaus