

Taken from Higher Education & Natl. Affairs dated 5/2/75 - Volume XXIV, No. 18

**US Blocks Grants
To 2 Universities
On Anti-Bias Issue**

HEW's Office for Civil Rights reported it has blocked the award of large research contracts to two universities because their affirmative action compliance programs are unacceptable. Involved are contracts of \$2.6 million to the University of Southern California and \$1.2 million to St. Louis University, both from the National Cancer Institute.

OCR said it acted under Federal regulations which require that, prior to the award of any Government contract exceeding \$1 million to an institution of higher education, a determination be made as to whether the institution has an acceptable written affirmative action compliance program. The agency said it determined their programs fail "in several important respects" and that the two universities are "not qualified or eligible for the award of additional Government contracts at this time based upon the eligibility standards."

The two universities are required to show cause, within 30 days from receipt of the notification, why enforcement proceedings should not be instituted. "In the event that a notice of proposed cancellation or termination and debarment is issued," the agency said, "the universities will be given 14 days in which to request a hearing. Satisfactory adjustment by the universities in correcting the identified deficiencies during the 30-day show cause period (for example, substantial progress in this regard) may warrant a delay in the initiation of formal proceedings by this department sufficient to permit an expedited correction of the remaining deficiencies. During this 30-day show cause period, this office shall make every effort to assist the universities in resolving all identified deficiencies."

July 16, 1974

MEMORANDUM

TO: Dr. Lawrence Clark

FROM: N. N. Winstead

N. N. Winstead

Attached is a letter from HEW concerning the Mueller case. As I discussed with you earlier I will want you to function as the liaison person for our campus in matters of this sort. I would suggest that you call Mr. Robinson on Wednesday (perhaps we might call together from my office so that I can introduce you to Mr. Robinson). You should find out whether he is sending a copy to Mr. Vanore who is handling this case in Federal Court as the lawyer in the Attorney General's Office for North Carolina State University.

At any rate, we will need to find out where we are and what we do now, if anything.

I would also suggest that you check with Dean Dolce concerning the Joesting case, with Dr. Seagondollar and/or Dean Menius concerning the Bireline case, and with Mr. Vanore concerning the Mueller case to determine the present status. At the time that you check with Dolce and Menius find out who in the Attorney General's Office is handling those two cases. I believe that it is Kane who is handling the Bireline case. You may wish to get together with me and discuss this whole matter and assignment before you proceed with calls.

NNW:gj

Attachment

*Come down & discuss with
me in detail - Charrell has
called Mr. Robinson -*

N. W.

8/25/75 Raleigh Times

HEW questions UNC priorities

By ROBERT B. Cullen
Associated Press Writer

It would be unfair to compare George C. Wallace, standing in the schoolhouse door in defense of state's rights, to William C. Friday, standing firm for the "right of the Board of Governors to make educational decisions free of imposed restraints."

Wallace was a segregationist. Friday is not. Under Friday's leadership, the 16 campuses of the University of North Carolina have increased their proportions of minority students, be they blacks at the formerly white schools or whites at the formerly black schools.

But the desegregation controversy between the U.S. Department of Health, Education and Welfare and the university system raises some questions about how far Friday is willing to go in pursuit of his avowed goal of a system free of the vestiges of segregation.

The major issue, of course, is the location of the proposed new veterinary school. But reading through the volumes of desegregation documents, a pattern emerges that indicates that desegregation is not too high on the university system's priority list.

One commitment made by the university to HEW was for a common application form. HEW felt it would promote integration if a high school student could fill out one form and have his application entered at all 16 campuses. The university agreed to start using one on a test basis by the fall of 1975.

The admissions form question was studied, the university says. It has come to the conclusion that "because of the desire to give each institution as much flexibility as possible and because of the unique problems

A news analysis



William C. Friday

how much desegregation?

faced by the individual institutions, it may not be feasible to use a common application form. We are reevaluating this project."

Another commitment was to foster an exchange of faculty members, on a temporary basis, between black and white institutions; again, no progress has been made.

The university says it asked faculty members to volunteer for an exchange. Only 25 did, and their subjects did not

match. The exchange will not happen before next year, if then.

The report does not say what institutions have unique admissions forms that go beyond the standard personal data requests, standardized test requirement, and high school transcripts and recommendations.

The faculty exchange report does not consider a question broached to Friday by a reporter. Couldn't the university simply assign some professors at Chapel Hill to one course each at N.C. Central and vice versa?

No way, Friday replied. Professors have contracts. Suppose the requirement were put in the contracts for new professors? The university couldn't recruit the brightest young academicians if it imposed a requirement like that, he said.

Friday's answer might surprise many people in the state who have always thought the average UNC professor would not mind a 10-minute drive to promote desegregation. It might surprise many job-hungry Ph.D. holders who would gladly teach one of their regular assigned courses in Timbuktu if it meant a job at Chapel Hill.

It raises a question not of Friday's sincerity about desegregation, but of the intensity of his commitment.

A person who wants an omelette badly enough will rarely hesitate to break some eggs.

Lake to move
to new office

I. Beverly Lake Jr., deputy

Pick 'n' Pay SHOES

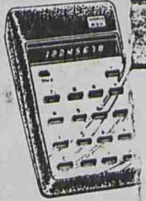
New and Now!

SAVE \$1.75

Chunky Wedge Oxford for Women. Teens. Brown. Wood-like bottom. Our Reg. \$7.97. Women's, Teens Sizes.

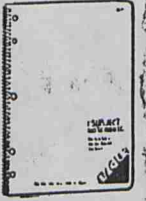
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Opinion of our readers

NCSU's acting chancellor is critical of AP's 'analysis'

Editor, The Times:

In its edition of Monday, August 25, 1975, The Raleigh Times published an Associated Press "news analysis" of the affirmative action plans to eliminate racial duality in the University of North Carolina System. The article, although shallow in its content, would have been cast more properly as an editorial instead of a so-called "news analysis" and should have, in my judgment, been printed on the editorial page.

It called into question President William C. Friday's sincerity and integrity in finding ways to ameliorate racial discrimination among the 16 institutions in the University System.

North Carolina State University is the institution designated by the UNC Board of Governors and State Legislature to establish a School of Veterinary Science, and this decision is central to the conten-

tion of HEW and AP "news analyst" Robert Cullen of bad faith.

As Chancellor of NCSU, I would like to inform your readers of the true sense of commitment of this University to the principles agreed to in our State's affirmative action plan. We have met or exceeded our established goals in every category.

We increased black enrollment from 50 to 600 in three years, including 30 in Textiles and 100 in Engineering, fields in which blacks have been almost nonexistent in the past. Black faculty members have increased from 2 to 22 in that time.

We have initiated special recruitment programs and special aids to disadvantaged students. Most importantly, we have applied administrative pressure throughout the University to create a climate of sincerity of purpose and commitment, and this steadfast position has resulted in an environment that is highly favorable to the attainment of these

important objectives.

The University System under President Friday's excellent leadership shall continue its efforts to enhance and advance that climate. To do otherwise would be indefensible and inconsistent with intellectual and moral objectives of higher education.

To attack President Friday's integrity on HEW's evaluation of progress made under "The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education System" after a period of only eight months of operational time is grossly unfair. Especially since most of the commitments made in The Plan involved in-depth studies and expenditures which had to be appropriated by the 1975 General Assembly.

In light of these earnest efforts, we resent and reject the pronouncement in the Associated Press

"news analysis" that President Friday is insincere and hollow in the implementation of these plans.

We work closely with him in developing optimum plans for the most efficient use of public funds, and we know first hand the strength of his belief in and commitment to the principles of elimination of racial duality. He has been relentless in pressuring us in this respect. But we also know the very high standards of performance which he demands in the wise expenditure of tax dollars. In fact, his reputation as an outstanding leader in higher education places him among the top ten in the nation.

It is not surprising to see an editorial take a strongly-biased view of a particular situation, but a "news analysis" should be much more objective if it is to serve a useful purpose for your readers. We would welcome the analyst to visit us and get the facts for a re-examination.

J. A. Rigney
Acting Chancellor

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

5/13/75 _____ Date

TO: DV Clark

ACTION REQUESTED ON ATTACHED:

____ Note and Return

____ For your information
(need not return)

____ Please handle

____ Please answer; furnish me copy

____ Please draft reply for my signature
(return attachments)

____ Please give me your comments
(return attachments)

____ Requires your approval

The would be unable to
obtain this information
from the Personnel files -
(NOT EVEN AN ESTIMATE)
The best way would be
to ask Dept. Heads
or you could ask Deans
who would likely have
to ask Dept Heads
(over) FROM: W. Sturbin

If this is information
is going to be ~~needed~~ ^{required} -

then we ^{would} need to update
all records ^{from responses} and

make provisions for
obtaining information for
future reference.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 13, 1975

MEMORANDUM

TO: Mrs. Mary Strickland
FROM: Lawrence M. Clark *Harry*
SUBJECT: Handicapped EPA Employees

What is the most appropriate way to determine the number of handicapped EPA employees which are here? How much information may we obtain from the personnel file? I am not looking for accuracy, just a ball-park kind estimate. As you know, handicapped persons are defined as physical or mental.

LMC:sj

Accurat Bond
25% COTTON PAPER

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF LIBERAL ARTS

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Box 5535 ZP 27607

April 24, 1975

MEMORANDUM

TO: Dr. Lawrence M. Clark
Assistant Provost

FROM: Odell Uzzell *OU*

SUBJECT: H.E.W. Grant Application

I acknowledge your memorandum and announcement from H.E.W. Thanks very much. Prior to receiving your memorandum, I had discussed very briefly and informally with another person on campus the possibility of exploring some of the ideas set forth in the announcement. We did not get past the exploratory stage of discussion.

I shall be glad to discuss with you the ideas which you have. Also, I think the suggestion of bringing some people together for a discussion is very worthy. Kindly let me know when it is convenient for you to discuss the ideas which you have.

OU:jj

NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 29, 1975

MEMORANDUM

TO: Affirmative Action Officers
FROM: Lawrence M. Clark *L.M. Clark*
SUBJECT: Affirmative Action Annual Unit Report

The Affirmative Action Annual Unit Reports for the period July 1, 1974-June 30, 1975 should be prepared following the format used last year. The report from each unit should include:

- A. Affirmative Action Plan Reports for EPA Faculty, EPA Nonfaculty, and SPA for departments and/or divisions and a consolidated Unit Report. (Please utilize the attached report forms. Note that the first three tables should be filled in with the data given in the July 1, 1973-June 30, 1974 report.)
- B. Narrative explanation for progress on Affirmative Action for each category i.e., EPA Faculty, EPA Nonfaculty, and SPA. (Please include recruitment efforts and number of offers accepted by females and minorities for the fiscal year 1975-1976.)

These reports are due on or before June 20, 1975.

LMC:sj

Attachments

July 8, 1975

MEMORANDUM

TO: Nash N. Winstead
FROM: Marvin H. Gehle
SUBJECT: "State Plan" Data Collection

Allen Barwick visited with me Monday, June 30th, in reference to the data that is being requested by the Office of Civil Rights for our "State Plan" reporting. This specific form is one which appears to present us with the greatest problem in providing the needed data. The big problem areas are going to be Section 5 on "Student Employment" which requires incorporating graduate information along with information on part-time student employment. This is one of the forms on students. Copies have been given to Mr. Eycke and to Dean Stannett.

We possibly may need to provide data to the General Administration on SPA employees in a form comparable to that EPA employees. At the present, the "State Plan" involves only EPA employees but HEW wants to extend it to SPA employees as well.

Since these reports are going to be required at least annually and sometimes every six months, I believe that we need to develop a university data system, as soon as possible, that ties together payroll and employment data on all employees, whether students, EPA or SPA.

I am disappointed that apparently the new accounts payable program was not developed from a university data management stand point, but rather to meet an immediate need. This may necessitate additional programming effort later on in order to incorporate this into a university wide data system.

MHG/fr
Attachments

FINANCIAL ASSISTANCE TO STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION
INSTRUCTIONS FOR REPORTING:
OCR 1000-B3

SCOPE OF REPORTING FORM

This report is designed to collect data concerning the race/ethnic identification and sex of students applying for financial assistance; granted such assistance; and, the amount of the financial assistance.

The report covers full and part-time students at all higher education program levels and includes all types of financial assistance regardless of whether a reporting institution actually makes the awards and loans or only administers them.

DEFINITIONS

Race/Ethnic Identification and Sex

An individual may be reported in the minority group to which s/he appears to belong; is regarded in the community as belonging; or categorizes him/herself as belonging. The race/ethnic designations used in this report do not denote scientific definitions of anthropological origins. Only the specified minority categories need to be reported. American Indian or Alaskan Native is for reporting persons having origins in any of the original peoples of North America. Asian or Pacific Islander is for reporting persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This includes, for example, China, Japan, Korea, the Philippine Islands, American Samoa. Black, (not of Hispanic Origin) is for reporting persons having origins in any of the black racial groups. Hispanic is for reporting persons of Mexican, Puerto Rican, Cuban, Central or South American, or other

University of Maryland

Spanish culture or origin, regardless of race. White, (not of Hispanic Origin) is for reporting persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent. Resident aliens are to be reported in the appropriate ethnic categories along with citizens of the United States; non-resident aliens are to be reported in the Non-Resident Aliens lines.

Number of Applicants

Include all persons who, by virtue of undergoing a need analysis, are deemed to be eligible to receive financial assistance and who made application for assistance during the fiscal year, whether or not these persons actually enrolled at the reporting institution. Generally, this number will include:

- 1) persons who applied for financial assistance, were determined to be eligible, received financial assistance of some type, and actually enrolled at the reporting institution;
- 2) persons who applied for assistance, were determined to be eligible, but did not enroll at the reporting institution (although s/he may have enrolled elsewhere); and,
- 3) persons who applied for assistance, were determined to be eligible; did not receive assistance; but enrolled at the reporting institution.

Number of Awards/Loans

Includes the numbers of awards or loans to students from any financial assistance program.

Unduplicated Number of Recipients

Is the sum of all persons receiving aid from one or more of the assistance programs. In computing this figure, each recipient is counted only once, even if s/he received assistance from more than one aid program in a category (e.g. BEOG and an Institutional Grant) and/or from more than one aid category (e.g. a grant and a loan). The unduplicated count requested in line 37, totals the number of unduplicated recipients for all categories of aid. This count may not be equal to the sum of the unduplicated recipients in the four assistance categories (and Non-Resident Aliens lines) because some students may have received aid from more than one category.

Dollar Amounts

Is the amount spent as awards and loans to students in the financial assistance programs.

Grants

This category of financial assistance includes awards that are made outright (require no repayment in service or cash.) Any type of tuition waivers or remissions for students represents a type of financial assistance and, for the purposes of this data reporting form, are included in the Grants category. (Scholarships (awards based on skills and/or academic attainment) are not to be reported in this category.)

Scholarships

This category of financial assistance includes awards to students which are outright (require no repayment in service or cash) and which are

based on skills and academic attainments to determine recipients.

Loans

This category of financial assistance includes loans that require repayment. The category has two sub-categories: Repayable by Cash Only; and, Repayable by Cash or Service (or both). *N.C. Private Technical Sch./Coll.?*

Student Employment

This category of financial assistance includes student employment work opportunities such as the College Work/Study Program, Graduate Assistantships, Student Assistantships, or any other type of student employment at the institution.

SPECIFIC INSTRUCTIONS

Lines 2 - 9, 12 - 20, and 26 - 28 on this reporting form are sub-divided into small "a" and small "b". Enter the number of awards (or loans) for each program on "a" and the dollar amount on line "b". Enter all dollar amounts in whole dollars only. Do not indicate cents.

Insert the number of awards (or loans) and the appropriate dollar amounts in the following lines:

Line 2: BEOG (Basic Educational Opportunity Grants). Federally funded direct student grants authorized under Title IV of the Higher Education Act of 1965, as amended. Dollar amount and number of awards should be consistent with the data reported by the institution in the BEOG Fiscal Operations Report.

Line 3: SEOG (Supplemental Educational Opportunity Grants). Federally funded assistance program authorized under Title IV of the Higher Education Act of 1965, as amended. Dollar amount and number of

awards, by ethnic category, should be consistent with data reported by an institution in the SEOG Fiscal Operations Report, OE Form 1152-1.



- Line 4: Vocational Rehabilitation. Authorized in the Rehabilitation Act of 1973 (P.L. 93-112), with matched Federal/State funding.
- Line 5: State and Local. Includes all State and local government grants (e.g. Florida Assistance Grant) but does not include those funds allocated by the State to the institutions.
- Line 6: Private Sources. Includes any non-government source which provides for grants.
- Line 7: Institutional Grants. Includes those grant awards provided entirely by the reporting institution.
- Line 8: Tuition Waivers. Includes all types of tuition waivers and remissions to students enrolled at the reporting institution.
- Line 9: All Other Grants. Includes all other Federal grants and any type of grant not specifically addressed in Lines 2 through 9.
- Line 12: NDSL (National Direct Student Loans). Federally funded assistance program authorized under Title IV of the Higher Education Act of 1965, as amended. Dollar amount and number of awards, by ethnic category, should be consistent with data reported by an institution in the NDSL Fiscal Operations Report, OE Form 1152.1.
- Line 13: Federally Insured Student Loans. Federally funded assistance program authorized under Title IV of the Higher Education Act

of 1965, as amended. This is an area of financial assistance where a direct loan from a lending institution to a student not be recorded by the reporting institution; however, all known Federally insured loans are to be reported.

Line 14: State Insured Loans. Authorized under Title IV of the Higher Education Act of 1965, as amended.

Line 15: Institutional Loans--Repayable by Cash Only. Includes those loans provided by the reporting institution that only can be repaid by cash.

Line 16: Loans through Private Sources--Repayable by Cash Only. Includes those loans provided by any non-government source which are not Federally insured and which are repayable by cash only.

Line 17: All Other Loans--Repayable by Cash Only. Includes all other types of loans, repayable by cash only, which are not specifically addressed in Lines 12 through 16.

Line 18: Institutional Loans--Repayable by Cash or Service. Includes those loans provided by the reporting institution that may be repaid by cash or by service.

Line 19: Private Sources--Repayable by Cash or Services. Includes those loans provided by any non-government source which are not Federally insured and which are repayable by cash or service.

Line 20: All Other Loans--Repayable by Cash or Service. Includes all other types of loans repayable by cash or service which are not specifically addressed in Lines 18 and 19.

Line 26: Federal Program--College Work/Study. Federally funded assistance program authorized under Title IV of the Higher Education Act

of 1965, as amended. Dollar amount and number of awards, by ethnic category, should be consistent with data reported by an institution in the College Work/Study Fiscal Operations Report, OE Form 1152-1.

7
Line 27: Institutional Student Employment. Includes the student earnings from the reporting institution's own employment program. Employment may be on or off campus.

~~None~~
Line 28: All Other Student Work/Study. Includes all other types of work/study programs that are not financed by the Federal College Work/Study Program.

Enter totals on the following lines:

Lines 10- Enter the total number of unduplicated grant recipients and
11 dollar amount.

Lines 21- Enter the total number of unduplicated loan recipients and
22 dollar amount.

Lines 23- Enter the total number of scholarship awards, unduplicated
25 recipients, and dollar amount.

Lines 29- Enter the total number of unduplicated employment
30 recipients and dollar amount.

Lines 31- Non-Resident Aliens. Enter the total number of unduplicated
34 recipients of grants, loans, scholarships, and employment/
study going to non-resident aliens.

Lines 35- Enter the total number of awards in all categories of financial
37 assistance; total dollar amounts; and, total number of
unduplicated recipients in all categories of assistance.

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check
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the way

O.K.

Data for this reporting form are to be reported "as of" the end of the fiscal year which is prior to the January 31 date for submission of the State's semi-annual report to the Office for Civil Rights. The same "as of" date is to be used for each subsequent annual financial assistance report.

CERTIFICATION

This report must be certified[?] and signed by the official of the institution who is directly responsible for the accuracy of the report.

September 25, 1975

MEMORANDUM

TO: Dr. Charles R. Coble, Jr.
FROM: Marvin H. Gehle
SUBJECT: Undergraduate Admissions Study

Attached is the Undergraduate Admissions Study and related material from North Carolina State University. Please contact me if you have any questions on this.

MHG/jc

Attachment

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688
CHAPEL HILL 27514

CHARLES R. COBLE, JR.
Associate Vice President
for Planning

August 26, 1975

TELEPHONE: (919) 933-6981

M E M O R A N D U M

TO: Directors of Institutional Research

FROM: Charles R. Coble, Jr. *Ray Coble*

One element in The State Plan for The Further Elimination of Racial Duality, elaborated from p. 104 through p. 109 of The Plan, is a commitment to undertake a study of admissions procedures at each of the 16 campuses. The purpose of this study as summarized is "to aid in determining the validity and fairness of student selection and admissions methods used by the constituent institutions to guide those institutions in setting their admissions standards."

To aid us in completing this study, an advisory committee composed of representatives from admissions and research offices of several campuses was appointed. As a result of the combined efforts of this group and the General Administration staff, the enclosed questionnaire was developed. This survey instrument will provide data needed for an initial analysis of admissions procedures.

Section I is designed to secure a description of admission processes, including detailed information on personnel involved, criteria used, and review procedures. Section II seeks to collect any evaluation and analysis of admissions criteria that have been done by individual institutions and also to compile a profile of students accepted and rejected (by race) in terms of primary selection criteria. Section III requests data needed for an evaluation of the racial impact of current procedures.

A member of the General Administration staff will visit each campus to clarify any questions you or your Dean of Admissions have about the information requested and to discuss the study in more detail. You will be contacted within the next week to arrange a convenient time for this visit. Because of the pressure for immediate action on this matter, we are working within an extremely tight schedule. In order for the data to be analyzed and for the Advisory Committee and the President's staff to review the analysis and formulate recommendations in the early fall, we are requesting that these questionnaires be returned to us by September 24, 1975.

Directors of Institutional Research

August 26, 1975

Page two

Dr. John Davis, who is coordinating our efforts in compliance with the State Plan, will be directing this study. If you have any questions or need further information, please contact him at (919) 933-6981.

Thank you for your cooperation on this project.

Enclosure

cc: Mr. Cleon Thompson, Acting Vice President for Student Services
and Special Projects

Dr. John B. Davis, Associate Vice President for Institutional
Development

Chancellors

Deans of Admissions

UNDERGRADUATE ADMISSIONS STUDY

Institution _____ Person Reporting _____ Telephone _____

I. Descriptive Data on Admissions Procedures

A. General

1. What are the roles of the following individuals or groups in setting your general admission policies?
 - (a) Board of Trustees
 - (b) Chancellor
 - (c) Admissions Committee
 - (d) Admissions Office staff
 - (e) Others (specify)
2. (a) Who makes the final decisions as to the total number of applicants to admit?
 - (b) On what is this decision based?
3. What are the general goals of your admission process? (In answering this question, it might be helpful to define or describe the student population you are attempting to select.)

B. Personnel

1. Description of Admissions Office Staff (Exclude Secretarial and Clerical)

Descriptive Title	Race		Employment	
	Black	Other	Full Time	Part Time

2. Is there an admissions committee (not composed entirely of admissions office staff) which reviews applications? _____. If so, please list below.

Faculty or Administrative Title	Method of Selection	Number of Years Served on Committee	Status		Race	
			Voting Member	Non-Voting Member	Black	Other

3. Role of the Committee in the admissions process

- (a) Does the committee consider all applicants? _____
- (b) If not, what categories of applications do they review? _____

(c) Is their decision final? _____. If not, do they
make recommendations to admissions office staff? _____

(d) List all types of information (objective and subjective) considered
by the committee in evaluating applications.

4. Are minority presence individuals involved in establishing admissions
policies? _____. In what ways? (In answering this
question be sure to consider the groups mentioned in question A-1 above).

5. Do minority presence individuals have any part in affecting admission
decisions involving borderline applications? _____. In
what ways?

C. Process

1. What forms are included in each applicant's file? (Please send ua a copy of your most recent application form).

2. Evaluation of Applicants

- (a) What selection criteria are considered in evaluating such applicant? (eg. SAT scores, high school rank, etc.)

- (b) Are these variable combined in any sort of weighted formula? If so what? (eg. a predicted grade average) _____

- (c) Have you set cut-off points or minimum scores on any of these variables? _____. If so, what are they?

Are they the same for all classes of applicants? _____. If not, explain?

- (d) Has a cut-off point been set for the formula combining these variables? _____. If so, what is it?

Are they the same for all classes of applicants? _____. If not explain?

(e) Are applicants who meet these minimum requirements automatically admitted? _____
If not, what additional factors are considered in determining final acceptance or rejection?

(f) What process of review is taken for those applicants who do not meet one or more of the minimum admission standards?

(1) Who considers these applications?

(2) What additional factors are considered in making final decisions on these applicants?

3. High Risk Applicants

(a) Do you have special admissions programs for high risk applicants? _____
If so, what are the criteria for selecting applicants for this program?

(b) Are students accepted in this program required to participate in special academic or counseling programs? _____. If so, describe briefly.

(c) Are any other conditions placed on their acceptance? (eg., must obtain certain GPA, must take reduced course load, etc.). _____
If so, what are the conditions?

II. Evaluation of Selection Criteria

1. Are the selection criteria (or associated weighting, etc.) used at your institution frequently re-evaluated? _____
 - (a) When were they last updated? _____
 - (b) What changes, if any, were made?

2. What studies have been conducted at your institution to test the validity of the selection criteria being used? (Please provide us with copies of these studies if available).

3. Have any studies been conducted to compare validity of your selection criteria for minority presence applicants and majority applicants? _____ . If so, please send us copies of these studies.

4. Are different criteria (or weighting) used for minority presence applicants? _____ .
 - (a) If so, how do they differ from those generally used?

 - (b) What is the reason for these different criteria?

5. Has your institution done a comparison of rejections and acceptances of applicants in terms of the primary selection variables? _____
If so, please send us copies of this study.

6. Has the performance of students admitted under a high risk admissions program been evaluated? _____

If so, please send any data available on the performance of these students.

7. (a) If the data is available, please complete the following tables.

1. BLACK APPLICANTS ACCEPTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600					
1400-1499					
1300-1399					
1200-1299					
1100-1199					
1000-1099					
900-999					
800-899					
700-799					
600-699					
500-599					
400-499					

* Combined score for verbal and math.

2. BLACK APPLICANTS REJECTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600					
1400-1499					
1300-1399					
1200-1299					
1100-1199					
1000-1099					
900-999					
800-899					
700-799					
600-699					
500-599					
400-499					

* Combined score for verbal and math.

3. OTHER APPLICANTS ACCEPTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600					
1400-1499					
1300-1399					
1200-1299					
1100-1199					
1000-1099					
900-999					
800-899					
700-799					
600-699					
500-599					
400-499					

* Combined score for verbal and math.

4. OTHER APPLICANTS REJECTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600					
1400-1499					
1300-1399					
1200-1299					
1100-1199					
1000-1099					
900-999					
800-899					
700-799					
600-699					
500-599					
400-499					

* Combined score for verbal and math.

7. (b) If the data as requested in 7(a) is not available please complete the following three tables instead. (Data should be comparable with NCHED A-4, Admission Requirements and Practices, Fall 1974).

1. Rank in Class of Applicants: Fall 1974 First-Time Freshmen

Rank in Class	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
First Quintile				
Second Quintile				
Third Quintile				
Fourth Quintile				
Fifth Quintile				

2. SAT SCORES OF APPLICANTS: Fall 1974 First-Time Freshmen

SAT Score Intervals	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
1500-1600				
1400-1499				
1300-1399				
1200-1299				
1100-1199				
1000-1099				
900-999				
800-899				
700-799				
600-699				
500-599				
400-499				

3. PREDICTED GRADE POINT AVERAGE: Fall 1974 First-Time Freshmen

PGA	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
3.6-4.0				
3.1-3.5				
2.6-3.0				
2.1-2.5				
1.6-2.0				
1.1-1.5				
.5-1.0				

7. (c) If factors other than SAT or Rank in Class (7(a) and 7(b)) are most relevant to your selection process please compare the four subgroups (Black applicants Accepted/Rejected and Other applicants Accepted/Rejected) in terms of these factors.

III.

1. Racial Impact of Present Admissions Procedures

	Race		
	Black	Other	Total
No. of Applicants who meet minimum admission requirements			
No. of Applicants who do not meet minimum admission requirements			
Total No. of Acceptances			
No. of Acceptances who do not meet minimum admission requirements			
No. of Acceptances in high risk admission programs			
No. of Enrollees in high risk admission programs			

2. Do you feel that minority presence enrollment can and will increase at your institution if the current criteria and standards continue to be used in admissions?

UNDERGRADUATE ADMISSIONS STUDY

Institution N. C. S. U. Person Reporting Mrs. Anna Keller Telephone 737-2437
Tom Stafford 737-2426

I. Descriptive Data on Admissions Procedures

A. General

1. What are the roles of the following individuals or groups in setting your general admission policies?

(a) Board of Trustees - Endorses recommendations made by Chancellor and appropriate faculty groups.

(b) Chancellor - Reviews and approves all general admissions policies.

(c) Admissions Committee - Has prerogative to recommend admissions policy and to recommend changes at any time.

(d) Admissions Office staff - Has prerogative to recommend admissions policy and to recommend changes in existing policy.

(e) Others (specify)- Admissions policy recommendations are coordinated with the Deans of the 8 Academic Schools and the Faculty Senate.

2. (a) Who makes the final decisions as to the total number of applicants to admit? Final decisions involve Board of Governors, Chancellor, Admissions Staff, Admissions Committee, Faculty Senate, Deans of Academic Schools reaching a

(b) On what is this decision based? concensus, with yearly FTE. Academic program offerings related to needs of society and based on yearly FTE set by Board of Governors and General Assembly appropriations.

3. What are the general goals of your admission process? (In answering this question, it might be helpful to define or describe the student population you are attempting to select.) To admit any student who according to our evaluation has a reasonable chance to succeed at N.C.S.U. It has become necessary to impose limitations on enrollment in certain curricula due to space problems.

Enrollment goals within the 8 Schools have been set taking into consideration the facilities available and the uniqueness of certain programs offered only on this campus.

No goals are set of certain characteristics of students with the exceptions of actively seeking Black students.

B. Personnel

1. Description of Admissions Office Staff (Exclude Secretarial and Clerical)

Descriptive Title	Race		Employment	
	Black	Other	Full Time	Part Time
Director of Admissions		X	X	
Ass't Director Adms.		X	X	
Ass't Director Adms.	X		X	
Ass't Director Adms.		X	X	

2. Is there an admissions committee (not composed entirely of admissions office staff) which reviews applications? *Yes. If so, please list below. *One function of the Admissions Committee is to review applications of students who fall below the normal minimum UPGA and are considered as exceptions in the Admissions Policy. (The Admissions Policy provides for exceptions not to exceed 5% of the preceding year's freshman class, for special talent (art, music, athletics, etc.) or as disadvantaged students especially recommended.

Faculty or Administrative Title	Method of Selection	Number of Years Served on Committee	Status		Race	
			Voting Member	Non-Voting Member	Black	Other
Professor Civil Engr.	Appointed	4	X			X
Professor Food Sci.	"	1	X			X
Associate Prof. Textiles	"	2	x			x
Professor of History	Repr. of Faculty Sen.	3	X			X
Ass't Prof. Plant Path.	Appointed	1	X		X	
Prof. Pulp & Paper Tech.	"	1	X			X
Ass't Prof. Computer Sci.	"	1	X			X
Ass't Prof. Guid. & Pers.	"	2	X			X
Ass't Prof. Poultry Sci.	"	1	X			X
Ass't Prof. Che. Engr.	"	1	X		X	

Dir. of

Admissions ex-officio

6

X

X

3. Role of the Committee in the admissions process

- (a) Does the committee consider all applicants? No
- (b) If not, what categories of applications do they review?
Any exceptions to regular admissions requirements as defined in the Admissions Policy.
- (c) Is their decision final? YES. If not, do they make recommendations to admissions office staff? _____
- (d) List all types of information (objective and subjective) considered by the committee in evaluating applications.
1. Secondary school record
 2. SAT scores
 3. Recommendations of guidance counselor, faculty member, admissions office staff, etc.
 4. Special talent
 5. Race

4. Are minority presence individuals involved in establishing admissions policies? Yes. In what ways? (In answering this question be sure to consider the groups mentioned in question A-1 above).
Black members of Admissions Office Professional Staff, Admissions Committee and Faculty Senate are involved in recommendations and approval of Admissions Policy.

5. Do minority presence individuals have any part in affecting admission decisions involving borderline applications? Yes. In what ways? Black Assistant Director of Admissions reviews denied minority applications and recommends approval by Admissions Committee of those applicants, in his judgment, who exhibit academic potential not shown in credentials submitted with application.

C. Process

1. What forms are included in each applicant's file? (Please send ua a copy of your most recent application form).
 1. Application
 2. Secondary school transcript
 3. SAT scores

2. Evaluation of Applicants
 - (a) What selection criteria are considered in evaluating such applicant? (eg. SAT scores, high school rank, etc.)
 1. Course requirements
 2. High school grade point average
 3. SAT scores

 - (b) Are these variable combined in any sort of weighted formula? If so what? (eg. a predicted grade average) Yes
 A multiple regression predicted equation, in which high school grades are given approximately 60% of total weighting and remainder divided between SAT-Verbal and SAT-Math scores, is used to produce a first year's mean grade point average.

 - (c) Have you set cut-off points or minimum scores on any of these variables? No. If so, what are they?

Are they the same for all classes of applicants? n/a. If not, explain?

- (d) Has a cut-off point been set for the formula combining these variables? Yes. If so, what is it? 1.8 is minimum UPGA with higher minimums imposed in critical areas of enrollment.

Are they the same for all classes of applicants? Yes. If not explain?

- (e) Are applicants who meet these minimum requirements automatically admitted? Yes
 If not, what additional factors are considered in determining final acceptance or rejection?

- (f) What process of review is taken for those applicants who do not meet one or more of the minimum admission standards?

Applicants below minimum cut-off who have special talents or who come from disadvantaged backgrounds are reviewed by appropriate department or minority member of Admissions Office staff.

- (1) Who considers these applications?

Final decisions are made by Admissions Committee

- (2) What additional factors are considered in making final decisions on these applicants?

Recommendations from high school counselor, Teachers, NCSU faculty members, marked improvement in grades the senior year are all given consideration.

3. High Risk Applicants

- (a) Do you have special admissions programs for high risk applicants?

Yes. If so, what are the criteria for selecting applicants for this program?
 Criteria for selection of applicants under the "exceptions admissions policy" have been described in 2(F) above

- (b) Are students accepted in this program required to participate in special academic or counseling programs? No. If so, describe briefly.

Although not a requirement, we offer special tutoring and counseling to these students concentrating in the academic areas of English, mathematics, chemistry and biology.

- (c) Are any other conditions placed on their acceptance? (eg., must obtain certain GPA, must take reduced course load, etc.). No
 If so, what are the conditions?

II. Evaluation of Selection Criteria

1. Are the selection criteria (or associated weighting, etc.) used at your institution frequently re-evaluated? Yes

(a) When were they last updated? Summer, 1975

(b) What changes, if any, were made?

Weighting for each of variables in prediction equation were modified slightly and high school grade point average was substituted for high school rank.

2. What studies have been conducted at your institution to test the validity of the selection criteria being used? (Please provide us with copies of these studies if available).

See attached

3. Have any studies been conducted to compare validity of your selection criteria for minority presence applicants and majority applicants?

Yes. If so, please send us copies of these studies.

See attached

4. Are different criteria (or weighting) used for minority presence applicants?

No.

(a) If so, how do they differ from those generally used?

(b) What is the reason for these different criteria?

5. Has your institution done a comparison of rejections and acceptances of applicants in terms of the primary selection variables? Yes

If so, please send us copies of this study.

Data included in 7 below.

6. Has the performance of students admitted under a high risk admissions program been evaluated? Yes

Students admitted under exceptions category have been evaluated

If so, please send any data available on the performance of these students.

See attached

7. (a) If the data is available, please complete the following tables.

1. BLACK APPLICANTS ACCEPTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600	0	0	0	0	0
1400-1499	0	0	0	0	0
1300-1399	0	0	0	0	0
1200-1299	2	0	0	0	0
1100-1199	8	1	1	0	0
1000-1099	16	2	0	0	0
900-999	37	8	3	0	1
800-899	42	27	3	1	0
700-799	29	19	1	0	0
600-699	9	5	6	1	0
500-599	1	5	2	0	0
400-499	0	0	0	0	0

* Combined score for verbal and math.

2. BLACK APPLICANTS REJECTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600	0	0	0	0	0
1400-1499	0	0	0	0	0
1300-1399	0	0	0	0	0
1200-1299	0	0	0	0	0
1100-1199	0	0	0	0	0
1000-1099	0	0	0	0	0
900-999	0	3	0	0	0
800-899	1	2	1	3	0
700-799	1	7	5	5	0
600-699	0	6	6	7	2
500-599	1	1	2	1	1
400-499	0	0	0	0	1

* Combined score for verbal and math.

3. OTHER APPLICANTS ACCEPTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600	2	0	0	0	0
1400-1499	29	2	2	0	0
1300-1399	141	18	3	1	0
1200-1299	346	62	18	4	1
1100-1199	502	201	59	12	1
1000-1099	643	305	119	13	4
900-999	455	365	96	16	8
800-899	244	204	42	12	10
700-799	64	64	13	8	1
600-699	8	2	3	0	2
500-599	0	0	1	1	1
400-499	0	0	0	0	0

* Combined score for verbal and math.

4. OTHER APPLICANTS REJECTED: Fall 1974 First-Time Freshmen

SAT Score Intervals*	Rank in High School Graduating Class				
	1st Quintile	2nd Quintile	3rd Quintile	4th Quintile	5th Quintile
1500-1600	0	0	0	0	0
1400-1499	1	0	0	0	0
1300-1399	0	0	0	0	0
1200-1299	6	3	0	1	1
1100-1199	11	8	5	7	2
1000-1099	22	20	17	28	5
900-999	12	23	89	47	6
800-899	6	50	127	58	9
700-799	6	54	60	34	9
600-699	3	16	28	13	14
500-599	1	1	5	3	0
400-499	1	0	0	0	0

* Combined score for verbal and math.

7. (b) If the data as requested in 7(a) is not available please complete the following three tables instead. (Data should be comparable with NCHED A-4, Admission Requirements and Practices, Fall 1974).

1. Rank in Class of Applicants: Fall 1974 First-Time Freshmen

Rank in Class	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
First Quintile				
Second Quintile				
Third Quintile				
Fourth Quintile				
Fifth Quintile				

2. SAT SCORES OF APPLICANTS: Fall 1974 First-Time Freshmen

SAT Score Intervals	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
1500-1600				
1400-1499				
1300-1399				
1200-1299				
1100-1199				
1000-1099				
900-999				
800-899				
700-799				
600-699				
500-599				
400-499				

3. PREDICTED GRADE POINT AVERAGE: Fall 1974 First-Time Freshmen

PGA	Black Applicants		Other Applicants	
	Accepted	Rejected	Accepted	Rejected
3.6-4.0				
3.1-3.5				
2.6-3.0				
2.1-2.5				
1.6-2.0				
1.1-1.5				
.5-1.0				

7. (c) If factors other than SAT or Rank in Class (7(a) and 7(b)) are most relevant to your selection process please compare the four subgroups (Black applicants Accepted/Rejected and Other applicants Accepted/Rejected) in terms of these factors.

III.

1. Racial Impact of Present Admissions Procedures

	Race		
	Black	Other	Total
No. of Applicants who meet minimum admission requirements ^a	211	4301	4512
No. of Applicants who do not meet minimum admission requirements	137	1016	1153
Total No. of Acceptances	200	4081	4281
No. of Acceptances who do not meet minimum admission requirements	36	111	147
No. of Acceptances in high risk admission programs ^b	36	111	147
No. of Enrollees in high risk admission programs ^b	27	82	109

^aIncludes all with PGA \geq 1.6

^b"high risk" includes exceptions to minimum PGA cutoff.

2. Do you feel that minority presence enrollment can and will increase at your institution if the current criteria and standards continue to be used in admissions?

Yes. There has been a steady increase in the total of black applications, as a result of efforts of Black Assistant Director of Admissions and exceptions clause in Admissions Policy.

Date August 11, 1935

PROVOST'S OFFICE

TO: ~~Dr. N. N. Winstead~~ *W*

~~Mr. W. H. Simpson~~ *WHS*

~~Dr. Murray S. Downs~~ *MSD*

~~Dr. Lawrence M. Clark~~ *LMC*

Dr. Marvin H. Gehle

~~Dr. LeRoy B. Martin~~

Sylvia Jamison

Gloria Johnson

Fran Rasette

Ada Sanders

Elsie Mae Stephens

Mary Strickland

~~Wanda Wentz~~

~~Lesley Shelton~~

After document has been
approved/initialled, please

Return to Mr. Gehle.

Return for filing.

State of Pennsylvania
Action: File

THE UNIVERSITY OF NORTH CAROLINA

GENERAL ADMINISTRATION

Date 8-4-75

To: _____

From: Allen J. Barwick

Thought you would be interested in the comments sent
to Washington.

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688
CHAPEL HILL 27514
July 31, 1975

INSTITUTIONAL RESEARCH

TELEPHONE: (919) 933-6981

Ms. Paula Kuebler
Department of Health, Education, and Welfare
Office of the Secretary
Washington, D. C. 20201

Dear Ms. Kuebler:

As promised in our telephone conversations on July 29, 1975, I am sending you documentation of the issues we discussed concerning the data reporting forms which your office will be using to monitor North Carolina's statewide higher education desegregation plan. These issues need to be resolved before the final instructions are sent to the institutions. The issues are listed below:

I. Race/Ethnic Categories

For several years we have asked institutions to report race in the following categories:

American White
American Black
Asian American
Spanish Surnamed American
American Indian
Other (include all foreign students)

Your new categories are for the most part easily translatable from our old categories. Several significant problems, however, include the definition of resident and non-resident aliens and how to handle students that refuse to indicate race. (Should they arbitrarily be placed in some category?) The question is further complicated by the fact that many of our non-citizen students or personnel will not be enrolled or working this year making reconstruction of last fall's data difficult if not impossible. This will cause difficulties in completing all forms that use 1974 information--which includes most of the OCR forms. Inaccurate information in the 1974 base year, of course, could cause serious problems in making year to year comparative analyses in subsequent years of the plan.

To clarify the definition of resident and/or non-resident alien, it would be helpful if you could be more specific, e.g., spell out what type of visa constitutes a resident or non-resident status.

II. Employee Reports

A. General Problems With Employee Forms

The new race/ethnic and Occupational Activity Categories cause problems in recreating the 1974 base year files from which turnovers and promotions are to be measured. These data are not presently captured in suitable form in the automated data systems in use in the University, and while there are manual records of promotions/turnovers, some 20,000 plus records will need to be examined to provide some of these data. As a result it will be very difficult to provide the requested data under the new definitions and categories for the currently existing due date.

B. Compatibility Problems With EEO-6

1. EEO-6 calls for identification of aliens. The OCR series calls for identification of non-resident aliens (with no definition).

2. EEO-6 asks for a reporting date on the pay period closest to October 1, which this year falls on September 29 for biweekly payrolls and September 30 for monthly payrolls. The OCR series calls for a reporting date no earlier than October 1 and no later than October 31. The EEO-6 definition is preferred.

3. The existence of the category "Teaching and Research Assistants" in the Occupational Activity Categories in the OCR series differs from EEO-6. This, of course, means that this category will be forced into one or more EEO categories making their category populations different from OCR category populations.

4. Generally, non-substantive differences in format between the EEO-6 and the OCR series are a concern because they allow for substantial clerical error in transferring data. (For example, breakdown by race/sex are in different order and require different totals.)

5. The definitions of Technical and Paraprofessionals differ somewhat.

C. OCR 1000A1a, 1000A1b

1. It is not clear as to how a person that is involved in Agricultural Extension should be reported. There are several hundred employees that have faculty rank that are involved in extension/public service-type activities and are not involved in instruction.

2. It is our understanding that in the Occupational Activity Teaching (or Research) Assistants or Associates we should not include any students as long as their primary status is "student."

D. OCR 1000A3 and 1000A4

1. The requirement that 1974 be the base year will cause great problems in recreating files to establish new race/ethnic and occupational categories.

2. The definition given by OCR for promotion is not consistent with any of the definitions used by the institutions. This will cause great difficulty in reporting for the 1974-75 year and the necessity for carrying promotion information by two different definitions in the future.

III. Student Reports

A. General Problems With Student Forms

1. In all forms it should be made clear that the population should include resident students enrolled in courses basic to, or creditable to, a formal degree (associate, bachelor's, or higher degree). This excludes students in extension, correspondence, adult education, auditors, special non-credit students, short courses, and students enrolled for individual lessons only.

The numerous references in the instructions to compatibility of definitions to HEGIS should point out the above exceptions.

2. In as much as all institutions have already set into motion the collection of race/ethnic data by the old categories mentioned in section I some substantial problems will occur in translating into the new race/ethnic categories. It appears that the major problem will be in the treatment of aliens.

B. OCR 1000B1

1. Geographic Origin. The existing OCR definition of geographic origin is illogical and is inconsistent with North Carolina's current definition. In our March 4, 1975, communication to Mr. Burton Taylor we requested that North Carolina be allowed to use our current residency manual as a means of defining geographic origin. The implementation of this new definition will be difficult to achieve this Fall.

2. The population to be included in this report is not well defined. As requested in the March 4, 1975, communication we reiterate that the term "applications" refer to students who complete all items required for formal acceptance; "acceptance" means that the institution has notified the applicant that he may enroll; and that "enrollment" means that the student actually enrolled in the institution.

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C. OS-10

Reference to compatibility of student population to HEGIS definitions should be modified to exclude extension, continuing education, etc.

It is our understanding that the only changes to this form, other than the one mentioned above, is that the new race/ethnic categories will be incorporated and "non-resident alien" now will be added at the bottom of the form. Could you send us a draft copy of this form as soon as possible?

D. OCR 1000B3

1. General Comments: Attachment A, item B3 of Mr. Holmes' June 14, 1974, letter indicates that the university shall provide "number of students receiving financial aid by category of such aid and race. In addition, the average award by category of aid and race will be requested." This rather simplistic specification for OCR financial aid data needs has not provided sufficiently detailed instructions to develop a data base adequate to produce the current version of the OCR 1000B3 for fiscal year 1974-75. The only way it can be done, of course, is by hand which most likely will require more time than allowed by the due date. An "as of date" starting with fiscal year 1975-76, however, could be accommodated more expeditiously. Certain clarifications must be made, however, before this form can be completed. These points are listed below.

2. Points Needing Clarification.

a. Clarification of what "being administered by the institution" means. Does it involve any decision-making on the part of the school or merely handling of money? Most institutions have private loans and scholarships for students. The school only plays the part of making sure that the student receives the money. Should these be reported?

b. What is the scope of this report?

Page 1, line 2--"students applying for financial assistance"--interpreted by the Student Aid Office as only those individuals who make application for aid through their office and undergo needs analysis as stated on page 2, line 8.

OR

Page 1, lines 4 and 5--"full and part-time students. . . includes all types of financial assistance"--which would encompass graduate assistantships, etc. NOTE: All students receiving aid do not apply through the Student Aid Office; therefore, the Number of Applicants (on page 2) will be much smaller than the total number of aid recipients, if all aid is included.

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c. Page 3, "Dollar Amounts" will always be money disbursed, not awards offered.

d. Page 4, "Student Employment" will consist of students who are employed by UNC, but does not include employees who may be taking courses.

e. The Student Aid Office acts as the distribution point for National Merit Scholarships but these records are not maintained on the Student Records file. Is this data to be included?

f. Students are given open accounts in UNC stores to make necessary school purchases (textbooks, supplies) which are then billed to the Vocational Rehabilitation Office, the Athletic Department, etc. Are those records to be included?

E. OCR 1000B4

This report is to be completed with data as of July 1. This is the same date used for OE 2300-2.1. It will not be possible, however, to compare these figures against the degrees awarded data in OCR 1000B5, which has an "as of" date in October.

The new race/ethnic categories will cause problems for those students that are aliens because the old race code did not identify the race of foreign students.

F. OCR 1000B5

1. Page 1, paragraph 1, sentence 2 - "Groups of students are to be reported in terms of their status as of the end of the year preceding the report (the base year)." Does this mean current status? If so, it is in conflict with the "as of" date mentioned in paragraph 3. If not, by the end of the year students have completed FTE requirements for promotion and hence freshmen would be reported as sophomores, etc. Since additional hours are not earned until the end of the Fall semester, none of the students would appear to have progressed between the end of the base year and the middle of the Fall semester (October).

Suggestion: Student level for base year should be determined as of one year prior to reporting date. For UNC this would be their level as of the start of the Fall Semester 1974 - Current level would be as of the start of the Fall Semester 1975.

2. Should students who enter the reporting institution in the middle of the base year (after the end of the Fall semester) be covered in the report? These students would not normally have progressed to the next FTE year of their program by the start of the current semester. Therefore, they will be reported in the row for students who returned to school but did not advance, thus raising those figures and lowering the percentage of students returning.

Ms. Paula Kuebler
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3. Should students enrolling at the reporting institution for summer terms only be covered in the report? Some students may enroll at the reporting institution for the summer terms only, without planning to continue into the Fall Semester. This category includes students at other institutions who are transferring any credits earned back to their regular school and students who are trying to raise their GPA in order to be re-admitted. If these students are included in the base year, they will have to be reported in the row for students who did not return to school. This will greatly enlarge these totals, thus misrepresenting the number of regular students who failed to return. This will also decrease the percentage of students returning.

4. If a student acquires enough credits during the base year to advance an extra FTE year, where should he be reported? Occasionally a student may begin a Fall term at a given FTE year and, due to advance credits, placement credits and/or summer session credits, advance through a full FTE year before the end of the calendar year. He will appear the next fall as having skipped an FTE level. For example, a transfer student enters the reporting institution in the Fall '74 with 55 hours of credit. He is classified as a second FTE year student (30-59 credits). By attending two regular semesters and two summer terms he acquires an additional 38 credits, giving him a total of 93 hours of credit at the start of the reporting year, which would put him in the fourth FTE year. Hence he has moved from year two to year four, apparently skipping year three.
Suggestion: Row "6" of each section be used to report the number of students from "A" who advanced to a higher year to FTE study rather than to just the next year of study.

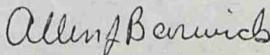
5. Some of our schools are going toward the elimination of credit hours--especially in the first professional areas. How should progress be measured in such a situation?
In light of the problem mentioned above we would like to suggest the use of the current attrition study underway in North Carolina. A description of this study has been forwarded to you under separate cover.

6. OCR 1000B6

The way these instructions currently read this follow-up would be performed only when the black dropout rate is of significant magnitude and significantly greater than the companion white attrition rate at a given school. No mention is given to minority presence.

I hope these comments will be of use to you in the final publication of instructions. It is of great importance that we get your reaction to these comments as soon as possible.

Sincerely yours,



Allen J. Barwick
Coordinator of Institutional Studies

*Affirmative
Action
Compliance Files*

January 5, 1976

MEMORANDUM

TO: Mr. Alfred B. Boyles, Director
Office of State Personnel

FROM: Lawrence M. Clark
Affirmative Action Officer

SUBJECT: 1974-1975 (Interim) Affirmative Action Update Report

Enclosed is North Carolina State University Affirmative Action Update Report which was submitted to HEW District Office in Atlanta in August, 1975.

This Report covers the academic year 1974-1975, and it follows the outline of our Affirmative Action Plan which was developed in keeping within the regular pattern of organization and administration of the University.

This Report is being submitted to the State Personnel Office as requested by the statement under "Compliance Review" on page 1-2.20-21 in the section on Affirmative Action Programs found in the North Carolina State Personnel Department Personnel Manual.

If you have any questions, please contact me.

LMC:sj
Enclosure
cc: Chancellor Thomas
Mr. William Calloway
Mr. Richard Robinson

I am maintaining a copy of the attachments in a file at my office.