Dear Colleague:

Just a year ago LaGuardia Community College opened its doors to its first class of freshmen. It has been a complex and exciting year, and so many important events and developments have taken place that it would hardly be possible to summarize them in a page or two.

The Office of Institutional Research is responsible for the preparation of various kinds of reports on College activities and events, and for their distribution to City, State, and Federal agencies, to the College community, and to the President. The attached document is a compendium of several of these reports which have been prepared and submitted within the past year. Together they provide a comprehensive review of the most important occurrences at LaGuardia during this period. For those of you who are just joining us, we hope that it will prove to be a handy and valuable reference guide for you. For our old friends, we trust you will find many memories faithfully recorded here.

Sincerely,

Dan J. Ehrlich
Director

DJE:ds
# FIORELLO H. LAGUARDIA COMMUNITY COLLEGE:

**THE FIRST YEAR**

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* Prepared by Executive Assistant to President. All other reports included in this document were prepared by the Office of Institutional Research
Office of Institutional Research
Fiorello H. LaGuardia Community College
The City University of New York

October 29, 1971
Catalog No. 1.1.1 - 1071 (Y)
Fiorello H. La Guardia Community College opened its doors to its first freshman class on September 22, 1971. The most distinctive feature of the college, described below, is the offering of a Cooperative Education program to all students, thus becoming the first community college in the country to do so. It is a program designed to combine practical experience with classroom learning, innovative educational methods with traditional approaches, so that students may be better equipped to deal with the complex society in which they live.

In addition, La Guardia College is made unique by its adoption of a quarter system, an innovative system of grading, and the institution of a singular type of course called an Intensive. These are all described in sections which follow.

The Calendar

The calendar of the College is based on a division of the calendar year into four equal 13-week quarters. The two-year program for full-time students normally requires 8 quarters of attendance. However, some students may require more than 8 quarters if they cannot take full course loads due to remedial requirements, or for other reasons.

All students are required to complete three work quarters prior to graduation. The first two quarters of attendance must be study quarters. The subsequent allocation of work quarters is determined by the college on an individual basis in accordance with each student's academic progress and need. The basic schedule of work-study for most students is expected to be alternating quarters of work and study for the remaining six quarters with approximately half of the student body in each group as shown below:

<table>
<thead>
<tr>
<th>QUARTERS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM A</td>
<td>Study</td>
<td>Study</td>
<td>Work</td>
<td>Study</td>
<td>Work</td>
<td>Study</td>
<td>Work</td>
<td>Study</td>
</tr>
<tr>
<td>PROGRAM B</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Work</td>
<td>Study</td>
<td>Work</td>
<td>Study</td>
<td>Work</td>
</tr>
</tbody>
</table>

The Intensive

Each 13-week quarter consists of one week devoted to Intensive courses followed by eleven weeks of regular courses, and is terminated by one week of intersession vacation. Students participate in an Intensive in each of three or four Divisions during different
study quarters. An Intensive meets for 6 hours every day for five days during the first week of the quarter, and it is the only course which a student takes during that time. Throughout the remainder of the quarter, it meets for an hourly seminar once each week. This flexible scheduling permits a faculty member to arrange trips or projects with his class during the first week, which a normal calendar would not allow. In addition, the weekly seminars during the quarter permit the completion of projects assigned during the first week. This course design is a variation on the "Intersession" or "Intensive quarter" or "4-1-4 calendar" which is being used at colleges across the country. It has long been in use for language study, and it has been adopted successfully in other curricular areas at a number of schools.

Cooperative Education

The concept of the work internship for all students is central to the overall philosophy of the college. The work internship is viewed as an educational laboratory where the student can practice and demonstrate comprehension of academic subject-matter while attaining advanced knowledge and skill through practical experience. Work experience is designed to bring relevance and motivation to classroom learning. It permits each student to undertake personal responsibility for part of his own education and of his financial needs while in college. It provides a means for expanding the traditional academic curriculum into the real life of the student.

The primary purpose of the Cooperative Education program is to provide students with planned work experience that will complement and enhance classroom experience. Thus, the program contributes to a total learning climate where students are stimulated to personal, intellectual and professional development. Specific objectives of the program are the following:

1) To provide all students with experience in the world of work and to provide them with a practical framework for making career choices.
2) To aid career students in refining marketable skills through on-the-job practice.
3) To aid liberal arts students in developing long-range career plans and defining related fields of academic study.
4) To add vitality to the educational purpose of the college by involving students and faculty in immediate and relevant issues in the city environment, and by providing two-way communication between the academic classroom and the world of work.
The Division of Cooperative Education is headed by a Dean who supervises a staff of "coordinators". The coordinators are responsible for the development of jobs, the counseling and placement of students and the evaluation of student on-the-job performance.

Every student, prior to each of his three internships, meets with his coordinator to define more clearly his interests and career goals. According to the student's needs and interests, the coordinator arranges appropriate job interviews from which the student obtains his assignment. The key point is that the students' internships must be substantive and pertinent. This requires persuading employers to provide such positions and to assure orientation, supervision and training appropriate to an educational internship.

During each internship, the student has on-going contact with the College. He is visited on-site by the coordinator. At those visits, the coordinator also meets with the student's supervisor to gain further information about the student's progress and to reinforce the supervisor's commitment to the program. To deepen his insight into his internship experience, each student, along with several others, participates in a bi-weekly practicum/seminar held at the college and led by a faculty member. This seminar, plus the actual work experience gained during the quarter, is the basis for the award of three credits in each internship quarter.

Each student has a total of three internships. For the career student the sequence of internships is directed toward refinement of a skill—either developmentally at one firm or in a more exploratory way at different firms. For the liberal arts transfer student, the sequence of internships is directed toward an exploration of different careers and work styles.

A student accumulates a total of nine credits for his cooperative experience: three credits each for the required three internships.

Enrollment

The College's freshman class numbers 540 full-time students, of whom 225 are men and 315 are women. According to data contained in the Ethnic Census Cards, the typical La Guardia student is representative of the surrounding community—a Queens resident, from a low- or lower-middle-income home, and white (see Table I).
Table I

Economic, Geographic, and Ethnic Distribution of La Guardia Students

A. Family Income	Number\(^a\)	Percent

\begin{align*}
&\$0-2,999 & 31 & 6.9 \\
&\$3,000-5,999 & 72 & 16.1 \\
&\$6,000-7,499 & 74 & 16.5 \\
&\$7,500-8,999 & 77 & 17.2 \\
&\$9,000-11,999 & 92 & 20.5 \\
&\$12,000-14,999 & 50 & 11.2 \\
&\$15,000-19,999 & 35 & 7.8 \\
&\$20,000 and over & 16 & 3.6 \\
\end{align*}

B. Residence

\begin{align*}
&\text{Bronx} & 10 & 2.1 \\
&\text{Manhattan} & 43 & 9.0 \\
&\text{Brooklyn} & 66 & 13.8 \\
&\text{Queens} & 352 & 73.9 \\
&\text{Staten Island} & 0 & 0.0 \\
&\text{All other, including foreign} & 5 & 1.2 \\
\end{align*}

C. Ethnic Derivation

\begin{align*}
&\text{White} & 327 & 71.9 \\
&\text{Black} & 87 & 19.1 \\
&\text{Puerto Rican} & 26 & 5.7 \\
&\text{Other} & 15 & 3.3 \\
\end{align*}

\(^a\)The total number of students does not equal 540 because in each category, some students did not fill in the Ethnic Census Cards.

Of the 540 freshmen, 167 (30.9 percent) had high school averages of 75 or over; 207 (38.4 percent) had averages between 70 and 74.9; and 166 (30.7 percent) were below 70 in average.

Evaluation and Placement

In addition to close scrutiny of each student's high school record and performance on the CUNY Open Admissions Test, every student, at the time of freshman orientation, was given the California Achievement Test (CAT). The CAT is an instrument designed to provide a precise analysis of the students' skills in reading vocabulary, reading comprehension, spelling, mathematics computation and concepts, and language mechanics, usage, and structure. Performance is analyzed in each of these categories according to the
student's Obtained Grade Equivalent (his comparable grade equivalent based on national figures) and National Percentile (percentile rank based on national figures). Students who place below 13.6 Obtained Grade Equivalent in Language and Reading are required to take Inter-personal Communications I, a 3-credit language-skills (reading, writing, comprehension) remediation course. Students placing below 12.8 in the Mathematics section must take Symbolic Communications I, a mathematics remediation course. Students who place above these points are exempted from remediation. Of the 540 freshman students, 120 were exempted from Interpersonal Communications I, and 97 from Symbolic Communications.

The Interpersonal Communications courses form the core of an extensive curriculum in Communications Skills (see "Remediation and Compensatory Education" below), which includes both classroom and laboratory facilities. Students enrolled in a Communications Skills course must receive a passing grade before proceeding to other courses in mathematics and/or English and literature.

Results of the CAT testing were as follows:

Table 2

Mean Grade Equivalents for Freshman Class (N=547) on California Achievement Test

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Equivalent</th>
<th>Standard Deriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (total)</td>
<td>11.26</td>
<td>2.09</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>11.19</td>
<td>2.27</td>
</tr>
<tr>
<td>Comprehension</td>
<td>11.19</td>
<td>2.20</td>
</tr>
<tr>
<td>Mathematics (total)</td>
<td>10.08</td>
<td>2.47</td>
</tr>
<tr>
<td>Computation</td>
<td>9.87</td>
<td>2.52</td>
</tr>
<tr>
<td>Concepts and Problems</td>
<td>10.26</td>
<td>2.56</td>
</tr>
<tr>
<td>Language (total)</td>
<td>10.25</td>
<td>2.45</td>
</tr>
<tr>
<td>Mechanics</td>
<td>10.32</td>
<td>2.57</td>
</tr>
<tr>
<td>Usage and Structure</td>
<td>9.68</td>
<td>2.99</td>
</tr>
<tr>
<td>Spelling</td>
<td>11.21</td>
<td>2.55</td>
</tr>
<tr>
<td>BATTERY TOTAL</td>
<td>10.57</td>
<td>2.17</td>
</tr>
</tbody>
</table>

*Number of students exceeds freshman enrollment figures due to attrition since time of testing. Actual grade standing of this group is 12.8.

Programs: Career, Technical and Liberal Arts

The College, at its opening, offers the following programs to students:
Table 3

Programs offered by College

<table>
<thead>
<tr>
<th></th>
<th>Number Enrolled</th>
<th>Both Sexes,</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>Career Programs (A.A.S. degree)</td>
<td>79</td>
<td>201</td>
<td>50.0</td>
</tr>
<tr>
<td>Accounting</td>
<td>22</td>
<td>45</td>
<td>12.0</td>
</tr>
<tr>
<td>Business Management</td>
<td>16</td>
<td>18</td>
<td>6.1</td>
</tr>
<tr>
<td>Data Processing</td>
<td>41</td>
<td>33</td>
<td>13.2</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>0</td>
<td>105</td>
<td>18.7</td>
</tr>
<tr>
<td>Continuation Programs (A.A. degree)</td>
<td>148</td>
<td>132</td>
<td>50.0</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>91</td>
<td>108</td>
<td>35.5</td>
</tr>
<tr>
<td>Business Administration</td>
<td>57</td>
<td>24</td>
<td>14.5</td>
</tr>
</tbody>
</table>

The total number of students shown here is 560. The excess over the 540 freshman enrollees described earlier is due to 20 students who have advanced standing or who are employees of the College registered for course-work.

Not shown are 106 part-time students enrolled in the Educational Associate program (teaching paraprofessionals). These students are funded from external sources.

From this breakdown, it is apparent that one-half of the students are enrolled in career/technical programs. The College is actively working to expand such offerings within the Liberal Arts area of its program. Beginning in the fall of 1972, students may enroll in a Human Services training program (Child Care, Community Mental Health, or Social Work). In addition, the College plans to offer, in conjunction with the Columbia University School of Law, a Legal Paraprofessional training program (Legal Aide).

Orientation and Counseling

The Student Services Division of the College provides an intensive, dynamic approach to student orientation and counseling.

The counseling of students begins with the student's admission to the College, in his last semester of high school, and continues throughout his tenure at La Guardia.
Between the time of application and the opening of school (some 4 to 5 months), students were offered the following:

1. Placement tests (CAT).
2. Pre-Orientation (preliminary introduction to the College, its staff, plans and goals.
3. Optional Pre-Orientation (for those who missed the first meeting).
4. Pre-registration materials mailed out.
5. Financial Aid awards notifications sent out.
6. Individual counseling sessions on financial aid.
7. Extensive advisory meetings, both group and individual (discussion of academic programs, students' plans, problems, etc.).
8. Final orientation (meet Advisory Team members (see below); social events; introduce parents and families to college, etc.).

The entire faculty and staff of the College participated in Orientation. These personnel were themselves given a two-day "Orientation on Orientation" by the Student Services staff.

Student Services is administered by a Dean, an Associate Dean, and an Assistant Dean. Personnel include 5 full-time Student Counselors and administration and other personnel for Admissions, Financial Aid, Health Services, Student Activities and Athletics.

The design of the La Guardia counseling and advising program is based on a team concept. The team provides the student with a specific group of professional personnel who are involved and concerned with his total academic, personal, social, and occupational development and welfare. The team consists of 3 professional staff members: a classroom instructor, a Student Services Counselor, and a Cooperative Education Coordinator. Teams meet once per week throughout academic quarters with groups of 20 to 25 students. In addition, Student Counselors function outside their teams in a decentralized system which associates them with specific academic divisions. They assume a primary role in the orientation of incoming students; deal individually with students in short-term and crisis counseling of a personal, social, or academic nature; and identify students who require more extensive counseling or other help. These cases are followed up by either the College Health Services program or by outside agencies. Furthermore, teaching faculty are required to schedule a minimum of 3 office hours per week for academic advisement to students.
The total number of full-time Student Counselors is presently 5, providing a counselor-to-student ratio of about 1:110. In view, however, of the involvement of Student Services administrators, teaching faculty, and Cooperative Education coordinators in the team counseling program, the effective ratio must be considered as much lower.

All counselors are expected to have a degree in counseling. In addition, the Division of Student Services provides a continuing In-Service training program for its counselors.

Financial Aid

One hundred ninety-five La Guardia students (36 percent of all students) are receiving financial aid. A total of $206,963 in such grants has been allocated, an average of about $1,061 per student. Funds are derived from the following sources:

1. Educational Opportunity Grant $ 53,680
2. College Work Study Program 49,328
3. National Defense Student Loan 103,955

$206,963

The Financial Aid program is administered by a full-time Director. Students report to the College Business Office bi-weekly and, upon identification, receive their checks.

Remediation and Compensatory Education

The Communications Skills program is headed by a full-time Director whose responsibility is to develop and supervise the curriculum, and to coordinate the activity of staff of the program.

There are 3 courses in the program, two of which, Interpersonal Communications I and Symbolic Communications, are mentioned above. A third course, Interpersonal Communications II, is required of all LaGuardia students, and explores the parallels between the literary and visual arts, and further develops composition and reading skills.

Nine staff members have been appointed to teach Interpersonal Communications. Each has specialized training in the teaching of English and reading remediation. In addition, four laboratory technicians staff the Reading Laboratory. Here students are assisted in dealing with assigned work.

There are 6 staff members handling the Symbolic Communications course, including two laboratory technicians. All have training in mathematics remediation. Students meet formally for four hours per week, and in addition may take advantage of the Mathematics Self-Help Center, a laboratory devoted to student-maintained remediation facilities.
Most students who are required to take remediation courses do so in their first quarter at LaGuardia. A student who must take both Interpersonal Communications I and Symbolic Communications may take both courses in the first quarter, but most students divide these requirements up between the first two quarters. A student may need in excess of one quarter to meet required competence criteria in Communications Skills courses. For this reason, these courses are offered every quarter.

Independent tutorial and/or self-help laboratories are available in all areas of remediation. Laboratories are equipped with self-teaching carrels and with a variety of programmed materials, including tapes and texts. Emphasis is on visual communication of skills. Teaching programs are available for individualized instruction and each student in need of help receives a prescription of skill exercises with designated materials.

An evaluation of the program’s means and objectives would be premature at this time, inasmuch as it has just been set into operation.

Curriculum Revisions

Because the College has just opened its doors to the first freshman class, there are no actual "revisions" of previously offered curricula. But, in a very real sense, much of what the College offers are "revisions" of curricula so familiar to other colleges. There is, of course, the Cooperative Education program (vide supra), developed as an integral part of the student's overall program of academic activities. Then, too, there is the Communication Skills program, which we have just described. The quarter system and its relation to the students' work and study sequences, lends an additional air of uniqueness to the College. Of particular interest is the grading system, which has been designed to eliminate the symbolic hallmarks of failure with which students are so familiar, and to establish an atmosphere of reaching criteria of competence at self-paced rates, rather than penalizing the slow student and fostering grade competition. Accordingly, the College assigns only 4 grades:

- E - Excellent
- G - Good
- P - Pass
- NC - No Credit

The NC grade does not (necessarily) imply failure and students may, by a variety of means, subsequently achieve a passing grade in a course in which an NC grade has been assigned.
Space

The College occupies a single five-story structure of approximately 230,000 square feet. The facility is in the process of a complete renovation and modernization. When completed in 1974, it will be a fully air-conditioned, spacious educational plant and will include all of the services needed in a modern educational institution. Reconstruction activities for the first phase of operations, which is designed to service the present complement of staff and students, is virtually complete. Renovation of additional space for an expanding student and faculty population will commence soon. Every effort has been made to utilize the facilities as efficiently as possible; since the building was, for the most part, undivided open space, renovation has consisted largely of the building of partitions, according to architect's plans, in order to create classrooms, offices, halls, lounges, stairs, toilets, closets, etc., where previously there existed mostly large chambers once used for manufacturing purposes. Current in-use space allocations are as follows:

Table 4
In-Use Space Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross</td>
<td>75,063</td>
</tr>
<tr>
<td>Net</td>
<td>44,865</td>
</tr>
<tr>
<td>Library</td>
<td>7,200</td>
</tr>
<tr>
<td>Remedial Facilities</td>
<td>3,644</td>
</tr>
<tr>
<td>Student Services</td>
<td>7,930(^a)</td>
</tr>
<tr>
<td>Cooperation Education</td>
<td>2,245</td>
</tr>
<tr>
<td>Offices</td>
<td>10,835</td>
</tr>
<tr>
<td>Classrooms</td>
<td>13,011</td>
</tr>
</tbody>
</table>

\(^a\)About 45 percent of this figure is for counseling purposes.

Faculty

Faculty recruitment has, since LaGuardia is a newly-opened institution, been an especially significant and time-consuming operation. The Dean of Faculty, Division Chairmen, and other officers have screened literally well over a thousand applications for the various faculty positions. The College currently has a total teaching staff of 54, which includes 29 full-time persons (those holding a rank of instructor or higher and who devote at least half of their time to instruction). Our faculty represents a considerable diversity of ethnic, racial, and geographic origin.

It has been apparent that the attitudes of faculty toward the College's innovation programs have been markedly positive. Most faculty have shown great enthusiasm for integrating academic and work programs, and for increasing the relevance and significance of the academic program to students' life experiences.
Virtually all faculty possess at least a master's degree in their area of specialization. Many have doctorates, and many are pursuing their doctorates whilst teaching at the College. In the remedial programs, faculty have extended training or experience in remedial programs at other institutions, in remedial teaching techniques, and in the use of programmed learning materials.

Most faculty attended a Faculty Teaching Institute, a month-long training program held prior to the opening of the College. The Institute was funded by a grant from the National Endowment for the Humanities. The major objective of the program was to assist teachers in the use of special audio-visual techniques in the classroom, and to encourage a wide variety of creative expression by students.

All faculty are rather heavily involved in committee work, which is only natural in a college whose programs and governance structure are still largely in the formative stage. Most faculty sit on two or three of the following committees: Library, Intensives, Human Services, Academic Standing, Communications, Master Plan, Governance, Instructional Evaluation, Academic Program, Cooperative Education, and Student Services. Many of these groups are divided into two or more subcommittees. In addition, each Division and the Communication Skills program hold periodic meetings for their own personnel.

October 29, 1971

Dan J. Ehrlich, PhD
Director of Institutional Research
LaGuardia Community College
Fiorello H. LaGuardia Community College is a new unit of the City University of New York which admitted its first class of 540 freshman in September of last year. The College employs the quarterly unit of instruction, and the first quarter of operation has just been successfully completed.

Enrollment

At its opening last September, the freshman class included 225 men and 315 women, of whom 74 percent reside in the Borough of Queens. During and immediately following the first quarter, there was, of course, some attrition in enrollment, for which precise figures are not yet available. Initial figures show that 493 students have registered for courses in the current quarter, suggesting an attrition of approximately 9 percent. Dropout statistics will be given in greater detail in the subsequent Quarterly Report; the Office of the Registrar is awaiting change-of-program statistics from the College's computer service.

In addition to those students enrolled in the Day Session, more students have enrolled in new programs offered by the College; these are described in greater detail below.

LaGuardia's enrollment projections for 1972-73 have indicated, until recently, the addition of approximately 540 full time, matriculated students. The College has recently been asked by the City University to investigate the feasibility of absorbing an additional 500 students at the same time, a circumstance which would effectively triple its current enrollment. Clearly, the ramifications of this projected development have enormously complex implications for the procurement and administration of personnel and facilities to meet its challenges (cf. "Faculty" and "Space," infra).
Evaluation and placement

The staff of the College's language laboratories and mathematics laboratories, which are designed to provide a guided self-help environment for those students in need of remediation in these areas, have made extensive use of the California Achievement Test (CAT), a comprehensive skills-evaluation instrument administered to all students at the time of freshman orientation. The CAT provides a precise and detailed analysis of the student's abilities in reading vocabulary, reading comprehension, spelling, mathematics computation and concepts, and language mechanics, usage, and structure. With the news that the City University will discontinue administration of the CUNY Open Admissions Test, given last year, the CAT has become a sine qua non of LaGuardia's program in student evaluation and placement, and plans have been made to administer this test to the forthcoming class of freshmen.

One aspect of student placement that has become an area of high-priority activity is the College's Cooperative Education Program (vide infra).

Curriculum revisions

Due to the restricted number of teaching faculty necessarily associated with a body of 540 students, courses offered in the College's four divisions during the 1971-72 academic year were also limited in variety. Faced with a growth of student enrollment in 1972-73 which will certainly double, and possibly triple, the student population on campus, division chairmen have been busily involved in designing a greatly expanded curriculum for the next fall quarter, one which will be characterized by the addition, not only of more sections of currently-offered courses, but of many new courses. LaGuardia's administration and faculty continue to be concerned with the design and teaching of courses which are relevant to the lives of young people and to problems of the contemporary urban, national, and international scene. A number of such courses, many of an interdivisional, interdisciplinary nature, have been instituted in the current (winter) quarter, and more are planned for the near future. Both students and faculty have indicated enthusiasm for these courses. LaGuardia's Intensive courses,
which meet for 6 hours every day for the first week of the
quarter, have been a particularly successful and gratifying
medium of instruction in which to deal with socially re-
levant course content and innovative instructional tech-
niques. There is every indication that the Intensive re-
mains the most unique, characteristic, and motivating
aspect of the College's academic curriculum.

At its inception, the College offered two continuation
(A.A. degree) programs — Liberal Arts and Business Adminis-
tration — and four career (A.A.S. degree) programs — Account-
ning, Data Processing, Business Management, and Secretarial Science.
Several new programs have been added to this roster, and
still others are planned for the immediate future:

(1) The College has filed an application to institute
a proposed career curriculum in Human Services. It will
feature a core curriculum during the first year of study,
with specialization, in the second year, in Mental Health
and Child Care. Other Human Services careers, such as
City Planning, Welfare, and Narcotics Addiction Services,
have been under study, and may be added in 1973 or later.
In its present form, the Human Services curriculum will
offer both career and transfer programs.

(2) Several months have been spent in the organization
and development of a major curriculum in Communications.
Offering both transfer and career degrees, this program, if
approved, will train students in areas such as Graphic Arts
and Media Technology, the latter with particular
regard to cable television technology. Like the Human
Services curriculum, Communications students will have the
opportunity to branch out from a core curriculum to different
areas of specialization.

(3) Under active development is a career curriculum
in Industrial Technology. The goal of the program is to
provide students with broad academic experience coupled with
on-the-job training provided by the student's job place-
ments by the Cooperative Education Division. Students will
be able to deal with a broad spectrum of technological
pursuits without the risk of technological superannuation
often run, in these times of burgeoning automation, by the
technician highly trained in a restricted area.

As with the Human Services curriculum, students will
take, in their first year, a core of courses designed to
provide a firm foundation in laboratory science and theory.
In the second year, there will be the opportunity to take electives in various areas of technological specialization. Four general areas of study are under consideration: biology (Food Quality Control, Histology, Diagnostic Techniques, and Anatomy); chemistry (Industrial Chemistry and Analytical Techniques); physics (X-ray Technology, Atomic Physics, and Electronics); and geology (Basic Geology and Metallurgy).

There is some possibility that the core program in Industrial Technology may be instituted in the fall of 1973.

(4) Before the College opened for its regular Day Session freshmen last September, 125 students were enrolled in the Educational Associate program, a curriculum for the training of teaching paraprofessionals. Three full quarters of instruction have been completed, and attrition rate has been conspicuously low.

(5) The College formally initiated in January, 1972, an Extended Day Session, designed to offer credit-bearing courses to both regular, matriculated students, and to residents of the community, during the late afternoon and early evening. Initial enrollment is approximately 110 in 8 courses.

(6) The College has founded several non-credit programs as part of its Continuing Education and Extension Services. These programs, some of which are offered in association with community agencies, range from short courses open to the general public, to major manpower development efforts and pre-college training sequences. Included to date are:

-- A Health Aide Training Program, offered in conjunction with the Queens Licensed Practical Nurses' Association, designed to provide training in pulmonary and cardiovascular care.

-- A Senior Citizens' Education Center, located at the Queensbridge Senior Citizens' Center, offering courses in Conversational Spanish and Dramatics. Expanded offerings are planned for the Spring quarter.

-- A Veterans Education Center, providing counseling, high school equivalency training, and college preparatory work. The program is designed to handle 80 men per quarter.

-- A Secretarial Upgrading Program, which is training typists in stenography. There are 100 students enrolled.
Short non-credit courses open to the general public. There are 11 courses currently offered on a fee-supported basis.

A Legal Aide program, which would provide legal paraprofessional training, is under study jointly with the Columbia University School of Law. No target date of operation has been set yet.

Remediation and compensatory education

The College's program in language and mathematics remediation centers about three courses, two in language (Interpersonal Communications I and Interpersonal Communications II), and one in mathematics (Symbolic Communications). Each course has laboratory facilities manned by trained technicians, and organized with a self-teaching orientation. Emphasis is on the visual communication of skills. The College is embarking on a comprehensive evaluation of the effectiveness of this program, primarily by means of retesting, with an alternate edition, of the entire current freshman class with the California Achievement Test, which has been used as the principal instrument of evaluation and placement for compensatory education courses.

Financial aid

In the preceding Quarterly report, it was noted that 36 percent of all LaGuardia students were receiving financial aid. This involved a total of $206,963 in grants, an average of $1,061 per student. There has been, since that time, a decrease in the number of aided students to approximately 30 percent of the current student body. Although there are a variety of reasons for this decrease in aid, the primary factor is the students' own decisions to seek alternate means of financial support, such as that provided by Work-Study programs and other sources of employment. As a result, one source of grant-in-aid funds, the National Defense Student Loan program, which was responsible for 50 percent of all funds ($103,955), has been reduced to $83,955.

Faculty

The recruitment of faculty has continued on an extremely active scale. The opening of the Extended Day Session
and Extension Program has created the need for the rapid addition of teaching personnel. With the anticipated doubling or tripling of the numbers of regular Day Session students by this coming fall, divisional chairmen are already at work on a massive recruitment program. Candidates are sought from as wide a field as possible -- personal contact, advertisements placed in nationally-circulated publications, and travel by chairmen and other faculty to professional conferences.

Just prior to the formal opening of the College, most faculty attended a month-long Faculty Teaching Institute. The Institute, funded by a special grant from the National Endowment for the Humanities, was designed to provide teaching faculty with special skills in the employment of classroom audio-visual techniques, with the objective of encouraging variety in creative expression by students. Interest in this program has remained keen and follow-up sessions continue to be held. The Institute has made substantial gains in the enrichment of teaching and learning experiences, by directly relating classroom topics to the real world through film, television, collage techniques, and still-camera documentaries.

Orientation and counseling

The Student Services Division of the College continues to develop its extensive program in team counseling. The counseling team is comprised of a Student Services counselor, a Cooperative Education counselor, and a classroom instructor, who, in concert, give the student contact with a broadly-based group of professionals who are involved and concerned with his overall welfare in academic, personal, social, and occupational areas. Primarily concerned with the first three of these areas until now, the counseling teams are shifting emphasis to the work experiences which one-half of the students will commence in the spring quarter. The remaining half of the student body have their first job placement in the summer quarter. In addition, there is a new emphasis on long-range academic program planning.

In the last quarter of operation, 70 percent of LaGuardia students were seen on an individual basis by Student Services counselors. (This is in addition to team-counseling
sessions.) The division has plans to increase this figure to virtually 100 percent in the current quarter.

Cooperative Education

The forthcoming spring quarter is the first period of job placement for LaGuardia's students. (Under the College's arrangement of alternating work/study sequences, approximately one-half of the student body will be engaged in work programs at that time). As a major focus of LaGuardia's overall educational program, the activities of the Cooperative Education Division and all other administrative arms of the College are actively engaged in preparation for this phase of operation. Coordinators are accelerating their efforts to provide a variety of job placements which will offer every student intern a solid training experience closely related to his interests and academic program. To date, the division has secured commitments in firms in many fields: industrial, secretarial, accounting, data processing, management training, libraries, banking, and so forth.

A major aspect of reorganization of the Cooperative Education program has been the institution of a practicum. This is a seminar taken by the work-program student with the objective of solidifying and accelerating the work-program learning experience, and of integrating the academic and cooperative education phases of his educational career. The practicum is an essential part of the credit-bearing aspect of cooperative education placements. It replaces the 1-credit orientation course originally scheduled and detailed in the College's previous Quarterly Report.

Governance

Even before its official opening, the College witnessed the formation of a Student Governance Committee and Faculty Governance Committee, whose joint charge is to formulate the working machinery of a college-wide governance structure. The two committees have worked separately, with liaison members reporting to their own groups the activities of the other, and recommending policy and structural compromises. The work of the committees has been gaining ground slowly, and at the time of this report they are close to the completion of their separate proposals for college governance. The two positions, which both espouse a unicameral College
Senate featuring representation of all segments of the College community, are not dissimilar, and neither group anticipates serious problems when a joint student-faculty committee meets, in the immediate future, to effect a working compromise. Both committees look forward to submitting such a proposal to the college community for ratification before the end of the first academic year.

Space

During the last quarter, construction related to Phase I of the College's operation — designed to provide facilities for the first 2 years — was brought to completion. (Phase II is targeted for completion in 1974 or 1975, and encompasses renovation of the entire building.)

In conjunction with the City University's request for the College to consider the addition of 500 students over original projections for the fall of 1972, the College has formulated plans for a Satellite College which would be located directly across the street from its present facilities. Architectural plans have been drawn which, if approved by the City, would add 75,000 square feet of gross space to the 75,063 square feet of gross space (out of the potential 250,000) already in use following the completion of Phase I.

January 15, 1972

Dan J. Ehrlich, PhD
Director of Institutional Research
LaGuardia Community College
Office of Institutional Research
Fiorello H. LaGuardia Community College
The City University of New York

April 15, 1972
Catalog No. 1.1.1 - 0472 (Y)
LaGuardia Community College has just commenced its third quarter of operation, having opened its doors to students in September of last year. The College is the country's first two-year institution to feature a co-operative education program required of all regular Day Session students. Among the most important features of the current phases of operation, described below, are: the initial placement of students into cooperative education jobs; the furthering of plans to obtain a Satellite College and a permanent campus site; the burgeoning of the College's non-Day Session programs into a major aspect of the institution's functioning; and the appearance of registration statistics suggesting that LaGuardia is among the lowest of CUNY community colleges in student attrition.

**Cooperative Education**

The quarter which began on March 20, 1972 also witnessed the placement of slightly less than half of all regular Day Session students into the first of their three work quarter internships. It is also the first time that the Division of Cooperative Education has placed students in work assignments. Thus the Division has made the transition from an exclusive preoccupation with planning and development to the administration of a fully operative division of the college. By the end of the last (winter) quarter, more than 200 students had been placed in paid positions. Due to an alternating study-quarter/work-quarter sequence, approximately half of each class of students remains on campus while the other half is away on internships. The positions filled by student interns cover a wide variety of job descriptions: junior programmer, console operator, legal secretary, actuarial clerk, bank manager trainee, teacher aid, salesman, management trainee, junior accountant, and so forth.

Much of the past three months were devoted to insuring that students were properly prepared for their internships. Professional coordinators assisted the students in the selection of appropriate internships. Preparation included: writing an acceptable resume; establishing realistic attitudes toward work,
employers' demands, and personal goals; and being trained in the skill of handling job interviews. With regard to the latter, students participated in thorough discussions of the many ramifications of interviewing, and eventually were subjected to mock-interview sessions. They were sent to actual interviews only after they had reached an acceptable criterion of performance in mock interviews.

Credit-bearing programs

In the last Report, it was announced that the College had filed an application to institute a proposed career curriculum in the Human Services. This program was to feature a core curriculum during the first year of study, with specialization, during the second year, in Mental Health and Child Care. Although the program was originally scheduled for operational status in the fall of 1972, a variety of factors, the most salient of which has been the current budget crisis, has forced postponements of crucial decisions, and the status of Human Services at LaGuardia is now somewhat uncertain. It is hoped that a resolution of the fiscal situation in the near future will result in a favorable outcome for this curriculum.

Also discussed in the previous report was another proposed career curriculum, in Industrial Technology. Planning for this program is not in as advanced a stage as is that for the Human Services, and operational status was not anticipated until the fall of 1973. It is not possible to state at the present time whether those conditions which have delayed activation of the Human Services program will also have an adverse influence on Industrial Technology. The goal of the Industrial Technology program is to provide students with broad academic experience coupled with on-the-job training provided by appropriate cooperative education internships. Students will be trained to deal with a broad spectrum of technological pursuits without the risk of superannuation often run by technicians trained in highly specific skills. The major branches of technological training under active investigation are: manufacturing; production; industrial safety and health; foremanship; biology; chemistry; physics; and geology. (This list represents a considerable expansion over the previous Report.) Program design and labor-market analyses have not yet reached the stage for a formal curriculum proposal to be sent to the College's Curriculum Committee for approval.

A third area of program expansion which has been considered by the College is in Communications. Students would be trained in such fields as Graphic Arts and Media Technology,
the latter with particular regard to cable television technology. No substantial progress has been made toward bringing this program to reality, but an interesting development, in the form of the location of a possible site for a permanent campus uniquely suited for a Communications program, has taken place. (A discussion of basic facts about this site is included below under "Space").

The College's Educational Associates (Teaching Aide Para-professional) program is moving along with a more or less static enrollment of about 155 students. There is no indication of growth in the size of this student group. Twenty course sections are offered.

A considerable rate of growth is, however, indicated in the Extended Day Session, which offers evening and Saturday courses primarily to non-matriculated students. There are 188 students currently enrolled in this program, an increase of 75 over the previous quarter. There are 16 sections of 11 different courses open to Extended Day Session students, in fields such as accounting, business organization and management, Spanish, and economics.

Non-credit programs

The College has been extremely active in the development of non-credit programs. Over 1000 students have registered for courses in the following curricula:

1. **Regular Continuing Education Program.** In the current (spring) quarter the College is offering 29 course sections representing 14 different courses, three more than during the previous quarter. More than 600 students are registered in this program.

2. **Veterans' Education Center.** Instituted during the winter quarter with an enrollment of 80 men, the College's Veterans' Program has expanded to serve 100 students in the current quarter. This program is fee- and grant-supported.

3. **Municipal Personnel Program.** This program has been instituted in cooperation with the City's Department of Personnel, and has just begun operation. There are four courses designed to upgrade City employees' skills. The program, which is fee-supported, is entirely run by the College with the exception of financial arrangements, which are handled by the City.

4. **Senior Citizens' Education Program.** Fifty students are registered in two courses given at the Queensbridge Senior Center.

5. **Institute for Professional Development.** Two courses are being offered for executive and middle-level managerial
personnel. The program is supported by employer-paid fees.

6. Summer classes in English as a second language. Beginning in the summer of 1972 the College will sponsor this program at CUNY's Center for Graduate Education. An enrollment of 100 is expected for fee-supported afternoon and evening classes.

7. Health Aide Training and Upgrading Program. About 100 students are currently enrolled in two grant-supported lecture series sponsored by the Queens Licensed Practical Nurses Association and Astoria General Hospital.

8. Secretarial Upgrading Program. The College is offering four sections of Gregg Shorthand to about 100 students in a grant-supported program to upgrade secretaries' skills.

Evaluation and placement

The College's major activities in this area are concerned with the placement of students into cooperative education internships, and evaluation of the student's basic skills for purposes of assignment to, or exemption from, remedial classes. These aspects of evaluation and placement are discussed in the two subsequent sections.

Remediation and compensatory education

With the news that CUNY will not administer the Open Admissions Test (OAT) this year, the College has made plans to give the California Achievement Test (CAT) to each of its anticipated 1110 new freshmen1 during their orientation period. The CAT was administered to the current freshman class last summer, even though most of these students had also taken the OAT. Despite evidence that a high degree of correlation existed between CAT and OAT scores, the staff of the College's Communication Skills Department, which is in charge of student skills evaluation and placement in remediation courses, found that the CAT's precise analysis of performance into various categories of language, reading, spelling, and mathematics skills was an invaluable asset to its remediation program.

In an effort to evaluate its own remediation program, the College has made arrangements to retest all of its current freshmen with an alternate edition of the CAT. This event will take place late in April, by which time the great majority of students who have remained on campus will have completed their compensatory education requirements. (Students currently

1See Lines D and E in Day Session enrollment figures in the following section.)
on Cooperative Education internships, who return to the campus in the summer quarter, will be retested separately at that time.) Test scores obtained last fall will be compared with contemporary performance, and the change, if any, will also be compared with similar statistics for other community colleges. These data will be discussed in the next Quarterly Report.

Orientation and counseling

LaGuardia's orientation program for 1972-1973 will begin in April and conclude in September. It is designed to make the transition from high school to college as pleasant as possible for the entering freshman. A strong effort has been made to integrate the orientational program into the College's team counseling and advising system. The following is a summary of the program:

1. High school visitation. Between April 17 and May 12 about 75 percent of the admitted freshmen will be visited in their own high schools. At this time, LaGuardia counselors discuss the College with students and prepare them for subsequent phases of the orientation program.

2. Open House. On May 12 and 13, prospective freshmen will meet on the campus to discuss individual and group problems. Open House is designed to imbue students with positive attitudes toward the College and to provide additional preparation for later testing and registration activities.

3. Testing. On May 20 and 21, all freshmen will take the California Achievement Test (cf. "Remediation and Compensatory Education").

4. Registration and advisement. From July 24 to August 4, students will receive personal appointments with a counselor and faculty member to register for fall courses. Assignment to remedial courses also occurs at this time.

5. Intrologue. Held on September 7 and 8, this phase is designed to provide students with an active dialogue with faculty and upperclassmen on the student's and the college's expectations of each other.

Enrollment

LaGuardia's present and projected Day Session enrollment picture may be summarized as follows:
A. Enrollment, fall, 1971  
B. Enrollment, spring, 1972  
C. Projected holdover enrollment, fall, 1972  
D. Regular new enrollment, fall, 1972a  
E. Special Satellite College enrollment,  
   fall, 1972b  

aProjected show rate from 1251 UAPC allocations,  
not including Satellite College (cf. "Space").  

bAdditional anticipated registration (show rate)  
for Satellite College (cf. "Space"). If the  
Satellite College is not approved, these students  
will not be admitted.

Lines C, D, and E in the table, which represent a  
realistic projection of Day Session enrollment for the College  
beginning with the fall quarter of this year, indicate, when  
combined, a population of some 1500 students in this group.  
This figure represents an increase of about 277 percent over  
the 540 present at the start of the current academic year.  
New enrollment is represented by lines D and E, totalling  
1110 students.

Because of LaGuardia's quarter system and its alternating  
work-and-study arrangement, its students are now registered  
through the fall 1972 quarter. As a result, exact attrition  
figures representing the first full year of operation will not  
become apparent until sometime later this year. However,  
registration totals for the current quarter indicate that 424  
students have remained out of the original 540; this re-  
presents an attrition rate of about 215 percent. While this  
figure cannot be directly compared with the average of 29.4  
percent for Day Session freshmen entering CUNY community  
colleges\(^1\), it appears likely that LaGuardia will have one of  
the lowest attrition rates in the group. The best estimate  
at the present is that about 390 students of the original  
540 will return in the fall.

In addition to the students mentioned above, LaGuardia  
is hosting or sponsoring classes for a large number of other  
students in non-credit bearing courses (q.v.). These may be

\(^1\)Given in Spring 1972 Flash Report; data represent cumulative  
attrition after two semesters for freshmen entering CUNY  
community colleges in the fall of 1970.
briefly summarized as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education</td>
<td>600</td>
</tr>
<tr>
<td>Veterans' Education Center</td>
<td>100</td>
</tr>
<tr>
<td>Municipal Personnel Program</td>
<td>75</td>
</tr>
<tr>
<td>Senior Citizens Education</td>
<td>50</td>
</tr>
<tr>
<td>Institute for Professional Development</td>
<td>30</td>
</tr>
<tr>
<td>Secretarial Upgrading Program</td>
<td>94</td>
</tr>
<tr>
<td>Health Aide Training Program</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1049</strong></td>
</tr>
</tbody>
</table>

Financial aid

Forty percent of the College's students are currently receiving financial aid, an increase of about 4 percent over the previous quarter of operation. There has been no substantial change in the organization of the financial aid apparatus, or in its source and level of funding.

Faculty

The budget crisis of 1972 has, not unexpectedly, created an extremely difficult situation in the recruitment of faculty for the 1972-1973 academic year. The problem has been exacerbated by the college's commitment to the Board of Higher Education to admit over 1100 new full-time students in the fall, about twice the number admitted last year. An increment of this magnitude obviously necessitates an appropriate addition of teachers, Cooperative Education coordinators, Student Services counselors, etc., to the present complement of staff. The staffing situation for the fall is presently unclear, since the CUNY budget outlook, while less bleak than it was a few weeks ago, remains in an unsettled condition. As of the moment, sixteen advance faculty lines have been allocated to the college; these have been distributed among the various divisions, whose chairmen continue to seek out and interview candidates with superior qualifications (cf. "Affirmative Action," below).

LaGuardia's faculty are distributed by rank as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>24</td>
</tr>
<tr>
<td>Instructor</td>
<td>11</td>
</tr>
<tr>
<td>Lecturer</td>
<td>8</td>
</tr>
<tr>
<td>College Laboratory</td>
<td></td>
</tr>
<tr>
<td>Technician &quot;A&quot;</td>
<td>11</td>
</tr>
<tr>
<td>Adjunct titles</td>
<td>38</td>
</tr>
</tbody>
</table>
Affirmative Action
The College has taken steps to provide a forthright policy of compliance with the guidelines established by CUNY's Affirmative Action Program. The College's Affirmative Action Committee has met on several occasions to review the status of women and minority-group personnel in each division and department. Currently, women occupy more than one-third, and minority-group members account for about one-quarter, of instructional positions. The Committee, which has made recommendations to each division and department regarding recruitment and employment for the coming year, has adopted the following policy position:

"To create within LaGuardia Community College a community which enriches the educational process by the quality and diversity of its constituents, the College has established an Affirmative Action Committee. This committee is charged with the responsibility to implement the CUNY Affirmative Action Program, to recruit, employ, retain and promote employees without regard to sex, age, race, national origin, color or creed."

Governance
The College continues to progress toward the formulation and adoption of a governance mechanism. Students and faculty appear agreed upon a unicameral governance structure. A faculty Governance Committee, after 6 months of arduous work, has completed its proposal, which has been distributed to the entire college community. The document must be approved by students and faculty in a fairly complex procedure of meetings, referenda, and revisions of the document. Although it is difficult to predict the course of these events, there appears to be a reasonable possibility that a LaGuardia Community College Senate will become operational by the end of the year.

Space
The need to provide for a projected new enrollment of 1110 Day Session students (cf. "Enrollment") has prompted the College to plan for rental of some 75,000 gross square feet of additional space at 31-11 Thomson Avenue. Architectural drawings for this building, which is directly across the street from the present facilities and is called the "Satellite College," have been prepared, and all specifications and plans have been agreed to by the landlord, the College, the Design and Construction Office, and the City's
Board of Estimate and by the Board of Higher Education. Approval of the site is expected. It will be prepared for use by some 500 FTE students in September of this year\(^1\), and by approximately 1500 in the fall of 1973.

Space allocation in the Satellite College is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Net sq. ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>13,536</td>
</tr>
<tr>
<td>Office complexes</td>
<td>8,397</td>
</tr>
<tr>
<td>Lounges</td>
<td>4,218</td>
</tr>
<tr>
<td>Miscellany</td>
<td>4,003</td>
</tr>
<tr>
<td>Lecture halls</td>
<td>3,360</td>
</tr>
<tr>
<td>Library</td>
<td>3,198</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>2,800</td>
</tr>
<tr>
<td>Laboratories, remedial</td>
<td>2,408</td>
</tr>
<tr>
<td>Offices, private</td>
<td>1,971</td>
</tr>
<tr>
<td>Storage and rec.</td>
<td>1,624</td>
</tr>
<tr>
<td>Laboratories, language</td>
<td>1,260</td>
</tr>
<tr>
<td>Business</td>
<td>1,169</td>
</tr>
<tr>
<td>Laboratories, science</td>
<td>1,136</td>
</tr>
<tr>
<td>Counseling rooms</td>
<td>1,042</td>
</tr>
</tbody>
</table>

**TOTAL** 50,122

LaGuardia has also taken steps to acquire a permanent site for its campus. An application for the acquisition of the Army Pictorial Center in Astoria has been made. The Center is less than a mile from the current facilities, and has been offered by the U. S. General Services Administration at no cost to the College. The site provides approximately 5.14 acres of highly desirable property which is well-served by public transportation. No condemnation proceedings are required. It appears likely that the site will be granted to the college, since the Board of Higher Education and the U. S. Office of Health, Education, and Welfare have approved the property transfer.

The Center has the potential to accommodate a considerable expansion in student enrollment at LaGuardia. An FTE capacity of 6000 is projected for 1976 and 12,000 for 1981.

\(^1\)This figure includes the 300 Special Satellite College allotment shown in Line E of Day Session enrollment statistics on p. 6. Two hundred other students will be drawn from the regular new enrollment allotment (Line D) for a total of 500. If the Satellite College is not approved, these 200 regular enrollees will be housed in the present building, and the 300 Satellite College FTEs will not be admitted.
(Current facilities will accommodate some 2500 FTE students under present BHE guidelines; emergency-use contingencies might expand this figure to 6000 under very poor conditions.) The property offers the possibility of a long-term, dual-campus operation. There is the potential for expansion into the surrounding area with a minimum disruption of local businesses and residences.

The Center consists of eight major buildings and three frame barracks. Of these, one building, which contains one of the world's largest sound stages, offers an extraordinary opportunity for use as a media center in the College's planned Communications program (cf. "Credit-bearing programs"). The remaining buildings are suitable only for temporary use.

April 15, 1972

Dan J. Ehrlich, Ph.D.
Director of Institutional Research
LaGuardia Community College
FOURTH QUARTERLY REPORT ON OPEN ADMISSIONS

Office of Institutional Research
Fiorello H. LaGuardia Community College
The City University of New York

July 15, 1972
Catalog No. 1.1.1 - 0772 (Y)
Fiorello H. LaGuardia Community College's first year of operation is drawing to a close. During this period of time, there have been many interesting developments, some anticipated, some not; some welcome, others less so; some easily coped with, others more problematical. But all in all, it has been a challenging and rewarding experience for the staff, who are looking ahead to the coming year with eagerness and anticipation. Some of the most recent and important developments are summarized below.

**Enrollment**

The freshman class of last September included 225 men and 315 women, of whom 74 percent reside in the Borough of Queens. During the past year, many additional students enrolled in new (primarily non-credit) programs offered by the College.

A year ago, an enrollment of about 500 students was anticipated for the new freshman class which would enter in the fall of 1972. By the end of 1971, however, the College had been asked by the City University, and agreed, to increase its 1972 freshman enrollment considerably above this early projection. It now appears that approximately 900 freshmen will matriculate this fall. The projected hold-over from the present class is estimated at approximately 390 students. This will provide the College with nearly 1300 full-time, matriculated students, to which must be added the approximately 1,000 students who are registered in the College's various non-credit programs.

From now until the end of the summer quarter the campus will operate in a relatively unhurried atmosphere. This is primarily due to the decrease in the number of students in attendance during the spring and summer. This state of affairs is only minimally related to attrition among registered students. (At the start of the spring quarter there were 424 students enrolled in the regular day session. As noted above, approximately 390 of these are expected to remain at the opening of the fall quarter in 1972.) More significant has been the placement of the College's first group of students into cooperative education internships. Under the College's alternate
work/study cooperative education arrangement, 50 percent of all matriculated day-session students are currently off-campus in work assignments, while the remaining 50 percent are in residence taking a normal sequence of courses. Thus, only slightly more than 200 matriculated day-session students remain on campus. In fact, day-session students are currently out-numbered by those enrolled in non-credit programs. The two groups have only limited contact with one another, since non-credit programs tend to be offered in the evenings and on Saturdays.

Because of LaGuardia's quarter system and its alternating work and study arrangement, students are now registered through the fall 1972 quarter. Exact attrition figures for the first full year of operation will not be available until later in the year. However, registration totals for the previous quarter indicated that the College had an attrition rate of about 21.5 percent at that time. Although this figure cannot as yet be compared with the average attrition rate of 29.4 percent for day-session freshmen entering all CUNY community colleges, it appears likely that LaGuardia will be among the lowest of CUNY units in attrition rate.

Cooperative Education

The past few months have found the Division of Cooperative Education in a sharp transition from that of an organization involved primarily in planning and development to one of attaining operational status.

Perhaps the single most important factor contributing to the initial success of the cooperative education program has been the fact that coordinators were successful in developing close relationships with students, and were thus able to work toward locating the best placement for the individual student. There has been some concern that this strength might erode as the number of students, coordinators, and internship positions increases. To minimize this possibility, an organizational structure was developed by the Division which, it is hoped, will provide means for maintaining the operational strengths which have evolved. Coordinators have been grouped into clusters of four or five members, with one member of each cluster appointed as its leader. Each cluster has the responsibility to develop a sufficient number of internships for all students assigned to it, and functions as a team in placing its assigned students on internships. The underlying philosophy is that, by working in small clusters, each coordinator will be able to maintain a close relationship with students while at the same time drawing as appropriate upon internships developed by other
members of the cluster. At the same time, liaison between clusters will be maintained; there will be no limitation on referring students from one cluster to another for internship opportunities. As the Cooperative Education staff expands, additional clusters will be added as needed.

The Cooperative Education coordinators have continued to direct their efforts to developing student internships. A total of 332 internship opportunities were obtained for the students who interned in the spring quarter. Of these, 265 were paid internships and 67 were non-paid. Eighteen internships were developed independently by students. Among the jobs listed were: junior programmer, console operator, legal secretary, actuarial clerk, bank manager trainee, teacher aide, salesman, management trainee, junior accountant, executive secretary, copy boy, and child care worker.

By the end of March, 1972, 200 LaGuardia students had been placed on internships. A number of students who had been originally scheduled for internships under the "A" pattern* were not placed in jobs for a variety of reasons. These students included those who failed to meet specific academic requirements for internship placement, and some who had valid personal reasons for deferring placement until the summer.

The 200 students who were placed in jobs are employed in more than 100 different business organizations and non-business agencies in New York City. A small number of students were placed in out-of-state positions.

The Division is currently engaged in an intensive evaluation of the success of the first completed quarter of student internships.

Faculty

The distribution of LaGuardia's faculty by rank was described in the previous Report. The number of faculty is increasing markedly to meet the challenges of expanded enrollment in the fall of this year. Several new appointments have been made, and more will be announced within the next few weeks. The President has appointed a new Chairman of the Division of Social Sciences, Deans of Continuing Education and of the Satellite College, and Associate Deans of

*A" pattern students are scheduled for internships in their 3rd, 5th, and 7th quarters of attendance at the College; "B" pattern students are scheduled for internships in their 4th, 6th, and 8th quarters.
Cooperative Education and the Business Division. A search committee is currently screening applicants for the position of Dean of Faculty.

In the fall of 1971 the entire faculty and staff of the College participated in a Faculty Training Institute -- a month-long program held prior to the opening of the College. The Institute was funded by a grant from The National Endowment for the Humanities. Its major objective was to assist teachers in the use of special audio-visual techniques in the classroom and to encourage a wide variety of creative expression by students. The College feels that this program offered a training experience of considerable value. A second Faculty Training Institute is planned for new faculty in the fall of 1972.

Curriculum

Credit-bearing programs. There have been no substantial developments in the planning of the College's credit-bearing programs during the past few months. To some extent, the implementation and the course of development in such areas of planning as Human Services, Industrial Technology, and Communications Technology will depend on the success of the Satellite College, and the development of the Army Pictorial Center in Astoria as the site of the College's main campus. (See recent developments in these matters below under "Space.")

Registration figures for the College show that the following numbers of sections in credit-bearing courses were offered to students during the first four quarters of operation:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Sections Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1971</td>
<td>106</td>
</tr>
<tr>
<td>Winter 1971-72</td>
<td>123</td>
</tr>
<tr>
<td>Spring 1972</td>
<td>108</td>
</tr>
<tr>
<td>Summer 1972</td>
<td>68</td>
</tr>
</tbody>
</table>

These figures include all sections offered in both the regular day and extended day sessions. The number of sections offered in the spring quarter is particularly noteworthy in view of the fact that the student body was reduced in size by approximately 50 percent due to cooperative education internships.
A computer-supported registration system has been developed, and has contributed to highly effective registrations in the first three quarters of operation. The system spares students the necessity of standing on long lines as they must do at some schools. Comprehensive listings of course enrollments, student and faculty schedules, credit and teaching loads, and grade reports are produced by the computer process, and opportunity for student program counseling is incorporated in the registration procedure. The program's success has received some public attention and there have been inquiries concerning purchase of the computerized system by other schools.

Non-credit-bearing programs. The Division of Continuing Education and Extension Services is planning or instituting several major new programs. These include:

1. **Summer courses in English as a second language.** The Division is currently sponsoring this program at CUNY's Center for Graduate Education. This Center is conveniently located in mid-Manhattan and is readily accessible to many New Yorkers who wish to increase their English-speaking skills. The program will enroll some 350 students in each 8-week session. Students pay course fees in weekly installments of $7.50.

2. **Adult Learning Laboratory.** The Division plans to establish an Adult Learning Laboratory for poorly-educated, under-employed adult groups. The function of the Laboratory will be to provide occupationally-oriented education and skills to adults. The target population would be comprised of low-skill, low-wage adults from the many factories and industrial concerns surrounding the College, adults from local community action agencies, head-start operations, and day-care centers, and adults from residential neighborhoods near the College.

3. **Penal Institution Education Program.** The Division is currently carrying on discussions with the New York City Department of Corrections to determine the feasibility of offering an educational program for inmates of a house of detention located near the College. The goal of the program would be to provide courses in basic education, high school equivalency preparation, and English as a second language. The program would be a cooperative venture. The Division would administer it, develop the curriculum, and provide instruction. Funding would originate with the Department of Correction.
4. Expansion of Senior Citizens' Program. The Division is attempting to increase its already-established involvement at the Queensbridge Senior Citizens' Center by providing extension courses, not only for the elderly who reside at the Center, but for younger adults who live in the area as well. In addition, the Division is designing programs for other Senior Citizens' Centers in the Borough of Queens. There are five such centers in the borough which have no educational programs at the present time, but have expressed considerable interest.

Middle College. The College plans to establish a Middle College, which would combine the traditional tenth, eleventh, and twelfth grades of high school with the community college years into a unique educational entity. The aim of the Middle College plan is to implement an institutional model which provides an alternative to the traditional sequence of high school and college. The College's interest in the Middle College program began in June of 1971. Basic information and data were gathered from previous studies (the Carnegie Report and the Four Schools Study), and visits were made to Simon's Rock, where a Middle College program was being conducted. Following critical evaluation of the project, a preliminary proposal was developed, and various funding sources were contacted, including the Carnegie Corporation, the Ford Foundation, and the National Center for Educational Research and Development. Funds for a planning year have been requested.

Educational Associates Program. Prior to opening of the College in the fall of 1971, 125 students were enrolled in an Educational Associates Program, a curriculum for training of teaching para-professionals. The attrition rate of these students has been conspicuously low, and faculty members have noted that motivation is unusually high. Students in the program are completing their fifth quarter at LaGuardia, and 65 students have been recommended for matriculation to date. The total number of students in the program has grown and there are 188 students presently enrolled.

Evaluation and placement

This spring, 897 applicants to LaGuardia were given the California Achievement Test during the freshman orientation period. The performance and standing have been evaluated and a comparison with students tested in 1971 has been made.

The grade standings of last year's freshmen and the group just tested are described and compared in Table 1. The scores shown

Key to abbreviations in tables: RDG VOCAB=Reading vocabulary; RDG COMP=Reading comprehension; RDG TOT=Reading total; MATH COMP= Mathematics computation; MATH CONPR=Mathematics concepts and problems; MATH TOT=Mathematics total; LANG MECH=Language mechanics; LANG USGS= Language usage and structure; LANG TOT=Language total; SPELL=Spell; PAT TOT=Patents total; N Number of cases.
Grade Equivalent Means, LaGuardia Freshmen

<table>
<thead>
<tr>
<th>GROUP</th>
<th>RDG</th>
<th>RDG</th>
<th>RDG</th>
<th>MATH</th>
<th>MATH</th>
<th>MATH</th>
<th>LANG</th>
<th>LANG</th>
<th>LANG</th>
<th>BAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972 Freshmen, Late</td>
<td>10.10</td>
<td>10.46</td>
<td>10.36</td>
<td>8.56</td>
<td>8.88</td>
<td>8.71</td>
<td>8.82</td>
<td>8.39</td>
<td>8.79</td>
<td>10.41</td>
</tr>
</tbody>
</table>

**Table 2**

National Percentile Standing, LaGuardia Freshmen

<table>
<thead>
<tr>
<th>GROUP</th>
<th>RDG</th>
<th>RDG</th>
<th>RDG</th>
<th>MATH</th>
<th>MATH</th>
<th>MATH</th>
<th>LANG</th>
<th>LANG</th>
<th>LANG</th>
<th>BAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971 Freshmen, Early</td>
<td>36.9</td>
<td>38.2</td>
<td>37.9</td>
<td>30.7</td>
<td>34.7</td>
<td>31.9</td>
<td>32.4</td>
<td>29.9</td>
<td>32.6</td>
<td>39.7</td>
</tr>
<tr>
<td>1971 Freshmen, Late</td>
<td>33.0</td>
<td>33.7</td>
<td>33.8</td>
<td>26.5</td>
<td>31.2</td>
<td>27.9</td>
<td>28.4</td>
<td>25.4</td>
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<td>37.3</td>
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<tr>
<td>1972 Freshmen, Early</td>
<td>32.0</td>
<td>33.5</td>
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<td>27.0</td>
<td>27.7</td>
<td>26.7</td>
<td>37.1</td>
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<tr>
<td>1972 Freshmen, Late</td>
<td>25.3</td>
<td>30.6</td>
<td>27.6</td>
<td>17.6</td>
<td>23.1</td>
<td>18.1</td>
<td>20.2</td>
<td>20.8</td>
<td>18.5</td>
<td>22.1</td>
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</table>

**Table 3**

National Percentile Standing by Curriculum, 1972 Early Testees

<table>
<thead>
<tr>
<th>GROUP</th>
<th>RDG</th>
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<th>RDG</th>
<th>MATH</th>
<th>MATH</th>
<th>MATH</th>
<th>LANG</th>
<th>LANG</th>
<th>LANG</th>
<th>BAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>28.6</td>
<td>28.9</td>
<td>28.1</td>
<td>33.5</td>
<td>30.9</td>
<td>30.9</td>
<td>26.6</td>
<td>29.2</td>
<td>26.4</td>
<td>35.9</td>
</tr>
<tr>
<td>Business Administ'n</td>
<td>30.0</td>
<td>30.8</td>
<td>31.8</td>
<td>24.9</td>
<td>26.3</td>
<td>24.3</td>
<td>19.6</td>
<td>19.9</td>
<td>17.9</td>
<td>30.0</td>
</tr>
<tr>
<td>Business Management</td>
<td>24.6</td>
<td>27.5</td>
<td>27.2</td>
<td>21.0</td>
<td>25.3</td>
<td>21.6</td>
<td>18.5</td>
<td>21.3</td>
<td>17.8</td>
<td>29.1</td>
</tr>
<tr>
<td>Data Processing</td>
<td>29.1</td>
<td>36.4</td>
<td>32.4</td>
<td>26.6</td>
<td>27.7</td>
<td>26.0</td>
<td>26.1</td>
<td>25.6</td>
<td>24.1</td>
<td>35.2</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>39.4</td>
<td>41.7</td>
<td>40.6</td>
<td>23.8</td>
<td>30.3</td>
<td>25.9</td>
<td>29.3</td>
<td>30.5</td>
<td>28.2</td>
<td>42.9</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>34.7</td>
<td>37.8</td>
<td>35.5</td>
<td>23.5</td>
<td>21.5</td>
<td>21.1</td>
<td>42.6</td>
<td>33.8</td>
<td>38.5</td>
<td>56.5</td>
</tr>
<tr>
<td>Human Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
are mean grade equivalents (GE) for each subtest and the battery total. (Our students are tested at grade level 12.8; the figures shown indicate their equivalent achievement compared with a nationwide standardizing sample.) This year, as well as last, the majority of students were tested at an originally-scheduled orientation session, and a smaller group of students were tested a month or so later. These subgroups ("Early" and "Late" in the table) have not been combined because they appear to differ significantly.

It is apparent that 1972 freshmen are lower in achievement than 1971 freshmen. This is the case for every subtest of the CAT, where differences may be as large as 0.5 GE. The battery total for the 1972 "Early" group is 0.46 GE lower than the equivalent figure for last year's students. "Late" testees have uniformly lower scores than "Early" students in both 1971 and 1972; however, the difference is even larger this year than last -- nearly a full grade equivalent in the 1972 group.

There does not appear to be any marked change in the relationship among subtests for any of the groups.

The data shown in Table 1 are converted to national percentiles in Table 2. These figures show our students' percentile rank among equivalent (grade 12.8) students in the national standardizing sample. Based on the battery total, our 1972 students are 5.9 percentile points lower than our 1971 freshmen. The battery total of 18.1 for the 85 students tested late this year is particularly noteworthy.

A final table, Table 3, shows national percentiles for the individual curricular programs. There are a number of rather sizable differences between these groups, which may exceed 25 percentile points within a subtest. The most noteworthy features are: (1) generally encouraging performance of Secretarial Science students in language and spelling skills; (2) very poor mathematics skills in Secretarial Science and Business Management groups -- in fact, all groups show a clear need for improvement here; and (3) clearest need for overall compensatory education in the Business Management and Business Administration students.

All in all, it seems clear that the staffs of the College's programs in compensatory education will have a more challenging job this year, and LaGuardia's teachers will need to take basic skills into consideration even more than they did last year.
Remediation and compensatory education

The California Achievement Test was also employed as an instrument of evaluation for the College's program of remediation in English and in mathematics. Students who had taken the test prior to registration in the fall of 1971 were re-tested with an alternate edition of the same test in the spring of 1972, after most of them had completed their remediation requirements.*

Students who participated in the retesting program were 176 out of approximately 200 in residence on the campus. (Another 200 students were off campus on cooperative education internships; these men and women will be retested soon.) Separate performance analyses by the curriculum program in which the students were registered were carried out. These are summarized in Table 4. The figures given are the average change in performance from the first testing to the second, recorded in GE units.

The clearest improvement is in mathematics, where a gain of 1.2 GE units in the subtest total is impressive. Students are clearly improving more at computation than in math concepts. The strongest gains are shown by Accounting and Data Processing students, which is perhaps not surprising. An important point is that the pre-test math data were the lowest of all performance indicators obtained at that time; one would expect the greatest growth in the weakest areas.

In the areas covered by Interpersonal Communication, there is a rather obvious dissociation between reading and language changes. Gains in reading are very small (0.4GE), with Data Processing and Liberal Arts showing actual losses. However, these two groups had the highest scores on last year's test and it is possible that a small amount of (mathematical) regression is to be expected. The change in language is more encouraging -- 0.9 GE. As in mathematics, the Accounting and Data Processing students are on top. The lack of improvement in Liberal Arts is felt to be disappointing, in view of their initial performance, which was too low to anticipate any significant regression.

The overall battery total change of +1.0 GE appears to be at least encouraging. The performance trends discussed above for Accounting, Data Processing, and Liberal Arts students are reflected in these figures.

*These are embodied in two courses, Symbolic Communication 101 (mathematics) and Interpersonal Communication 101 (English).
Table 4

Gains (+) and Losses in Skills by LaGuardia Students
(Mean Grade Equivalents)\(^a\)

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Acc</th>
<th>BA</th>
<th>BM</th>
<th>DP</th>
<th>LA</th>
<th>Sec</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG VOC</td>
<td>1.2</td>
<td>0.5</td>
<td>-0.5</td>
<td>-0.4</td>
<td>-0.6</td>
<td>0.5</td>
<td>0.1</td>
</tr>
<tr>
<td>RDG COMP</td>
<td>0.5</td>
<td>0.6</td>
<td>0.7</td>
<td>0.4</td>
<td>0.0</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>RDG TOT</td>
<td>1.0</td>
<td>0.7</td>
<td>0.2</td>
<td>-0.1</td>
<td>-0.2</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>MATH COMP</td>
<td>2.1</td>
<td>1.2</td>
<td>2.9</td>
<td>2.0</td>
<td>1.0</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>MATH CONPR</td>
<td>1.8</td>
<td>0.5</td>
<td>2.2</td>
<td>1.3</td>
<td>-0.1</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>MATH TOT</td>
<td>2.0</td>
<td>0.9</td>
<td>2.6</td>
<td>1.9</td>
<td>0.7</td>
<td>1.3</td>
<td>1.2</td>
</tr>
<tr>
<td>LANG MECH</td>
<td>1.8</td>
<td>1.1</td>
<td>1.3</td>
<td>1.3</td>
<td>0.4</td>
<td>1.2</td>
<td>1.0</td>
</tr>
<tr>
<td>LANG USGST</td>
<td>1.4</td>
<td>0.6</td>
<td>2.6</td>
<td>2.5</td>
<td>-0.1</td>
<td>1.0</td>
<td>0.8</td>
</tr>
<tr>
<td>LANG TOT</td>
<td>1.7</td>
<td>1.0</td>
<td>1.6</td>
<td>1.5</td>
<td>0.2</td>
<td>1.2</td>
<td>0.9</td>
</tr>
<tr>
<td>SPELL</td>
<td>0.3</td>
<td>0.0</td>
<td>1.5</td>
<td>1.0</td>
<td>0.3</td>
<td>-0.6</td>
<td>0.3</td>
</tr>
<tr>
<td>BAT TOT</td>
<td>1.5</td>
<td>0.9</td>
<td>1.5</td>
<td>1.1</td>
<td>0.4</td>
<td>1.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

\(^a\) From May, 1971 to April, 1972

\(^b\) Abbreviations: Acc = Accounting; BA = Business Administration; BM = Business Management; DP = Data Processing; LA = Liberal Arts; Sec = Secretarial Science; Tot = Total.
It is difficult to state conclusively whether the gains that have been made are sufficient. Any interpretation of these data above and beyond features already noted must take into consideration several factors: (1) the individual groups are rather small for any hard-and-fast conclusions to be reached about differences between them; (2) it is difficult to separate true causal effects from mathematical regression in the case of increases by originally low-scoring groups, and in the case of losses by high-scoring groups; and (3) comparison of these data with similar findings at other community colleges is difficult to obtain, since such research programs are few and far between.

Orientation and counseling

The College's 1971 recruitment program was aimed primarily at juniors and seniors in the Queens public and private high schools. However, this year's program expanded to the other boroughs, with an emphasis on ghetto areas. Approximately 10,000 students received admissions counseling in their respective high schools and at special admissions programs conducted at LaGuardia. In addition, city-wide professional meetings were held at LaGuardia for college advisors, guidance counselors, and special program advisors.

LaGuardia's counseling staff visited 20 high schools to speak to students who have been allocated to LaGuardia for the fall of 1972. Students were provided with orientation packets, questions were answered, and a first welcome to the College was extended. A Parents' Day for the incoming freshman class was scheduled.

Since November of 1971, the Division of Student Services has administered a Vocational Advisory Center Project, funded by the New York State Education Department under the Federal Vocational Education Act. In addition to direct career counseling services for the pre-college population of the local community, counselors of the Center have also provided group and individual career counseling to students enrolled in the College. Center counselors also conduct regular in-service training programs for the entire staff of the Student Services Division to increase their expertise in specialized areas of vocational and career counseling, and to make them more familiar with occupational and educational information and resources.

The results of the Career Center programs have been encouraging. From November 1971 through April 1972, the Center has advised approximately 2,600 persons either individually or in groups -- including young people of high school age, college students, and Continuing Education students. The Career Center Library has acquired
approximately 250 different pamphlets and 50 hard-cover volumes on occupations and careers, and more than 300 college and university bulletins.

Among new developments in the counseling program, perhaps the most significant is the design of counseling modules aimed at facilitating normal student development. These modules, which have measurable behavioral objectives, focus on such developmental tasks as: (1) formulating and implementing realistic career decisions; (2) preparing for marriage and family life; (3) choosing and planning for a specific curriculum major; and (4) managing money, including designing personal budgets and spending money wisely. The counseling staff is planning to test these modules during the summer of 1972 and to implement them on a college-wide basis in the following fall. In addition, the counseling program plans to establish weekly supervision for each staff member, to train students to lead freshmen orientation groups, and to rearrange staff schedules to provide counseling services during the evening hours.

Each counselor presently receives one hour per week of individual supervision by the Director of Counseling or the College Psychologist. Case-management issues and counseling skill development are the themes of these supervisory meetings.

The counseling staff recently trained 40 upperclassmen to lead small groups of incoming freshmen during orientation. Training consisted of instruction in group leadership techniques, and on how to effectively transmit information about the College.

Space
In order to meet the challenge of providing facilities for a greatly increased number of students, the College has, as noted above, made plans to establish a Satellite College by renting approximately 75,000 gross square feet of additional space. Architectural drawings for this facility have already been prepared. Although it was hoped that the Satellite College would be in full operation in September of 1972, approval of financial stipulations has been delayed. As a result, the Satellite College is not expected to open until the winter quarter at the earliest, and perhaps not until the spring quarter of 1973. When it does open it will initially house approximately 500 FTE students, and within a year's time, the student population will grow to more than 1000 FTE students.
The College continues to move ahead with long-term plans to develop the Army Pictorial Center in Astoria -- described in the previous Report -- into its principal educational facility.

July 15, 1972

Dan J. Ehrlich
Director of Institutional Research
FIORELLO H. LAGUARDIA COMMUNITY COLLEGE

THIRD PROGRESS REPORT

TO

MIDDLE STATES ASSOCIATION OF COLLEGES

APRIL 1971 - NOVEMBER 1971

"THE LITTLE FLOWER BEGINS TO BLOOM"
I INTRODUCTION

In this third Progress Report for the Middle States Association, LaGuardia College emerges as a functioning educational institution. Plans have been implemented in the form of ongoing classes and programs -- with students in attendance. Although the planning process continues, and many programs are still in the formative stage, the College has already begun to evaluate its first-quarter experience -- seeking areas of potential improvement. This Report presents these initial self-study efforts. It includes discussions of both positive and critical aspects of the College programs and operations.

The College Opens

The College opened its doors to students on September 13, 1971 -- 537 freshmen began college studies as LaGuardia's first full-time students. They joined 150 adults who had been attending LaGuardia since March as part-time students in an Educational Association Program.

Prior to the opening date, students had engaged in testing and orientation programs. Faculty worked during the summer months, attending orientation workshops which introduced the "Intensives", advisory teams, and other innovative aspects of the instructional program. The Student Services Division planned activities programs, assisted by approximately 75 volunteer students.

The college's Phase I construction program was 95% completed when the College opened, and students were welcomed to a well-furnished and tastefully-decorated building. All support facilities -- book store, cafeteria, library, lounges, classrooms and offices -- were fully operational.
II STUDENT PROFILE

Most of the entering Freshman class were between 18 and 19 years of age. There were 225 men representing forty-two (42%) percent of the total student body and 315 women representing fifty-eight (58%) percent of the total. Seventy-nine (79%) percent of the students were residents of Queens, fifteen (15%) percent were from Manhattan, and the balance (6%) were from the other boroughs and from Nassau County.

The students represented 98 public, private and parochial schools; 32 of these were located in Queens. The largest Queens feeder schools were Newton High School, Bryant High School, and Long Island City High School; these particular schools are geographically closest to the college. Approximately twenty-three (23%) percent of the student body came from parochial high schools; the largest feeder schools were Christ the King High School, Mater Christi High School and Bishop Reilly High School.

As mentioned in the last report, the college conducted an extensive campaign to explain the special features of the LaGuardia program. This effort was apparently successful -- sixty-two (625) percent of the entering class chose LaGuardia as their first choice among CUNY units, and the majority of entering students chose LaGuardia because they were interested in the cooperative work-study program*.

Ethnicity

The ethnic distribution of students was not highly diversified. The first Freshman class included 44 foreign-born students, and was composed of the following groups:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>377</td>
<td>71.5%</td>
</tr>
<tr>
<td>Black</td>
<td>98</td>
<td>18.6</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>29</td>
<td>5.5</td>
</tr>
<tr>
<td>Oriental</td>
<td>5</td>
<td>.8</td>
</tr>
<tr>
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<td>.2</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>3.4</td>
</tr>
</tbody>
</table>

New recruiting efforts will be directed to attract more Black and Puerto Rican students.

Parents Occupations

The occupations of student parents were overwhelmingly in blue collar jobs. The average family income was between $9,000-$10,000 per year.

*Any student who applies to CUNY must indicate his order of preference among six CUNY units.
Academic Profile

Under the Open Admissions Plan of the University, the College received students with a wide range of high school grade averages, as indicated below:*

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% and above</td>
<td>165</td>
<td>30.7%</td>
</tr>
<tr>
<td>70-74%</td>
<td>207</td>
<td>38.5%</td>
</tr>
<tr>
<td>below 70%</td>
<td>165</td>
<td>30.7%</td>
</tr>
</tbody>
</table>

At least one third of the entering group (those with averages below 70%) would not have been eligible for entrance to CUNY prior to Open Admissions.

The average reading skill level of the entering students was approximately 10th grade level, with the total group failing within the 4-12 grade skill level range.

Enrollment in College Curricula.

The enrollment breakdown by curriculum was as follows:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>180</td>
<td>33%</td>
</tr>
<tr>
<td>Business Management</td>
<td>33</td>
<td>6%</td>
</tr>
<tr>
<td>Business Accounting</td>
<td>65</td>
<td>12%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>80</td>
<td>15%</td>
</tr>
<tr>
<td>Data Processing</td>
<td>73</td>
<td>15%</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>109</td>
<td>19%</td>
</tr>
</tbody>
</table>

Financial Aid

Thirty-six (36%) percent of the entering students applied for financial aid. A total of $206,963 in financial aid grants was allocated -- averaging $1,061 per student. Funds are derived primarily from three federal programs: the Education Opportunity Grant; the College Work-Study Program; the National Defense Student Loan Program.

*The grade average is based on 9th, 10th and 11th year grades and includes only the five major academic subject
III ADMINISTRATION

Budget

The College requested and received a budget of 2.9 million dollars for the 1971-72 school year, but was required to increase its planned enrollment by approximately one-third. In spite of the increased instructional requirements, the college was able to effectively staff all programs.

The budget request for 1972-1973 will be approximately six million dollars. However, the College realizes that it will probably receive a reduced amount because of the current tight money situation in the City.

Construction

Phase I construction has been completed and architectural plans for Phase II have been initiated. It is anticipated that on-site Phase II work will begin in the Fall of '72.

Total construction costs are estimated at eight to ten million dollars, capital equipment costs are estimated at two-and-one-half million dollars, and architectural fees are estimated at $600,000.

Support Services

Since the date of the last progress report, the Administrative Division has implemented the following support services:

Cafeteria food services
Book Store
Computerization of accounting and registration systems
Establishment of an Institutional Research Office
Registration

A registration system using computer support has been developed, and registration for the fall and winter quarters was conducted very efficiently.* The system spares students the requirement for standing on long lines as they must do at some other CUNY colleges. Ample opportunity for student program-counseling is provided as part of the registration process.

*Comprehensive listings of course enrollments, student and faculty schedules, credit and teaching loads, and
IV FACULTY AND PROFESSIONAL STAFF

The professional staff has increased by 59 new appointments -- from 49 to 107 -- in the past six months.

In all new appointments, the college has attempted to fulfill the general objective to create a staff of diverse racial, sexual and geographical backgrounds. Of the 107 staff members, 65 are male and 42 are female; approximately one-fifth are non-caucasian.

The distribution of staff members by college division and appointment rank is presented below; a Table of Organization is presented on the next page.

<table>
<thead>
<tr>
<th>College Division</th>
<th>Appointment Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
<td>55 Professor</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>7 Assoc. Prof.</td>
</tr>
<tr>
<td>Student Services</td>
<td>14 Assis. Prof.</td>
</tr>
<tr>
<td>Administration</td>
<td>25 Instructor</td>
</tr>
<tr>
<td>Office of the President</td>
<td>6 Lecturer</td>
</tr>
<tr>
<td></td>
<td>107 Administrator*</td>
</tr>
</tbody>
</table>

Thirty-three (33%) percent of the instructional staff have doctoral degrees; sixty (60%) percent have master's degrees. One-third of the faculty received their highest degree from a non-eastern college. Only six staff members earned their graduate degrees in CUNY.

Faculty Orientation

As noted earlier in the Report, most members of the teaching faculty attended a month-long Faculty Workshop at the college prior to its opening. This Workshop was funded by a grant from the National Endowment for the Humanities. The major objective of the program was to introduce teachers to a variety of teaching techniques for promoting creative expression by students in the use of course materials.

Additional Workshops are being held during the academic year to continue this work.

*Higher Education Officer Series; Business Titles; Registrar Series, etc.
A one-week Team Counseling and Advisory Institute was held in the first week of September. The purpose of the Institute was to provide Advisory Team members with important information about students, and to review plans for team activities.*

A Professional Handbook has been developed to acquaint the professional staff with college policies, purposes, and procedures. The Handbook includes statements of the goals of LaGuardia, its organization, its internal structure and governance, the conditions of staff employment, and student-related policies and procedures.

A copy of the Handbook is attached as Appendix A.

Faculty Training

All Instructional Divisions meet periodically for discussions related to teaching performance, programs, and the college's goals and purposes. Encouragement is given to staff participation in professional conferences and organizations, and visits to other institutions for observation of teaching methods and programs. Contact with staff members of other CUNY institutions has proven helpful.

Evaluation

Criteria have been evolved for evaluation and promotion of teaching faculty, cooperative education staff members, student services staff members, and administrative personnel. Divisions have developed internal criteria for use in evaluating their functional performance and services.

Formal evaluation of faculty is being conducted by Divisional Chairman through observations and conferences in accordance with BHE guidelines and contract requirements. Laboratory technicians are being evaluated by faculty members who work most closely with them.

Student evaluation of courses and faculty has been attempted on an informal basis. A more formal channel for incorporating student inputs into evaluation procedures is planned.

*Each Advisory Team consists of a faculty member, a cooperative education coordinator, and a student services
A questionnaire has been sent to all students asking for opinion concerning such diverse activities and functions as the Intensives, the teaching ability of instructors, the value of secretarial lab courses, the attitudes of faculty and administration toward students, and the adequacy of student lounge areas. Half of the student body will be personally interviewed to examine their responses in greater depth.

The student questionnaire is attached as Appendix B.

Governance

The governance plan of the college is still in a formative stage -- with all faculty heavily involved in committee work as part of an interim governance structure. Committees have been established for the library, Intensives, human services, academic standing, Communications, Master Plan, Governance, Instructional Evaluation, Academic Program, Cooperative Education, Student Life, and Affirmative Action Program.

The Governance Committee has drafted, with full student participation, preliminary working documents on the composition, powers, structures, committees and ratification of a permanent College governance body. It is designed to meet the needs of the entire college community as well as the larger community served by the college. It is hoped that ratification of governance plans will take place early in 1972.
V ACADEMIC PROGRAMS

The Academic Divisions offered 38 separate courses (in 94 class sections) during the first quarter. A number of courses were designed as interdisciplinary learning experiences -- representing the college goal of instructing students about social problems with materials from various disciplines. Such courses included *The Effects of Crowding: High Population Density, Social Problems and Politics in America Society*, *The Politics of Health*, and *Personality and Society*.

All first quarter course offerings are listed in Appendix C. Course offerings for the winter quarter (beginning January 1971) are also listed.

Communication Skills Program

Because of the entering academic level of many open admissions students, one of the most important goals of the college is to improve their basic academic skills. This goal is reflected in the basic course, *Interpersonal Communications 101*, which concentrates on developing skills in reading, language usage, and writing. In order to pass the course, each student must read and use language at the tenth-grade level. Because individual students have differing skill levels, classroom instruction is accompanied by laboratory instruction in which students are required to spend two hours per week on prescribed individual assignments. A laboratory technician assists each student in using material recommended by the instructor for that student's skill development. Work in the communications laboratory may also be assigned by instructors in other courses if they feel that a student needs help in particular skills.

To insure that textbooks are appropriate to student communications skill levels, they are reviewed by the Director of Communication Skills Department. Recommendations concerning textbook usage are made to Department Chairman.

There is general college agreement that the Interpersonal Communications program is valuable and workable, but the experience of the first quarter suggests that several improvements should be made in the program.
These are:

1. Clarification of responsibility for selection of faculty to teach the Interpersonal Communications 101 course.

2. Development of a closer relationship between the communications laboratory technicians and the instructors, possibly by a pairing arrangement.

3. Improvement of student understanding of the laboratory program, possibly through discussions led by technicians in the classroom.

4. Improvement of instructors' understanding of the functions of the laboratory.

5. Procession of a wide range of materials in the laboratory.

6. Improving the referral procedure for counseling and psychological aid related to basic education skills.

Symbolic Communication

Symbolic Communication 101 in the basic mathematics course offered at the college. Its objective is to combine interesting mathematics topics with the opportunity for the student to improve basic computational skills. Students are first presented with challenging mathematics activities requiring only limited grasp of basic skills. Motivation to improve skills grows from the desire to proceed to subsequent activities; the opportunity for skill improvement is provided in mathematics laboratory experience. Each student is required to spend a minimum of two hours per week receiving individual laboratory assistance. Each student must pass a special computational Skills Exam in order to receive a passing grade in the course.

To insure a unified approach on the part of the staff, a one-week Mathematics Workshop was held during the month of September. Instructors and laboratory technicians met for three hours each day to discuss and plan for the special requirements of the classroom-laboratory instructional approach. The staff continue to meet once each two weeks to discuss progress and problems.
Both students and staff were generally pleased with the experience of the Fall Quarter. Students indicated that they found the material both interesting and challenging. Two principal areas for improvement were noted:

1. Development of a closer working arrangement between classroom instructors and laboratory technicians to insure that laboratory hours are used to the best advantage.

2. Adaptation of the classroom teaching sequence to provide more effective pacing of instruction.

The Office of Institutional Research is developing a post-testing program to determine the extent of skills improvement resulting from the Interpersonal Communication programs.

Intensives

The first Intensives held by LaGuardia were considered successful by both students and faculty despite difficulties in schedules and budget; students found them to be a good introduction to college-level instruction. The topics discussed included Urban Subculture, Violence in American Art and Culture, History of the Vietnam War, and Interaction between Science and Society. Instruction and review was continued by weekly seminars throughout the quarter.

Faculty comment and student interviews and questionnaires have been used to evaluate the strengths and weaknesses of the Intensives. Some recommendations which have been made for improvement are:

1. Placing the primary stress in an Intensive on the basic academic concepts of the discipline and relating these to other educational experiences (such as speakers, films, tours) when they enhance the students' understanding of the concepts.

2. Encouraging more discussion among students with the instructor playing the role of moderator rather than leader.

3. Providing more frequent breaks if an Intensive involves extensive classroom hours.
New Curricula

The College has filed an Early Warning Form as required by CUNY, to initiate a curriculum in Human Services. Expert advice and surveys of need, job opportunity, and student demand all indicate that the implementation of such a program is warranted.

The proposed program will have a core curriculum which will permit such career specializations as Mental Health Assistant, Child Care Paraprofessional, Educational Associate, and others to be developed. The program is planned for initiation in September 1972.

The College has also identified Communications Arts as an educational discipline which is appropriate to its philosophy, its objectives, and geographic location. Studies are now being conducted to determine if industry need and student demand warrant the development of Communications Arts programs. If need exists, programs will be introduced in September 1973.

Staff members are now being recruited to serve as program developers in the Health Services and Communications Arts program areas.

The Educational Associate Program

The college's Educational Associate Program has now completed three full quarters of instruction -- with 125 adults employed as teachers' aides in attendance. Motivation of students remains very high and the drop-out rate has been low. At the request of the college, the Board of Higher Education has approved a resolution permitting these students to become eligible for matriculation and free tuition after successful completion of six credits. As a result, tuition payments for many students in the program will no longer be dependent on negotiations between the UFTC, the federal government, and the Boards of Education and Higher Education.

Evaluation of the program to date has revealed the following needs:

1. Need for greater integration of Educational Associate Program students into classes with regular students; this will be possible when regular
2. Need for more individual and group counseling.

3. Need to rearrange program schedules so that students can attend classes only one day per week.

4. Need to correlate the instructional content of the program with student's job requirements.

5. Need to articulate the program with senior college programs so that effective transfer can occur.

Extended Day Session

The college will run its evening courses and programs as an extension of the regular day session rather than as a separate evening school. The concept of an "extended day session", with a full range of regular credit courses, is more appropriate for the cooperative education emphasis of the college than the traditional evening school would be.

The college will initiate the extended day in January 1972 and anticipates an enrollment of 300 non-matriculants. Classes will meet from 5:20 to 9:10, Monday through Thursday. Courses to be offered are listed in Appendix D.

Each Faculty Division Chairman has appointed a Vice-Chairman to act as academic coordinator for the extended day session to assure that accurate and complete course information is given to the Director of the Extended Day Program.

Community contacts for recruitment of extended day faculty have been made through newspaper advertisements and community agencies.

Library

The library facilities of the college was constructed and furnished on a crash basis in time for school opening. The facility provides seating capacity for 115 users, to be increased as additional furniture arrives.
A basic library collection of 20,000 titles has been ordered, and approximately 12,000 books have been processed and catalogued. Numerous gifts of microfilm, catalog sets, and special subject collections have been received to supplement the basic collection. Additional acquisitions are continually being processed.

The library has also acquired a variety of audio-visual equipment which is used regularly by faculty. Faculty workshops have been held to acquaint staff with the educational potential of the media. Students are being taught to use visual communications as an alternate method to written communications. Video tapes are being made by students to illustrate principles and concepts in Intensives and in regular courses.

Approximately 40% of the student body use the library for casual reading and reference. However, only 20% of the students know how to fully use the library and its resources. Library orientation sessions have been started in English classes to remedy this situation. The library has prominently displayed its collection of novels and popular magazines to increase student interest.
The key date for the Cooperative Education Division is March 1972 -- when half of the current student body will begin their first internship assignments.

The past six months have been directed towards establishing a cooperative education program that would be the core of the students' experience at the college, rather than merely a "work-study" program. The following activities have been conducted:

1. Obtaining job commitments for students.
2. Determining policies and procedures to implement the cooperative education program.
3. Developing the organization to successfully carry out the cooperative education program.
4. Planning and conducting an intensive advising program to prepare students for their job placements.

**Job Development**

The Cooperative Education Division feels it will be able to meet its goal of 250 jobs for March. However, some problems have been encountered in securing jobs; commitments have been withdrawn as a result of the economic recession of 1971. To compensate the Division has developed a program of on-campus paid positions in which the College will employ interns in secretarial and college administration internships. The Division is also able to count on a sizeable number of positions which it can develop at non-profit agencies through College-Work Study moneys.

Job development is continuing on several fronts. Members of the Division are becoming actively involved with many professional and community organizations. Coordinators are attempting to solidify commitments made by companies and organizations, and are seeking to develop new contacts and commitments as a hedge against the possibility that some jobs may not materialize.
Practicum

A decision was made to eliminate the one-credit internship orientation course originally planned for the quarter prior to the student's first job assignment, and to add a practicum to the cooperative education program in its place. The practicum will be a seminar taken by the student during the internship quarter -- designed to provide an educational bridge between off-campus and on-campus experiences. It will be the following objectives:

1. To maximize the student's ability to learn from the internship experience.

2. To aid the student in relating his field experience to classroom education.

3. To provide the foundation and motivation for learning when the student returns to school.

The practicum is scheduled to meet on a bi-weekly basis during non-working hours. It will be taught by both full-time and adjunct faculty.

Advisory Function

The effectiveness of the cooperative education program in meeting student needs is greatly dependent on the scope and quality of the advisory program. Team counseling sessions have introduced the cooperative education program during the past quarter, and will be used again during the winter quarter to prepare students for their March internships. A detailed counseling program has been prepared. Job goals and employment behaviour will be extensively explored in both group sessions and in individual conferences. Students will be aided in the assessment of their individual abilities and skills in relation to specific job requirements so that each internship assignment can be realistically and meaningfully made. Specific skills of job interviewing, resume preparation, and job application will be discussed and practiced.
Prior to the opening of the college, entering students were invited to attend small group orientation sessions. These were conducted during May and June with the assistance of volunteer Queens College students. Following orientation, approximately 100 students established a Student Planning Board and the following student committees:

1. Governance Committee
2. Publications Committee
3. Drugs Committee
4. Athletics Committee
5. Cultural Activities Committee
6. Community Services Committee
7. Academic Affairs Committee
8. Steering Committee

These committees worked through the summer to produce an interim governance program and discipline code, a student-run crisis center for peer counseling, a program of social activities and community services, and a Student Handbook. The Handbook was written to provide the entering Freshman class with an overview of programs and opportunities at the college. It complements the more detailed program information presented in the Interim Information Bulletin recently published by the college.* The Handbook and Interim Information Bulletin are attached as Appendices E and F.

On September 7 and 8, two days prior to the arrival of the Freshman class, a Leadership Institute was conducted to prepare 50 students leaders for an "Intrologue" — a day-long orientation program for the incoming students. A copy of the Intrologue program is attached as Appendix G.

Testing

All entering students were tested with the California Achievement Tests in Reading, Mathematics and English Skills. Test results were used to determine which students required remedial assistance and which could be exempted from basic communications courses.**

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*A formal catalogue will be published in the Spring of 1972.

**The diagnostic breakdown of test results provided a valuable tool for instructors to determine student needs.
Student Governance

On October 21, a referendum was held to disband the Steering Committee of the Student Planning Board and to replace it with an Executive Committee composed of two representatives from each of the other seven student Committees. The referendum was passed by a vote of 225 to 7. At the present time, the Executive Committee is developing budgeting and chartering procedures for student clubs and organizations.

The fourteen-member Executive Committee and the seven remaining Committees of the Student Planning Board now constitute a temporary governance structure which must be dissolved before January 1, 1972, when it was expected that a formal college governance plan would be adopted. However, the formal plan has been delayed pending faculty approval.

Advisory Team Program

The Advisory Team concept is being reviewed and evaluated after its operation during the academic quarter just completed, and several major areas of success and failure have been identified. On the positive side, Team work has promoted dialogue and furthered cooperation among faculty members. It has increased contact between students and between the students and faculty. These effects have carried over beyond the weekly counseling meetings.

On the negative side, the most important problem has been the low attendance of students to team sessions -- almost 50% did not attend any meetings. This was especially damaging to the orientation activities which were planned for some sessions. Nevertheless, the Student Services Division, the faculty, and many of the students continue to believe that the team model is appropriate counseling approach and areas of required improvement have been identified:

1. Improving the skills of the staff in group advisory techniques; improving their knowledge of college procedures.

2. Improving the content of team sessions, with specific topics used as a focus for group discussion.

3. Improving the orientation of students to the group counseling process and taking greater account of their suggestions program content.
Admissions

A major recruiting program is now underway --
providing information about the College to high school
seniors in a variety of ways. The recruiting program
includes mailings to seniors, visits to high schools,
participation in high school orientation meetings for
students and parents, and meetings with high school
guidance counselors. Recruiting efforts yielded 813
first-choice applicants to the college for the 1971-72
school year; the goal for 1972-73 is 1,000 first-choice
students.

Representative recruitment and brochures are attached
as Appendix H.

Campus Ministry

A campus chaplain works with the Student Services
Division to explore the religious needs of the LaGuardia
community and to aid students in arranging relevant
religious programs.

Career and Advisory Center

A student Career and Advisory Center has been estab-
lished. The Center has two purposes:

1. Providing a central information
resource where data on occupational
trends and needs can be made avail-
able to LaGuardia students and to
the local community.

2. Providing vocational and career
counseling to students of the college
and local high schools.

Draft Counseling

A draft counseling service has been established to
aid students with matters related to their rights and
responsibilities under the new selective service law.
The service will help students plan their education
within the framework of draft vulnerability and will
advise them as to procedures and policies concerning
deferment.
Internships

The Student Services Division has established two internship programs: one for LaGuardia students and one for graduate students of New York City colleges.

The program for LaGuardia students is designed to provide work experience in all areas of student services. Students work on a part-time basis during their five study quarters and on a full-time basis during their three cooperative education work quarters. In-service training is provided in admissions, health services, and student activities -- with corollary seminars in leadership, counseling, and financial aid. The college is attempting to tie the program into the national internship program sponsored by the National Association of Student Personnel Administrators.

The program for graduate students is designed to provide more intensive work experience and responsibility in particular Student Services areas. Five students are currently involved. Their schools and areas of study are listed below:

M.A. Program in Community Health Hunter College 2 students
M.A. Program in Counseling Queens College 2 students
Ph.D. Program Counseling Psychology Columbia Univ. 1 student

Health Services

The LaGuardia health services are structured to be freely accessible to students at all times, and to be relevant to the concerns of young adults attending college.

Towards these ends, the college nurse is not uniformed and spends a great deal of time in lounges engaged in informal conversations with students. The college doctors have been selected from the medical directors of Odyssey House, and important drug abuse center.*

*Two doctors provide a total of three hours per week on-site.
Health Service programs include the following:

1. Group discussions about such problems as sex, marriage, dating and drugs.

2. A student operation counseling center — called Deja Vu — will serve as an alternative source of help for students who feel unable to use the College's professional counseling services. It is hoped that this center will be an important part of college anti-drug abuse activity.

Campus Activities

Student activities on the campus are recognized as a critical area for student motivation and involvement.

In the first quarter, with minimal funds, various social events, and student clubs and organizations were established; two dances, a weekend retreat, and a variety of orientation programs were held. However, the development of adequate space and facilities has lagged behind the development of other college functions. To remedy this, plans are being made for establishment of a gymnasium area inside the college and for operation of a student cafe. Films, concert and lecture series, also art exhibits, and other cultural activities are planned for the future.
VIII CONTINUING EDUCATION AND EXTENSION SERVICES

An Office of Continuing Education and Extension Services has been established, subsuming the previously established Office of Grants Development. The new office is responsible for development and administration of all non-credit programs and community services of the college, as well as the continued development of grant proposals.

A variety of non-credit programs have been arranged with community agencies. These range from major manpower development and pre-college education efforts to short courses open to the general public. Two programs have been initiated: a Health Aide Training Program and a Senior Citizens Education Center. A number of short-term non-credit courses will be offered for the Winter quarter of 1972. These are outlined in a printed brochure which was mailed to 20,000 residents of the western Queens area. In January 1972, the largest and most comprehensive program developed by the Office -- the Veterans Education Center -- will open.

The sum of $501,472 has been received by the college in sixteen grants. These have greatly assisted the College to develop programs despite constraints on operating funds. Six grant proposals are still pending; if awarded, they would provide an additional $500,000 dollars for college programs.

The grants list is attached as Appendix J.
The Office of the President has responsibility for continued long-range planning of the college's growth and future operations. This planning process is reflected in the college's Master Plan for 1972-1976, which has just been completed. This Plan will become an integral part of the University Master Plan, prepared every four years in compliance with state law. The LaGuardia Plan describes a course of academic and physical development and enrollment growth to meet the needs of the City for higher education in the decade of the 1970's.

Community and Public Relations

LaGuardia continues to emphasize the development of good relationships with individuals and groups in the Queens community and the larger community of New York City. The President has conducted a series of private luncheons with various governmental representatives, religious and civic leaders, and civic and fraternal organizations -- describing the present activities and future plans of the College. Whenever possible, staff members seek to represent the College at meetings of community groups, and a regular meeting of the college with principals of local elementary schools, junior high schools, high schools and members of Community School Board 30 has been scheduled. The first such meeting was held at the College in mid-November.

The college has continued to have good relations with local newspapers -- particularly with the Long Island Press and the Queens section of the New York Daily News. Both newspapers have been very cooperative in providing substantial amounts of space for college press releases. The New York Times recently ran its second major article about the College, describing its objectives and early successes since the September opening. This article is attached as Appendix K.
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B. Student Questionnaire
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D. List of Evening Course Offerings
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FOURRETH PROGRESS REPORT

TO

MIDDLE STATES ASSOCIATION OF COLLEGES

November 1971 - April 1972
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I. INTRODUCTION

Fiorello H. LaGuardia Community College is the country's first two-year institution with a cooperative education program which is required of all regular day session students. Operating on a quarterly system, the College is now concluding its third quarter of instruction -- after opening its doors to students in September of 1971.

The principal features of the current phase of operation are described in the following pages. Important current activities include: (1) the first placement of students into cooperative education internships, (2) the development of plans to obtain a Satellite College and a permanent campus site, and (3) the growth of continuing education and non-day session programs.

II. ENROLLMENT

The freshman class of last September included 225 men and 315 women, of whom 74% reside in the Borough of Queens. Additional students have enrolled in new (primarily non-credit) programs offered by the College. These programs are described in greater detail below.

Projected 1972-73 Enrollment

At the time of its opening, an enrollment of 500 students was projected for the new freshman class to enter in the fall of 1972. By the end of 1971, however, the College was asked by the City University, and agreed, to increase its 1972 freshman enrollment to over 1000, effectively tripling the initial (1971) enrollment of 500. The College now faces an enrollment increase of 277% over the 540 students who were present at the start of the current academic year. The projected hold-over from the present class is estimated at approximately 390 students. A regular new enrollment of 810 students will be added, plus an additional 300 students allocated to the projected Satellite College (discussed below). To these figures may be added the approximately 1,000 students who are registered in the College's various non-credit programs.

1971-72 Spring and Summer Enrollment

From now until the end of the summer quarter the campus anticipates a relatively unhurried atmosphere. This is primarily due to the decrease in students who will be in attendance during the spring and summer. The College has experienced some degree of attrition among its registered students. (At the start of the spring quarter there were 424 students enrolled in the regular day session. As noted above, approximately 390 of these are expected to remain at the opening of the fall quarter in 1972.
More significant, however, has been the placement of the College's first group of students into cooperative education internships. Under the College's alternate work/study cooperative education arrangement, 50% of all matriculated day session students are currently off campus in work assignments, while the remaining 50% are in residence taking a normal sequence of courses. Thus, only slightly more than 200 matriculated day session students remain on campus. In fact, day session students are far outnumbered by those enrolled in non-credit programs. The two groups have only limited contact with one another, since non-credit programs tend to be offered in the evenings and on Saturdays.

Because of LaGuardia's quarter system and its alternating work and study arrangement, students are now registered through the fall 1972 quarter. Exact attrition figures for the first full year of operation will not be available until later in the year. However, registration totals for the current quarter indicate that the College now has an attrition rate of about 21.5%. Although this figure cannot as yet be compared with the average attrition rate of 29.4% for day session freshmen entering all CUNY community colleges, it appears likely that LaGuardia will be among the lowest of CUNY units in attrition rate.

There has been an unexpected delay in approval of the Satellite College originally scheduled for operational status in the fall of this year. This is expected to delay the enrollment of approximately 300 freshmen (originally scheduled for September enrollment) until the winter quarter.

II. FACULTY AND PROFESSIONAL STAFF
The State budget crisis of 1972 created, not unexpectedly, an extremely difficult fiscal situation for the College in recruitment of faculty for the 1972-73 academic year. The problem was exacerbated by the College's commitment, discussed above, to admit a freshman class significantly larger than originally projected -- requiring an appropriate addition of teachers, Cooperative Education coordinators, Student Services counselors, and other professional staff members. The staffing situation for the fall is only now beginning to become somewhat clearer. Divisional chairmen are continuing to seek and interview candidates with superior qualifications.
Rank Distribution
LaGuardia's faculty are currently distributed by rank as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>23</td>
</tr>
<tr>
<td>Instructor</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer</td>
<td>5</td>
</tr>
</tbody>
</table>

The table includes faculty personnel in teaching functions, as well as faculty in administrative, student services, Cooperative Education, and library positions. Adjunct teaching personnel are not included.

Educational Background
Faculty members holding the rank of Instructor or higher have the following educational backgrounds:

<table>
<thead>
<tr>
<th>Highest degree held</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D./Ed.D</td>
<td>17</td>
</tr>
<tr>
<td>M.A./M.S.</td>
<td>13</td>
</tr>
<tr>
<td>M.B.A./M.S.W.</td>
<td>5</td>
</tr>
<tr>
<td>B.S.</td>
<td>1</td>
</tr>
<tr>
<td>LL. B./LL. M.</td>
<td>2</td>
</tr>
</tbody>
</table>

Evaluation
All teaching faculty are evaluated periodically by the Department or Division in which they hold appointment. Evaluation procedures are described in sections of the Report which deal with individual Divisions of instruction. The College has established an Evaluation Committee whose task has been to develop policies and procedures for the evaluation process. The Committee has developed standard forms for (1) student evaluation of instructors, and (2) Departmental evaluation of staff. Both forms are included as Attachments A and B to the Report.

Training
In the fall of 1971 the entire faculty and staff of the College participated in a Faculty Training Institute -- a month-long program held prior to the opening of the College. The Institute was funded by a grant from The National Endowment for the Humanities. Its major objective was to assist teachers in the use of special audio-visual techniques in the classroom, and to encourage a wide variety of creative expression by students. The College feels that this program offered a training experience of considerable value. A second Faculty Training Institute is planned for new faculty in the fall of 1972.
Affirmative Action
The College has taken definitive steps to participate in and comply with the requirements and objectives of the City University's Affirmative Action Program. LaGuardia's Affirmative Action Committee has been established. The Committee has been given responsibility to insure that the College meets its Affirmative Action objectives as expressed in the following policy position:

"To create within LaGuardia Community College a community which enriches the educational process by the quality and diversity of its constituents, the College has established an Affirmative Action Committee. This Committee is charged with the responsibility to implement the CUNY Affirmative Action Program, to recruit, employ, retain and promote employees without regard to sex, age, race, national origin, color or creed."

Women currently occupy more than 1/3, and minority group members account for about 1/4, of instructional positions in the College. The Committee has made recommendations to each Division and Department regarding recruitment and employment for the coming year.

IV. BUDGET

Tax-Levy Funds
The College's budget request to the Board of Higher Education for 1972-73 is based on a presumed allocation of 1776 full-time equivalent (FTE) students, plus 580 "special" students. Under the University's guidelines, the budget request was made in FTE units only, and it is therefore not possible to specify in this Report an exact dollar figure requested. An approximation can be provided, however, by using the funding levels of 1971-72 as guidelines to the amounts which might be provided in 1972-73. Using these funding levels, the 1972-73 budget request would be as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services a</td>
<td>$3,141,620</td>
</tr>
<tr>
<td>OTPS b</td>
<td>1,430,162</td>
</tr>
<tr>
<td>Capital expenditures</td>
<td>200,000</td>
</tr>
<tr>
<td>Rental costs (estimated)</td>
<td>400,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,171,782</strong></td>
</tr>
</tbody>
</table>

aBased on 1776 FTE's plus 580 special students
bOther than personal services: includes all non-personal operating costs plus mandatory salary increases and fringe benefits on
It is still not known at this time what LaGuardia's actual budget allocation will be. A favorable budget is expected. However, the College has formulated contingency budget plans which provides operating guidelines for various levels of reduced funding. The details of these plans are beyond the scope of this Report. However, it should be noted that the "worst" cases provide for drastic cutbacks in building maintenance, cleaning, and security services, significant increases in class size and teaching loads, assignment of administrative personnel to instructional duties, and a significant shift in instructional-services budget from full-time to adjunct personnel.

Grants
A summary of grant moneys received and applied for by the College is presented below.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, all grants, prior to 11-'71</td>
<td>$563,420</td>
</tr>
<tr>
<td>Grants received since 11-'71</td>
<td>61,948</td>
</tr>
<tr>
<td>Grants applied for, total</td>
<td>$487,869</td>
</tr>
</tbody>
</table>

Grants received during the period covered by this Report include (1) grant from the New York State Department of Vocational Education to develop a human services curriculum, (2) grant from the same agency to equip a secretarial sciences laboratory, and (3) grant from the United States Office of Education to expand the College's program in cooperative education.

A complete listing of all Grants received and applied for by the College is attached to this Report (Attachment C).

V. COLLEGE GOVERNANCE
The College continues to progress toward the adoption of a Governance mechanism. Even before its official opening, the College witnessed the formation of a Student Governance Committee and Faculty Governance Committee, whose joint charge was to formulate the working machinery of a College-wide governance structure (see "Governance Committee," below). In the meanwhile, the governance machinery of the College resides in a group of committees which formulate, promote, and establish policies and
regulations concerning all phases of college life, both academic and non-academic. Most of these committees were fully operative before the official opening of the College. They continue to make progress toward helping the College to meet the many exigencies created by a rapidly expanding student population in an atmosphere of difficult budgetary restraint.

**Academic Program Committee**

The Academic Program Committee is the master committee concerned with all aspects of the College's instructional program. It receives and acts upon recommendations on courses forwarded by the Curriculum Committee, and on policy recommendations submitted by the Academic Standing Committee regarding matriculation status, credit by exemption, and granting of transfer credit. In the past six months, the Academic Program Committee has approved several new courses for inclusion in each of the academic divisions. The Committee has also sanctioned granting of credit for courses offered by the American Institute of Banking as part of the approved curriculum of the Business Division.

Policies established by the Academic Program Committee have been incorporated as part of the comprehensive College policy on grading, matriculation, and academic standing.

**Library Committee**

The Library Committee has concerned itself with a variety of matters pertaining to Library operations. The most important functions of the Committee have been:

1. Formulation of a basic philosophy of Library policy
2. Establishment of policy for the selection of Library material
3. Endorsement of the Library Bill of Rights of the American Library Association, as amended by the Library Committee
4. Development of budget recommendations pertaining to the Library

The Library Committee deals with all implications of campus development and growth which bear on the operation of a modern and informative library. Items receiving current emphasis are future
curriculum plans and student enrollment, physical facilities of the College, library materials, library computerization, staffing, budget, equipment, interlibrary cooperation, and other pertinent areas.

In its major policy formulation, the Library Committee has emphasized the fact that the College library must be more than a book depository. It must serve as a center of learning which is an important part of the College's social life and intellectual life. The library operates officially as the LaGuardia Media Resource Center. It is available to students, faculty and staff, and is open to residents and employees in the Borough of Queens. Its explicit goals are:

1. To provide an organized collection of print and non-print resources for the institutional, instructional, social, cultural, and individual needs of the members of the College community
2. To provide a staff qualified for, concerned with, and involved in serving the needs of this community
3. To encourage instructional innovation, learning, and community service by providing facilities and resources which make these possible

Curriculum Committee
The Curriculum Committee has undertaken a major review of the College's curriculum. Every course offered by the College will be evaluated by the end of the current quarter. Divisional chairmen have submitted to the Committee proposed courses which have been approved by their own Divisions. Students, faculty, and administrators participate in the evaluation process.

Three major guidelines for curriculum review have been adopted:

1. The general thrust of the College's curriculum shall be one of an orientation to the urban environment
2. Course offerings shall be aimed at a development of self-awareness
3. There must be an emphasis on development of work-related skills.

Although not every course can incorporate these goals into its structure, it is the intent of the Curriculum Committee to apply
these guidelines as broadly as possible.

**Student Council**
A nine-member Student Council was elected by the student body in February of 1972. To date, the Council has concentrated heavily on the review of student club budgets, and is currently working on the formulation of its own constitution. There has been considerable discussion related to future elections for the College's governance structure and in student representation of College committees.

The Student Council is also involved in such matters as student insurance, loans, Council-sponsored scholarship fund, and social and cultural events concerned with maintaining unity between students in residence on campus and those engaged in cooperative education internships.

**Campus Safety Committee**
The Campus Safety Committee is charged with the implementation of a security system for the College, and with the development of plans and procedures to insure the safety of the College community and the protection of College property.

The Committee has developed specific guidelines and policies pertaining to requirement for and request for police action, safety and emergency procedures, use of alcohol and drugs on campus, use of College equipment, and organization of security forces.

The College employs a full-time Director of Campus Safety who is responsible for coordinating all campus security functions, and for the development of an in-service training program for security guards. It is planned that the guard force to be employed in 1972-73 will be principally composed of students -- supplemented by an adult, contract guard service. This change of policy has been made in accordance with the College's cooperative education philosophy. It offers the potential of a high-level security force which will identify strongly with the student community.
Personnel and Budget Committee

The primary function of the Personnel and Budget Committee (P & B) is to act on all recommendations for appointment, re-appointment, and promotion of instructional staff members, with or without tenure. The Committee makes recommendations to the President for action. These recommendations are carefully considered in the President's personnel recommendations to the Board of Higher Education.

The President sits as nominal chairman of the Committee. Members of the Committee include the Dean of Faculty, who typically acts as the President's designee, and the Divisional chairmen.

In addition to its appointment and promotion functions, other actions which have been taken by the P & B Committee include:

1. Postponement of the formation of Divisional P & B Committees until the size of the College's instructional staff increases. Divisional chairmen may form informal evaluative structures within their own Divisions if they feel it to be an advantage
2. Formation of sub-committees to formulate policies on waivers and equivalencies
3. Review and adoption of guidelines prepared by the university Committee on Affirmative Action
4. Formulation of guidelines and procedures for contract compliance
5. Review and approval of forms for observation and evaluation of faculty in the Divisions of Instruction, and in the Divisions of Cooperative Education and Student Services
6. Approval of an informational form pertaining to participation by members in special programs, committee activities and community involvement. This document will be considered when promotion and tenure are considered
7. Adoption of forms for student evaluation of faculty
8. Adoption of policies pertaining to activities of the teaching faculty outside the College
9. Establishment of a Department of Inter-disciplinary Activities
The P & B Committee is currently devoting its attention to the formulation of a standardized procedure for promotion.

Non-Teaching Faculty Personnel Review Committee (PRC)
The PRC Committee is the equivalent of the P & B Committee for members of the college staff in other-than-faculty titles. It provides a review process for the appointment, reappointment, or promotion of full-time professional staff members in titles of Research Assistant, Higher Education Officer series, Fiscal Officer series, and in grant employment. The Committee is composed of representatives from every major division of the college and is chaired by the Executive Assistant to the President.

Long-range Planning Committee
The long-range Planning Committee formulates policies and makes recommendations concerning future growth and development of the College. Its major activity to date has been the development of the College's Master Plan.

The Committee is currently engaged in identifying and evaluating career program options to be considered by LaGuardia as the College continues to develop its unique character among the units of the City University. An outside consultant is assisting the Committee in identifying specific career program recommendations that will meet community needs, provide long-term employment opportunity, fit the educational approach of the College, and be consistent with college philosophy and resources.

Deans' Committee
The Deans' Committee is chaired by the President and comprised of the Deans of Faculty, Student Services, Cooperative Education, Administration, and other senior members of the administrative staff. The Committee meets weekly to discuss and recommend major policy matters for operation of the College. In the past 6 months the Committee has, among many issues, dealt with the following:

1. The Satellite College
2. Campus safety policies
3. A code of conduct for the campus
4. Establishment of basic admissions policies
5. Establishment of a Security Committee
6. Approval of the Master Plan for the College
7. Approval of the College's official calendar
8. Approval of a college-wide policy on use of drugs
9. Establishment of the Non-Teaching, Personnel Review Committee
10. Approval of an interim college committee structure to be in effect until the College governance plan is adopted
11. Adoption of policies concerning use of alcohol on campus
12. Action on policies for emergency procedures

Student-Faculty Review Board
This committee, formerly known as the Discipline Committee, was established in February of 1972. Its purpose is to hear charges brought against any member of the LaGuardia College community, to pass judgement on these charges, and to take whatever actions necessary to properly dispose of such charges in accordance with the best interests of the total College community. The Committee consists of four faculty members appointed by the President and three student members selected by the Student Council. The Dean of Student Services serves as a non-voting, ex-officio member of the Board. The Assistant to the Dean of Faculty, who is a trained lawyer, serves as official counsel.

The Board's guidelines provide for:

1. Due-process disciplinary procedures
2. Procedures for meeting with adjudicators
3. Procedures for holding hearings
4. Mechanisms of appeal
5. Appeals from adjudicators to the Student-Faculty Review Board
6. Appeals from the Student-Faculty Review Board to the President
7. Suspension or dismissal
8. Definition of the College community.

The Board is currently in the process of revising and updating its guidelines.

Cooperative Education Committee
The Cooperative Education Committee holds regular meetings to deal with all major policies concerning the Division of Cooperative Education. The Committee's membership has been recently altered
to provide broader representation from all sections of the college. The Committee has continued to stress task-oriented sub-committee as the basic organizational structure of the parent committee. Several important policies have been developed during the past six months. These include:

1. Cooperative education internship placements must have both educational merit and appropriate supervisory structure
2. To be placed in an internship, a student is required to attend orientation sessions, must possess satisfactory interview skills, and must appear for required interviews with his Cooperative Education advisor

Procedures have been developed for evaluation and placement of students with academic, personal, or attitudinal problems.

**Academic Standing Committee**

The Academic Standing Committee formulates policies on matriculation status, on maintenance of good academic standing, on change of grades, and on eligibility requirements for graduation. The Committee is also charged with the responsibility of adjudicating matters of academic standing in cases involving individual students. Membership includes both instructional staff and students. Policies and recommendations of the committee are subject to approval by the Academic Program Committee.

Matters which the Committee has addressed during the past 6 months include:

1. Policy on change of grade
2. Policy on admission to the College with non-matriculated standing
3. Policy on transfer to the College with matriculated status from another unit of the City University
4. Policy on minimum credit accrual for maintenance of good academic standing at the College
5. Policy on loss of matriculated status and reapplication for admission in good standing
6. Policy on eligibility of students who wish to register for courses while they are on cooperative education internships
7. Policy on acceptance of credits earned in other colleges by students currently registered at LaGuardia
Governance Committee
After 6 months of work, the Governance Committee has developed a governance plan which has been distributed to the entire College community. The chairman of the Governance Committee has addressed meetings of the administrative staff and the faculty to acquaint staff members with the salient features and rationale of the proposed plan. Divisional meetings have been held for discussion of the plan, and recommendations for change have been forwarded to the Governance Committee chairman. The Committee is now preparing to consider these recommendations, and shortly thereafter, the plan (with changes as appropriate), will be discussed in a full faculty meeting.

The faculty will vote on the plan before the end of the current quarter. Students will vote on the plan in both the spring and summer quarters of 1972 so that any student who is on a cooperative education internship in either quarter may have an opportunity to vote.

If adopted, the plan will require the approval of the President and the Board of Higher Education. After these have been obtained, elections will be held for representatives to the College Senate. It is hoped that the plan will be operational sometime before 1973.

The proposed governance plan is attached to the Report (Attachment D).

VI. ACADEMIC PROGRAMS
The varied academic programs at LaGuardia College continue to expand and diversify. Their activities are closely observed by the Academic Program Committee, the Curriculum Committee, and the Academic Standing Committee, whose recent activities have been summarized in the previous section of the Report.

Programs in the Regular Day and Extended Day Sessions
The College's first freshman class of 540 students attended regular day session classes only -- conducted from 8:00 a.m. to 5:10 p.m. In January, 1972, the College initiated an Extended Day Session to offer credit-bearing courses to regular matriculated students and to community residents during the
late afternoon and early evening. Initial enrollment in these courses was approximately 110 students in the winter quarter, increasing to approximately 184 students in the spring quarter. The number of sections and courses has also expanded appropriately.

The Director of the Extended Day Session, through liaison with deputy chairmen of the instructional Divisions of the College, is working to coordinate administrative and academic policy so that it applies equally to faculty who teach in the Day and Extended Day Sessions. The area of cooperative education, as it relates to the special population of the Extended Day Session, is under careful evaluation.

At the end of the winter quarter, 24 students matriculated from the Extended Day Session into the Regular Day Session, and an additional 103 students will be eligible for matriculation at the end of the spring quarter. It is anticipated that most of these students will seek and be granted fully matriculated status, thereby increasing the total number of students in the Regular Day Session for the coming year.

A profile of students registered in the Extended Day Session during the winter quarter is appended as Attachment E.

New Credit-bearing Programs
The College is considering a variety of new curricula to be implemented in the immediate future. Major programs under consideration are described in the following paragraphs:

1. Human Services Program. The College has filed an application to institute a career curriculum in the Human Services. The proposed program will feature a core-curriculum in the first year of study, with specializations in Mental Health and Child Care in the second year. The program was originally scheduled to be operational in the fall of 1972. However, budgetary uncertainties have forced postponement of implementation decisions, and the program is now scheduled as a fall, 1972-73 curriculum option.

2. Industrial Technology. A second proposed Career Curriculum is in Industrial Technology. Planning for this program is not as advanced as that for the Human Services curriculum, and operational status
is not anticipated until fall of 1973 at the earliest. The goal of the proposed program is to provide students with a broad academic and technical background coupled with on-the-job training. Students would be educated in a wide spectrum of technological pursuits rather than in highly specific skills -- so that the risk of superannuation is minimized.

The major branches of technological training under active investigation are: Manufacturing, Production, Industrial Safety and Health, Foremanship, Biology, Chemistry, Physics, and Geology. Program design has not yet reached the stage for a formal curriculum proposal to be sent to the College's Curriculum Committee for approval.

3. Communications Technology. A third program area under consideration is Communications Technology, with emphasis in the fields of Graphic Arts and Media Technology. Program examination and planning is at an early stage of development, but the College has coincidentally acquired a permanent campus site which is uniquely suited for the proposed program. (A discussion of this site is presented in the report under "Campus Facilities").

Continuing Education
The College's Continuing Education and Extension Services has been established as a separate Division -- administering programs designed to fulfill the educational skills and leisure needs of diverse adult populations. A Divisional management team consisting of a Dean, an Assistant to the Dean, a Program Developer, a Program Coordinator, and a staff of adjunct instructors has been assembled. Foremost among the goals of the Division is the offering of programs which will provide adults with the ability to compete effectively in obtaining more meaningful and gainful employment.

Publicity is considered a vital element to the success of all programs administered by the Division. Program offerings are given wide publicity through the use of press-releases, advertisements in newspapers, flyers, and the mailing of thousands of brochures and booklets.
Most programs in Continuing Education are implemented with extensive involvement, support, and cooperation by local community groups. In program-planning, the Division takes into consideration the suggestions of community groups, unions, and professional organizations. The educational program at the Senior Citizens' Center (described below) was achieved through agreements reached between the College and the New York City Department of Social Services. Preliminary work for an Adult Learning Laboratory to be implemented has involved a series of meetings with community groups and with staffs of community-action agencies; discussions have also been held with local businessmen with regard to adult groups which will participate in the Laboratory. The Division has developed close contact with a number of community and religious leaders in the residential areas near the College.

The courses offered through the Division carry no credit and have no Cooperative Education requirements, nor are they geared toward specialization in any particular area. They are designed primarily to provide opportunity for adults who live and work in the College area to pursue special interests, to develop new vocational skills, and to improve their basic educational background.

Formal certification programs are not offered by the Division. However, all individuals who successfully complete courses are awarded a printed certificate of achievement.

In selecting course instructors, the College faculty is first canvassed for suitable individuals. If they are not available from this source, instructors are sought from outside the college.

The major programs of the Division are described in the following paragraphs:

1. Basic Continuing Education Course Offerings. During the winter quarter, eleven Continuing Education courses were attended by 173 students. These courses included Data Processing, Drawing and Composition, Guitar, Home Decorating, Photography, Typing, and several others. A more comprehensive series of courses was developed for the spring quarter, and there are currently approximately 550 students registered in 14 courses which include (in addition to those listed above) Auto Repair, English as a Second Language, Bookkeeping, and Indoor Gardening.
The success of the Continuing Education program is evidenced by the marked increase in registering students, and it is significant that most courses now being offered are designed to fulfill educational needs which enhance the employment prospects of the students. There has also been a sharp increase in the number of students registered in a High School Equivalency preparation course, and 80 students are registered in English as a Second Language. This latter fact suggests that the College is beginning to reach some of the foreign-born population of the community and to offer much-needed instruction in English.

2. The Veterans' Education Center. The Veterans' Education Center was instituted during the winter quarter with an enrollment of 80 men, and is now conducting its second quarter with approximately 75 students participating. The purpose of the Center is to delineate career goals of veterans and to develop educational skills necessary to pursue these goals. A major thrust of the Center is to prepare veterans for eligibility as students in the College, providing college preparation courses on high school equivalency preparation, as appropriate. All veterans who successfully complete the program are admitted to the college as fully matriculated students -- a total of 48 veterans completed all entrance requirements in the winter quarter and were admitted as regular college students.

3. Municipal Personnel Program. This program has been recently instituted in cooperation with the city's Department of Personnel. It provides four courses designed to upgrade city employees' skills: (1) Civil Service Test Preparation, (2) Essential Principles of Supervision, (3) Arithmetic Needed for Charts, Graphs, and Tables, and (4) American English Grammar and Usage. The Program is fee-supported and is operated independently by the College, with the exception of financial arrangements, which are handled by the City. LaGuardia is the only college in the Borough of Queens which offers such courses for civil servants, and one of only three in the City University which participates in the city-wide program.
The Program is an example of the type of cooperative activity which can be established between the College and local government. While the Division of Continuing Education is responsible for overall planning, implementation, and administration of the program at the College, the city Department of Personnel pays the salary of instructors, and determines the length of the courses, and the time of the year when they are offered.

4. **Senior Citizens' Education Program.** Beginning in the fall quarter, the College has offered a program of educational courses held at the Queensbridge Senior Citizens' Center, for members of the Center. The program fills a community educational need of older persons who would find it difficult to come to a college campus. It is administered through the City Department of Social Services, and represents another example of the type of link which the College seeks to develop with local government and service agencies.

Administrative support for the program is provided by New York City Community College (NYCCC) of the City University through a grant received under Title III of the Older Americans Act. NYCCC provides funds for instructors and materials, while LaGuardia works with the Center's personnel and membership in developing and implementing the educational program.

During the winter quarter, two courses were held at the Center: (1) Conversational Spanish, and (2) Drama Workshop. Total enrollment in both courses was approximately 40; enrollment for the spring quarter is 55.

5. **Institute for Professional Development.** In cooperation with the Division of Cooperative Education, the Division of Continuing Education has established an Institute for Professional Development at the College. The Institute offers courses designed for individuals in supervisory, managerial, and executive positions in business, industry, and government. A major purpose of the Institute is to provide an effective means of developing relationships between business and government in the Borough of Queens and the City of New York, and to provide needed educational services to business and industry.
Two courses are being offered during the spring quarter: (1) Management Leadership Workshop, and (2) Spanish for Supervisors. Total enrollment in these courses is 29. The Institute has also sponsored a conference on new federal safety and health legislation.

A profile of students enrolled in continuing education courses and various materials produced by the Division are appended as attachments to the Report (Attachments F,G,H.)

Projected New Non-Credit Programs in Continuing Education
The Division of Continuing Education and Extension Services is planning several major new programs for the immediate future. These include:

1. **Summer courses in English as a Second Language.** Beginning in the summer of 1972, the Division will sponsor this program at CUNY's Center for Graduate Education. This Center is conveniently located in mid-Manhattan and is readily accessible to many New Yorkers who wish to increase their English-speaking skills. It is expected that the program will enroll at least 350 students per each 8-week session. Students will be permitted to pay course fees in weekly installments of $7.50.

2. **Adult Learning Laboratory.** The Division plans to establish an Adult Learning Laboratory for poorly-educated, under-employed adult groups. The function of the laboratory will be to provide occupationally oriented education and skills to adults. The target population would be comprised of low-skill, low-wage adults from the many factories and industrial concerns surrounding the College, adults from local community action agencies, head-start operations, and day-care centers, and adults from residential neighborhoods near the College.

3. **Penal Institution Education Program.** The Division is currently carrying on discussions with the New York City Department of Corrections to determine the feasibility of offering an educational program for inmates of a house of detention located near the College. The goal of the program would be to provide courses in basic education,
high school equivalency preparation and English as a second language. The program would be a cooperative venture. The Division would administer it, develop the curriculum, and provide instruction. Funding would originate with the Department of Correction.

4. Expansion of Senior Citizens' Program. The Division is attempting to increase its involvement at the Queensbridge Senior Citizens' Center by providing extension courses not only for the elderly who reside at the Center, but for younger adults who live in the area as well. In addition, the Division is designing programs for other Senior Citizens' Centers in the Borough of Queens. There are five such centers in the borough which have no educational programs at the present time, but have expressed considerable interest.

Middle College

The College plans to establish a Middle College, which would combine the traditional tenth, eleventh, and twelfth grades of high school with the community college years into a unique educational entity. The aim of the Middle College plan is to implement an institutional model which provides an alternative to the traditional sequence of high school and college.

The College's interest in the Middle College program began in June of 1971. Basic information and data were gathered from previous studies (the Carnegie Report and the Four Schools Study), and visits were made to Simon's Rock, where a Middle College program was being conducted. Following critical evaluation of the project, a preliminary proposal (see Attachment I) was developed, and various funding sources were contacted, including the Carnegie Corporation, the Ford Foundation, and the National Center for Educational Research and Development. Funds for a planning year have been requested.

Education Associates Program

Prior to opening of the College in the fall of 1971, 125 students were enrolled in an Education Associates Program, a curriculum for training of teaching paraprofessionals. The attrition rate of these students has been conspicuously low, and faculty members have noted that motivation is unusually high. Students in the program are completing their fifth quarter at LaGuardia, and 65 students have been recommended for matriculation to date. The total number of students in the program has grown and there are 188 students presently enrolled.
VII. DIVISIONS OF INSTRUCTION
The College's four major Instructional Divisions have spent much of the past year coping with organizational and academic problems, including those associated with implementation of newly-instituted, experimental curricula. They have worked to provide a superior instructional staff and academic programs for a burgeoning student population in the face of fiscal crisis. Staff and students alike have expressed the opinion that the College has succeeded in offering an encouraging, exciting, and innovative program which bespeaks the ability and dedication of the College's administration and teaching staff.

Business Division
Recruiting in the Business Division is presently under way to fill staff positions in all program areas for the fall of 1972. It is anticipated that at least four teachers will be added to the Secretarial program, four to the Accounting program, two to Business Management, and two to Data Processing. Candidates are being screened by the Division chairman and by individual faculty members. To be submitted for appointment, each candidate must receive the recommendation of the chairman and of all Division members who teach the candidate's subject.

Business courses scheduled for the College's second year of operation have already been carefully planned. Present curriculum sequences in the various business specializations will be continued with only minor modifications. In addition, an increased number of business electives will be offered to Business Management majors, including an entire sequence of specialized courses in banking. Three new business intensives will be offered: (1) The Management Gain, (2) Computer and Society, and (3) Mass Marketing.

The Division plans to provide general training for new faculty early in September. During this period, newly-hired instructors will be apprised of school policy decisions, and experienced faculty members will be assigned to assist new teachers in development of their courses. For new instructors without previous teaching experience, a more intensive program in teaching techniques will be provided -- using video techniques, methods demonstrations, and sample lessons.
Evaluation of current staff has been carried out in accordance with the terms of employment contracts. Most evaluations have been done by the Chairman, who has received assistance from other members of the Division. Student evaluation of staff members is planned for 1972-73, and the use of behavioral objectives as a means of teacher evaluation is under consideration not only by the Business Division, but by other instructional divisions as well.

Several Division members have been granted released time to provide their knowledge of specialized business areas to the Cooperative Education program. Faculty members have been encouraged to visit students in their cooperative education internships and to participate in the planning of practicum courses. The Division continues to strive to obtain staff members whose business background can offer contributions to the development of the Cooperative Education Division.

Faculty members receive assistance in the evaluation and improvement of their teaching through observations and post-observation conferences held with the Chairman and with other Divisional members. For faculty members who have little previous teaching experience, several observations are made during the course of the quarter. At the conclusion of each observation, a conference is held and suggestions offered for improvement of teaching techniques. In some cases, these suggestions are incorporated into a brief written outline dealing with specific areas of improvement. The Division chairman has assumed primary responsibility for this function.

Teaching effectiveness is appraised through formal evaluations, as noted above, through meetings and discussions, through comment and observations of peers, and through student comments provided by the Division of Student Services.

The chairman of the Division has encouraged faculty members to come forward with any ideas that might alter the total pattern or structure of education in the business area. Faculty members have been urged to utilize all resources which would make their classes more meaningful to students. Broader use of media in stenography and typewriting has been encouraged, and the chairman has attempted to obtain funding for development of an innovative system to teach Accounting.
Division offerings in the Extended Day Program are expected to expand rapidly in the next school year. Accounting is expected to become a full part of the evening program.

Division of Language and Culture
The Language and Culture Division has continually attempted to obtain staff members of superior quality in all areas of the humanities. Since last November seven new adjunct faculty members have been added to the Department's roster, six in Communications Skills and one in Foreign Languages. The chairman and members of the Division have attended professional meetings, advertised in professional journals, corresponded with graduate schools, and pursued personal inquiries. For the coming year, full-time employment has been offered to two people, one in English and Foreign Languages, and the other in Art. Additional hiring will depend on budget availability.

A variety of courses have been added to the curriculum since last November. These include The Drama, The Tragic Spirit in American Literature, The Barrio, and intermediate courses in Spanish, French, and Italian.


Training and evaluation of Divisional staff has been pursued through Divisional meetings, informal discussions, formal and informal classroom visits by the chairman or other members of the Division, and discussions at other campuses and professional meetings.

As in the other instructional Divisions, experimentation with curriculum and with teaching techniques is strongly encouraged. Liaison with the Division of Cooperative Education is closely maintained -- representatives of both Divisions regularly attend joint meetings. Some Cooperative Education internships, particularly in the area of communications, have been strengthened by providing supplementary English instruction and it is clear that the basic skills program will be affected by the cooperative education experience. Several students with
strong interest in foreign languages have been sent on internships to Puerto Rico and to French Canada.

Divisional offerings in the Extended Day Program are supervised by a deputy chairman who assists, trains, and evaluates Extended Day faculty. Courses in the evening parallel those given during the day -- consistent with LaGuardia's "one college" policy. Curriculum planning is carried out by the Division chairman in consultation with the Associate Dean of Faculty and Director of the Extended Day program.

Division of Social Sciences
The primary goal of the Division of Social Sciences is to help students understand the city in which they reside and to help them prepare for careers in it. Instructional emphasis is designed to provide the student with useful perspectives on urban life and, at the same time, to upgrade skills that will be used throughout the student's college and vocational careers. Courses are offered in the regular Day Session, the Extended Day Session, and in the Educational Associates Program. Registrations are among the largest in the College.

The Divisional faculty represents a wide range of ages and experience. Four full-time teaching faculty, three administrators who teach part-time, and fourteen part-time or adjunct people are currently employed. All current full-time faculty have or expect to receive their doctoral degrees by the summer of 1972, and almost all adjunct faculty are at work on advanced degrees. Recruitment in the Division emphasizes inter-disciplinary strengths and broad, cross-disciplinary interests.

The Division offers thirty-four courses in forty-nine sections. Teaching is characterized by a wide range of traditional as well as experimental styles. Multi-media techniques supplement lecture and small group approaches, and experimentation with open classroom and diverse teaching styles have been strongly encouraged. An interesting instructional technique being considered is modular scheduling of courses. A module would consist of four inter-related social science courses. This approach might help to reduce the fragmentation which often characterizes college curricula.
Social Sciences faculty have been exposed to a wide range of training experiences, some similar to those experienced by members of other Divisions, such as the Faculty Training Institute held in the fall of 1971, and some unique to the Division. Of particular value have been workshops in simulation games, sensitivity training, and a session with a noted educator, Goodwin Watson.

As in other Division, faculty members are evaluated by the Divisional chairman, through peer observations, and through student evaluations. Over the course of the year, the younger members of the Division have shown steady improvement in their teaching techniques and confidence in the classroom. Classroom effectiveness is a major factor in considering faculty for promotion.

Intensives offered by the Division have focused on two primary areas of study: (1) The Urban Community, Institutions, Ethnic Groups, and Social Problems; and (2) The Urban Individual. An overall evaluation of these offerings is currently underway. It will assess the relationship of each intensive to the overall curriculum of the Division.

Of all of the College's instructional Divisions, Social Sciences provides the largest number of course offerings to students in the Education Associates Program. Courses concentrate in the behavioral sciences.

The Division has begun to emphasize liaison between its activities and those of the Cooperative Education Division. An initial outcome has been the establishment of procedures to introduce into Divisional courses those Social Science concepts and skills, which are necessary for effective work.

Social Science faculty who teach during the Extended Day Session have evidenced a particularly high quality of teaching. Courses in Urban Sociology, Introduction to Economics, and Afro-American History are currently scheduled. Student attendance and enthusiasm have been high. A member of the Social Sciences faculty has been appointed to act as liaison officer with the Extended Day Program.
Division of Natural Environment
In the sciences, because laboratory construction was not com-
pleted, emphasis during the current year has been on general-
interest single-quarter courses that do not require well-
equipped laboratory facilities. Emphasis in 1972-73 will
continue to be on similar general-interest courses, with some
offerings having broad cultural and historical overtones.
Students have reacted quite favorably to such courses. The
Division will also offer transferable two-quarter course
sequences in biology and physics. Due to restrictions on
laboratory space, a sequence in chemistry probably will not
be offered until 1973-74.

In mathematics, a great deal of time and effort has been
devoted to the remediation program — Symbolic Communications 101.
After completing this course, a student may move in one or more
of three different directions. He may take survey courses, such
as Elementary Statistics; he may take a sequence which includes
College Algebra and Calculus; or he may take courses in
teaching preparation.

The Division plans to experiment with teaching College Algebra
and Pre-calculus mathematics courses through an audio-tutorial
approach combined with classroom instruction.

Staff training and evaluation is an ongoing process within the
Division. The entire Divisional staff meets once every three
weeks to discuss progress and problems, and personnel in science
and math meet separately once every three weeks. Classroom
observations are handled on a round-robin basis with an
instructor observing another instructor at least once each
quarter. An observation form is submitted to the Chairman after
each such observation. Thus, each instructor receives the
constructive comments of another peer at least once per quarter.

Divisional intensives have been taught mainly by science personnel
and have been devoted to such topics as Science in Modern Society,
Ecology and Pollution, and Health Problems in the Urban Setting.
Student response to the intensives has been generally favorable.
One member of the mathematics staff offered an intensive concerned
with the topic of Mathematics in Nature and Art. This course
proved particularly popular with students.
All members of the Division are encouraged to innovate and experiment wherever possible, particularly in the intensives. A proposal is before the College Curriculum Committee to introduce an experimental course called Mathematics and the Imagination, a study of the role that mathematics has played in certain areas of literature.

Liaison between the Division and the Cooperative Education Division have been mainly concerned with instruction and employment in Industrial Technology and Occupational Therapy. One member of the Division has been working jointly with Cooperative Education staff members to conduct a survey of labor needs in these areas, with the goal of establishing appropriate programs at the College if feasible.

The Division is becoming more closely involved with the Extended Day Program. To date, Divisional course offerings in the Extended Day have been exclusively in mathematics, but, budget permitting, it is planned that science courses will be offered during 1972-73. The staff has observed that the evening student population is considerably more mature and more motivated than students attending during the day. Therefore, Symbolic Communications 101 offered in the Extended Day will be revised. It is likely that the course will become less liberal arts oriented, with greater emphasis placed on applications of mathematics in everyday life.

Two attachments relating to the Division of Natural Environment are appended to the Report: (1) the Divisional Information Bulletin (Attachment J), and (2) the course outline for Symbolic Communications 101 (Attachment K).

I. REMEDIATION

The College's remediation programs are implemented through three courses, two in language (Interpersonal Communications 101 and Interpersonal Communications 102), and one in mathematics (Symbolic Communications 101). Each course includes laboratory practice conducted by trained technicians and organized with a self-teaching orientation.
The College is giving the California Achievement Test (CAT) to all new freshmen to be admitted in 1972-73. This undertaking is being carried out as this Report is being written. The CAT was also administered to the 1971-72 freshman class last summer even though most of these students had also taken the City University Open Admissions Test (OAT), which will not be given this coming year. The College's remediation staff, which is in charge of student skills evaluation and placement in remediation courses, have found that the CAT's precise analysis of performance into various categories of language, reading, spelling, and mathematics skills is an invaluable asset to its remediation program.

In an effort to evaluate the effectiveness of remediation programs the College has retested those students currently on campus (half of the 1971-72 freshman population) with an alternate edition of the CAT. Students currently on cooperative education internships were not tested, but will be tested during the coming summer quarter.

Test scores obtained last fall are being compared with current test performance to judge the effect of the remediation programs. Results will also be compared with similar statistics for other community colleges.

Course descriptions and other data for the remedial programs which have been offered to date are presented in the following paragraphs:

1. **Interpersonal Communications 101.** The course emphasizes "literacy as a skill with which man manipulates the media of mass communication."

   The course description is as follows:
   This course explores the parallels between the literary and visual arts. Composition and reading skills are developed within the context of current topics. In addition to classroom meetings, teacher-student conference hours as well as language laboratory sessions are required.

   The program includes three lecture hours and two assigned laboratory hours. The use of media is emphasized to add
variety and interest to teaching of skills. Eighteen sections of the course were held in the fall, eleven in the winter, and three in the spring, with eight instructors in the first quarter, four in the second, and one in the third. Average teacher-student ratio was 1:15. All instructors held a Masters degree in either English or reading, and all had experience in remedial and college teaching with young adults.

Analysis of CAT scores for the 542 entering freshmen tested last summer showed the following skill levels:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading Skills</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 8</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>8-10</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>10-12</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>12 and over</td>
<td>44%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Interpersonal Communications 101 was required of all students with scores below grade level 13. Students scoring above grade 13 in both reading and language skills were exempted from taking the course. Students with low skill levels were referred to counselors who advised that such students take lighter academic programs and register for both Interpersonal Communications 101 and Symbolic Communications 101 in the first quarter.

Instructors made considerable use of the diagnostic profile provided by the CAT, and individualized laboratory prescriptions were written for each student. Students attended laboratory sessions for an average of 10 hours in the fall quarter and 8 hours in the winter quarter. Efforts are being made to increase the level of participation for the coming year. Student attitudes toward remedial instruction have sometimes been negative and greater motivation is necessary to achieve fuller student participation. To some degree, it is felt that this requires general orientation of the total faculty to the needs for remediation. In addition, a skill center with student tutoring is planned for next year.
In an evaluation of the current program, the faculty has expressed interest in adding another course to cover areas of Study Skills and Verbal Fluency which are presently not adequately developed. A problem which requires special handling is remediation for students whose native language is not English. These students fall into two categories frequently confused by the faculty. One category includes those students who have adequate reading and writing skills in their native language but require instruction in English, as a second (foreign) language. The second category includes students who have problems in their own language and therefore need remediation in both their mother tongue and in English. This latter group numbers less than 20 among our present students, and the College is attempting to ameliorate the problem by offering a specially structured section of Interpersonal Communications 101 for this population.

2. Symbolic Communications 101. This course is the core of the remedial mathematics program, and is required of all students who are deficient in mathematics skills. Successful experience in use of mathematical concepts is coordinated with computational skill development where necessary. Classroom work does not deal directly with "remedial" topics such as arithmetic and algebra. Rather, the instructor presents such mathematical topics as topology, number sequences, and probability in applied problems, and attempts to show the student that mathematics can be interesting, enjoyable, and rewarding.

Both students and teachers have been pleased with most aspects of the classroom program up to the present time. Four classroom periods each week, are spent on conceptual material as described above. Resultant attitudinal changes motivate the student to attend a mathematics tutoring center for computational skill development.

The mathematics tutoring center emphasizes computational mechanics. All students are given a computational skills examination during the first week of the quarter. Those who do not achieve a specified criterion score must attend the tutoring center for two hours each week. Every student must pass the computational skills examination at
some point during the quarter; it can be taken at any time.

The area of computational skill development is receiving the most attention and scrutiny by the mathematics staff. As in the case of the Interpersonal Communications laboratory, it has been found that some students do not use the tutoring center well, and it is difficult to keep close watch on their progress. It has been suggested that some of the classroom time currently devoted to development of mathematics concepts be reoriented toward the exploration of computational skills. This approach will be used this summer in one section of the remedial program to see how students respond to it.

An important change in the format of Symbolic Communications 101 is being considered for implementation in the fall quarter. The proposed change is related to the need for more computational work by students enrolled in business curriculum areas. An approach being actively examined would require all business students to take a modified version of Symbolic Communications 101 which uses a text that is statistics-oriented (the current text is liberal-arts oriented). The modified course would not be a statistics course per se, but would emphasize statistical aspects of business problems. The approach will be tested during the summer of this year.

All members of the mathematics staff are involved in evaluation of Symbolic Communications 101. Regular meetings are held every two or three weeks for exchange and discussion of suggestions and criticisms.

During the 1972-73 academic year, the staff intends to experiment with an audio-tutorial approach for remediation of arithmetic and algebraic skills. Workbooks and accompanying cassette tapes are being obtained for this purpose.

A summary and review of the Interpersonal Communications program is appended as Attachment L.
IX. **LIBRARY**
The Library staff works closely with the faculty to define library programs and needed areas of growth. The Library's general objective is to assure that appropriate books, media, and other library materials are acquired on a continually updated basis by using accepted selection instruments such as CHOICE (published by the American Library Association), the Library Journal Book Review, the New York Times Book Reviews, and other standard selection tools.

In order to meet the ever-increasing demands of the College's rapidly-growing community, the Library is developing an acquisitions program based upon individual recommendations from faculty and students. Several studies have been conducted by the library staff to define future needs for space, staff, equipment, and collections of print and non-print materials.

The number of users of the Library has increased dramatically within the past six months. Approximately 1200 to 1400 persons per month have used the reading room -- which has a current capacity of 114 seats. Most of these users have been students. The remainder have been teaching faculty, staff, and administrators of the College. A total of 7,116 items were circulated during this period, including 566 volumes of reserve materials and over 3,000 items of audio-visual software and hardware. Approximately 3,500 items of bibliographic information and answers for all types of reference questions were provided to students, faculty, and administrators.

The average monthly increase in the Library collection during the past six months, including both printed and non-printed materials, has been approximately 1800 volumes per month. The Library has been, and will continue to be, primarily concerned with building collections in the immediate subject fields of LaGuardia's curricular programs: social sciences, business and finance, psychology and religion, American history, language and literature, communication skills, science and mathematics, and other program and curriculum areas. Faculty members in each Division inform the Library of needs for items to be obtained outside of usual channels, and recommend any foreign titles that may be needed for their classroom teaching.
The Library has arranged innovative exhibits to commemorate such events as Black History Week, Earth Day, and the anniversaries of Lincoln, Washington, and Martin Luther King. An open house was held for the community and parents of students, highlighted by an art reproduction exhibit.

A bound appendix of published materials by and about the Library is included as Attachment M to this Report.

X. REGISTRATION

Registration figures for the College show that the following number of sections in credit bearing courses were offered to students during the first three quarters of operation:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Sections Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1971</td>
<td>106</td>
</tr>
<tr>
<td>Winter 1971-72</td>
<td>123</td>
</tr>
<tr>
<td>Spring 1972</td>
<td>108</td>
</tr>
</tbody>
</table>

These figures include all sections offered in both the Regular Day and Extended Day Sessions. The number of sections offered in the spring-quarter is particularly noteworthy in view of the fact that the student body was reduced in size by approximately 50% due to Cooperative Education internships.

A computer-supported registration system has been developed, and has contributed to highly effective registrations in the first three quarters of operation. The system spares students the necessity of standing on long lines as they must do at some other CUNY units. Comprehensive listings of course enrollments, student and faculty schedules, credit and teaching loads, and grade reports are produced by the computer process, and opportunity for student program counseling is incorporated in registration. The program's success has received some public attention and there have been inquiries concerning purchase of the computerized system by other schools. The program is described in greater detail in the section on "Computer Services," following.

The Registrar maintains an accurate count of credits and clock hours for all students. Each quarter a comprehensive Enrollment and Admissions Report is submitted to CUNY.

Schedules of classes for the College's fall, winter, and spring quarters are appended to the Report as Attachment N.
XI. DIVISION OF STUDENT SERVICES

LaGuardia has pledged itself to serving the individual student through its Division of Student Services. The Division has four broad objectives:

1. Maintaining a spirit of community on LaGuardia campus
2. Creating an accessible and non-threatening environment for students
3. Expanding and improving existing student programs, services and staff
4. Offering new programs which are responsive to the needs of the student population.

The Division perceives its basic purpose as being that of achieving specific developmental goals which are essential to the academic and personal growth of students, and to their successful integration into the adult community. These goals include:

1. Accurately assessing personal interests and abilities
2. Selecting an appropriate career
3. Formulating an educational plan
4. Implementing a career decision
5. Preparing for marriage and family life
6. Building leadership skills
7. Maximizing individual growth

The Division places equal emphasis on service to problem-free students and to those who need remedial aid or personal guidance. The concept of student development is that all students must achieve the goals listed above, and that this can be accomplished through professional guidance. Students whose functioning is impaired must receive individualized help, but without the threatening connotation that they are unique.

Major Divisional functions and programs are described in the following paragraphs:

1. Counseling. Since the last Middle States Progress Report, the Counseling staff of the Division has continued to coordinate the Advisory Group Program, focusing in recent months on preparing students for their cooperative education internships. There have been supplementary counseling sessions for individual guidance, career aid, and academic and personal counseling.
Among new developments, perhaps the most significant is the design of counseling modules aimed at facilitating normal student development. These modules, which have measurable behavioral objectives, focus on such developmental tasks as:

1. Formulating and implementing realistic career decisions
2. Preparing for marriage and family life
3. Choosing and planning for a specific curriculum major
4. Managing money, including designing personal budgets and spending money wisely

The counseling staff is planning to test these modules during the summer of 1972 and to implement them on a college-wide basis in the following fall. In addition, the counseling program plans to establish weekly supervision for each staff member, train students to lead freshmen orientation groups, and rearrange staff schedules to provide counseling services during the evening hours.

Each counselor presently receives one hour per week of individual supervision by the Director of Counseling or the College Psychologist. Case-management issues and counseling skill development are the themes of these supervisory meetings.

The counseling staff recently trained 40 upperclassmen to lead small groups of incoming freshmen during orientation. Training consisted of instruction in group leadership techniques, and on how to effectively transmit information about the College.

The College is the recipient of an ESEA Title I grant whose purpose is to develop a team approach to guidance and counseling. The grant provides funds for program development, and for conduct of a week-long training institute for the team counseling staff. Team counseling has been firmly established as part of the College's overall program in student guidance. The team approach stresses matters related to cooperative education experiences. Students are exposed to mock interviews, writing of resumes, and individual critique.

A publicly-disseminated statement on LaGuardia's counseling program is appended to the Report as Attachment O.
2. **Admissions.** The College's 1971 recruitment program was aimed primarily at juniors and seniors in the Queens public and private high schools. However, the program has now expanded to the other boroughs, with an emphasis on ghetto areas. Approximately 10,000 students have received admissions counseling in their respective high schools and at special admissions programs conducted at LaGuardia. In addition, city-wide professional meetings were held at LaGuardia for college advisors, guidance counselors, and special program advisors.

LaGuardia's counseling staff visited 20 high schools to speak to students who have been allocated to LaGuardia for the fall of 1972. Students were provided with orientation packets, questions were answered, and a first welcome to the College was extended. A Parents' Day for the incoming freshman class was scheduled.

The Office of Admissions also handles draft-counseling service for LaGuardia's male students. This service has increased considerably due to recent changes in the draft law. The office provides general counseling, and refers the students to appropriate agencies when such action is indicated.

3. **Financial Aid.** The College continues to maintain three basic types of financial aid programs:
   1. The Educational Opportunity Program
   2. The College Work-Study Program
   3. The National Defense Student Loan Program

The above listed programs are all federally-supported, and comprise 99% of the financial aid granted to students by the College. By May 1 of this year, approximately $124,000 had been awarded from the presently allocated budget, which totals $200,270.

By April of 1972, 44.2% of the College's full-time enrollment (205 students) were receiving financial aid. This represents an increase of 8% from those reported in January of this year. The increase is probably due to the addition of 44 newly-enrolled full-time students under the Veterans' Program, several of whom are not eligible for Veterans' Administration benefits, and to reevaluation of the financial needs of some of the College's students.
4. **Career advising.** Since November of 1971, the Division of Student Services has administered a Vocational Advisory Center Project, funded by the New York State Education Department under the Federal Vocational Education Act. The objectives of the Project are:

1. To acquire and organize a resource center of educational, occupational, and labor-market information for use by people of the community served by the College

2. To provide supplemental vocational and career counseling to young people of the community who are identified by their high school counselors, or by community agencies if they are out of school

3. To provide a working model of effective vocational and career counseling for patterning by other colleges, high schools, and community service agencies.

In addition to direct career counseling services for the pre-college population of the local community, counselors of the Center have also provided group and individual career counseling to students enrolled in the College.

Center counselors also conduct regular in-service training programs for the entire Student Services Division staff to increase their expertise in specialized areas of vocational and career counseling, and to make them more familiar with occupational and educational information and resources.

The results of the Career Center programs have been encouraging. From November 1971 through April 1972, the Center has advised approximately 2,600 persons either individually or in groups -- including young people of high school age, college students, and Continuing Education students. The Career Center Library has acquired approximately 250 different pamphlets and 50 hard-cover volumes on occupations and careers, and more than 300 college and university bulletins.

5. **Student Faculty Association.** The Student Faculty Association (officially known as the Fiorello H. LaGuardia Community College Association) held its first official meeting in
April of 1972. The Association is incorporated as a non-profit business organization. Its purpose is to plan, develop, promote, and cultivate educational, extra-curricular activities, and social relations among students, faculty, and staff at LaGuardia College. Its Board of Directors includes the President and Deans of the College, and other College personnel such as the Director of Public Relations and the Business Manager, faculty members, and students.

The Association serves as a mechanism for handling funds that are generated outside of the regular tax-levy funds allocated for instruction. The College currently has three sources of funds which fall in this category:

1. Student activity fees
2. Book Store income
3. Cafeteria income

XII. DIVISION OF COOPERATIVE EDUCATION

The six-month period ending April, 1972 found the Division of Cooperative Education in a sharp transition from that of an organization involved primarily in planning and development to one of attaining operational status. The activities over the period can be classified into the functions of Divisional organization, internship development, student placement, internship preparation, and conduct of the Practicum. These are described in the following paragraphs.

1. Divisional organization. Perhaps the single most important factor contributing to the initial success of the Cooperative Education program has been the fact that Coordinators were successful in developing close relationships with students, and were thus able to work to locate the best placement for the individual student. There has been some concern that this strength will erode as the number of students, Coordinators, and internship positions increase. To minimize this possibility, an organizational structure was developed by the Division which, it is hoped, will provide means for maintaining the operational strengths which have evolved. Coordinators have been grouped into clusters of four or five members, with one member of each cluster appointed as its leader.
Each cluster has the responsibility to develop a sufficient number of internships for all students assigned to it, and functions as a team in placing its assigned students on internships. The underlying philosophy is that by working in small clusters, each Coordinator will be able to maintain a close relationship with students while at the same time drawing as appropriate upon internships developed by other members of the cluster. At the same time, liaison between clusters will be maintained; there will be no limitation on referring students from one cluster to another for internship opportunities. As the Cooperative Education staff expands, additional clusters will be added as needed.

2. Internship Development. The Cooperative Education Coordinators have continued to direct their efforts to developing student internships. A total of 332 internship opportunities were obtained for the students who are now out on jobs. Of these, 265 were paid internships and 67 were non-paid. 18 were developed independently by students. Among the jobs listed were junior programmer, console operator, legal secretary, actuarial clerk, bank manager trainee, teacher aide, salesman, management trainee, junior accountant, executive secretary, copy boy, and child care worker. A complete listing and description is attached to this Report (Attachment P).

3. Student placement. By the end of March, 1972, 200 LaGuardia students had been placed on internships. A number of students who had been originally scheduled for internships under the "A" pattern* were not placed in jobs for a variety of reasons. These students included those who failed to meet specific academic requirements for internship placement, and some who had valid personal reasons for deferring placement until the summer.

* "A" pattern students are scheduled for internships in their 3rd, 5th, and 7th quarters of attendance at the College; "B" pattern students are scheduled for internships in their 4th, 6th, and 8th quarters.
The 200 students who were placed in jobs are employed in more than 100 different business organizations and non-business agencies in New York City. A small number of students were placed in out-of-state positions.

The 200 students placed on internships had the following program majors:

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>24</td>
</tr>
<tr>
<td>Business Administration/Management</td>
<td>41</td>
</tr>
<tr>
<td>Data Processing</td>
<td>28</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>42</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

4. **Internship preparation.** Team counseling and advisement, described earlier in the Report, was utilized during the winter quarter to prepare students for their spring internships. Attendance in five successive team meetings was required of all students preparing to intern in the third quarter. The purpose of this preparatory period was to have students begin to think about the kinds of internship experiences which might be appropriate for them, and to provide skills necessary to secure the employment opportunity which they desired. These skills include preparation of a resume and successful handling of interview situations.

An outline of the team advisory program is included as Attachment Q to this Report.

The results of the preparatory program were evaluated at the end of the winter quarter, and in general, the Division is satisfied that its objectives were largely met. However, several problem areas were identified, and modifications have been made to the preparatory program for students to be interning in the summer quarter. The evaluation of the program has been published and is included as attachment R to the Report.
All students were provided with general information about the Cooperative Education program through a published Student Handbook, also included as Attachment S.

5. Conduct of The Practicum. Initial Practicum planning was completed during the past six months and Practicums were conducted for students on spring quarter internships. The primary purpose of the Practicums were to provide an educational bridge between students' classroom instruction and their internship experiences.

Practicums were conducted in small group evening sessions held once each two weeks. Each session was led by a professional selected from a particular business field outside the College. Practicums were developed on such topics as: The Social Role of Business, the Psychology of Work, Banking, Retailing, Data Processing, and Public Service.

A brochure providing a detailed description of the Practicums was distributed to students and is attached to the Report as Attachment T.

II. DIVISION OF ADMINISTRATION

The Division of Administration is responsible for most of the non-instructional and non-student operations of the College. It includes the College offices of Business, Personnel, Facilities, Computer Services, and Institutional Research. Each of these offices is described in the following paragraphs:

1. Business Office. The Business Office continues to be responsible for all fiscal and budgetary matters of the College.

The accounting system used by the College remains essentially unchanged for the six month period covered in this Report. The Office is now working with the Board of Higher Education in a project to refine cost-center accounting. Since the Office already uses a computerized cost report system, an early completion of this project is expected.
The Office has begun development of an inventory system in which purchase orders will automatically provide inputs to a comprehensive computerized inventory control system. This project is close to completion and is expected to be in operation within the next few months.

In cooperation with the Office of Campus Facilities, the Office has arranged installation in the cafeteria of a Radarange and a dollar-bill changer. The College has formed a Food Services Committee to review our present food services and to make recommendations for change as appropriate to the food services contractor. The Committee is also developing food service contingency plans to handle the projected expansion of the College's enrollment.

Parking facilities for the College's staff and students are extremely limited and, even under the best of circumstances, are expected to be a serious problem in the 1972-73 academic year. There have been numerous complaints regarding current parking facilities and procedures. A Parking Committee has therefore been formed to investigate the parking situation and recommend appropriate solutions, if feasible.

2. Personnel Office. The responsibilities of the College Personnel Office have been expanded to include the functions of processing information and report for the College's Affirmative Action Program (described earlier in the Report), and duties concerned with the College's Personnel Review Committee (described earlier). In addition, the Office plans the establishment of a Professional Services Bureau for the coming year. This Bureau will provide a pool of trained typists and secretaries who will be available on a short-term, individual-request basis, to assist college faculty and administrators who are in need of such services.

It is expected that the scope and complexity of the Office's responsibilities during the coming year will be influenced by such factors as: (1) growth of the cooperative education internship program, (2) increase in the number of student
aides, (3) increase in the number of personnel on hourly wages, (4) changes in the method of obtaining security and maintenance personnel, (5) changes in the number of personnel employed on grants, and (6) the possibility of computerizing personnel services.

3. **Campus Facilities Office.** The Campus Facilities Office has, during the past six months, devoted much of its energies to the design, acquisition, and equipping of expanded physical facilities for the College. These activities are more fully discussed in Section XVI, **THE FUTURE**.

The Office is continuing in its efforts to complete the Phase I construction of the College. Phase I refers to the provision of facilities for the first several years of the College's operation; most Phase I activities were complete by the fall of 1971. Phase II construction will be concerned with total renovation of the College's main building, located at 31-10 Thomson Avenue, and is scheduled for completion in 1975. The architect's contract for Phase II has been approved by the New York City Bureau of the Budget and Board of Estimate.

There have been several recent developments in the evolution of the College's efforts to obtain more effective building maintenance and security. Plans have been made to obtain a new air-conditioning compressor for the College's main building and to improve the service of its one passenger elevator. The College has purchased walkie-talkie and electronic paging systems for key security personnel and a fire warden system is being organized. The Security Committee, which has a diverse membership drawn from various aspects of campus activities, is preparing a set of guidelines dealing with the College's overall needs for security and its relations with the local police.

4. **Office of Computer Services.** During the past six months, the Office of Computer Services has established a staff consisting of two programmer analysts and a key-punch operator, and has developed plans for the College to have
adequate data processing services. Work has been completed in the development of the College's computerized registration system, and plans have been initiated for implementation of computer applications in the areas of admissions, cooperative education, and the library.

The Office has established liaison with the City University Data Processing Council, to insure that data processing at the College will be in the mainstream of computerized activities at the City University.

5. Office of Institutional Research. The Office of Institutional Research was established in the late fall of 1971. During the past six months, it has assumed several important responsibilities, including the following:

1. Provision of data and statistical analyses pertaining to the College's program of self-evaluation
2. Administration, scoring, and interpretation of skills tests given to students
3. Preparation of data reports required by city, state, and federal organizations
4. Preparation of Open Admissions reports required by CUNY and by the State University of New York, and preparation of reports for the Middle States Association
5. Provision to the professional staff of statistical analyses of data pertaining to student performance
6. Provision of consulting services for professional staff and faculty on projects pertaining to students and other matters requiring statistical and mathematical expertise
7. Conduct of a variety of research projects concerning student characteristics and performance.

Among the research projects pursued by the Office have been: (1) quarterly analyses of grades achieved by LaGuardia students in various courses, (2) an intercorrelational analysis of student grades, performance on skills tests, and high school performance indicators, and a search for predictors of performance levels, (3) establishment of an elaborate computerized file on LaGuardia students for the
purpose of employment-oriented longitudinal studies, (4) demographic documentation of LaGuardia's freshman class entering in the fall of 1972, and (5) detailed analysis of attrition and its causes in LaGuardia's first freshman class.

XIV. DEPARTMENT OF INTERDISCIPLINARY ACTIVITIES
In the spring of 1972, the College Personnel & Budget Committee approved the formation of a Department of Interdisciplinary Activities. This Department will provide an organization base for College staff members who hold faculty rank in one of the regular Divisions of instruction but whose duties are more than 50% administrative. Such faculty members will have voting rights and privileges only in the new Department. If at any time his or her administrative duties come to an end, or fall below 50% of workload, a faculty member in the Department will return to the Division holding his appointment.

XV. PUBLIC RELATIONS
At the end of April, a first annual Parents' Day was held at the College with approximately 200 parents of students enrolled in the College's Regular Day session. Parents obtained literature and guidance on student financial aid, counseling, and other specialized programs. Tours of the building were conducted.

For the first time, the local Community Advisory Board (Community Planning Board No. 1) held its monthly meeting at the College; President Shenker delivered the main address. The College also participated in the annual affair sponsored by the Jackson Heights Community Federation of Civic Clubs.

The College is working with a local neighborhood association in a combined effort to improve the environment of the surrounding area. The association is attempting to restore an area park and playground which is largely unused because of debris and garbage. The College will supply students who are enrolled in a course on ecology to work with community residents to help in cleaning up the area.
The College is working jointly with the Queens Council on the Arts to bring cultural events into western Queens. Choral groups, modern dance companies, and other performing arts activities will be brought to the College during the coming months. A film series and a speakers' series are also being planned.

The President and members of the College staff continue to speak to various civic and social groups, discussing the aims and goals of the College and its importance to the community.

The President also continues to maintain communications with local legislators on city, state, and federal levels. All members of the Senate and Assembly were contacted by the President during the recent state budget crisis. On the federal level, the President has kept the local congressional representative informed about the College's activities, particularly those concerned with the Army Pictorial Center (described below in the Report).

The College was featured in a front page story in the Sunday New York Times early in April. The story discussed LaGuardia's veterans' program and focused on opportunities for returning Vietnam veterans. It was the third time in less than a year that the College had been featured in a major article in the Times. Earlier in the year, New York magazine noted that LaGuardia Community College, with its unique cooperative education program, was one of "101 reasons that the city isn't dying". The article is appended as Attachment U to the Report.

On two different occasions, television station WNBC filmed interviews with LaGuardia students and the President concerning the state budget crisis and its effect on LaGuardia.

Within the next two to four weeks, the College's Reproduction Center will obtain a large multilith press which will provide capability for in-house printing of a large percentage of the publications currently done through the complicated, time-consuming bid-process with outside vendors. During the last several months the Reproduction Center has produced various brochures and flyers for the College. A number of these are appended to the Report.

The College's first formal catalogue is presently in the proof stage and will be printed by mid-June.
VI. THE FUTURE

The previous sections of this Report have focused on developments at LaGuardia Community College during the previous six months. Some of these developments are extremely important to the College's future evolution, and are elaborated in this Section. The College is facing a period of extremely rapid growth -- with a projected expansion of the on-campus population to several thousand students within a matter of just a few years. Divisional Deans, Department directors, Academic chairmen, and their staffs are all engaged in the demanding task of providing appropriate programs, personnel and facilities for this expansion in the face of an uncertain fiscal situation.

The need for CUNY to provide for a greater-than-anticipated number of open enrollment students has prompted LaGuardia to accept, in addition to the 810 enrollees originally projected for the fall of 1972, an additional 300 students not previously allocated to the College -- with agreement to accept 200 more if space was available. In order to meet the challenge of providing facilities for the increased number of students, the College has made plans to establish a Satellite College by renting approximately 75,000 gross square feet of additional space. Architectural drawings for this facility have already been prepared. Although it was hoped that the Satellite College would be in full operation in September of 1972, approval of financial stipulations has been delayed. As a result, the Satellite College is not expected to open until the winter quarter at the earliest, and perhaps not until the spring quarter of 1973. When it does open it will initially house approximately 500 FTE students, and within a year's time, the student population will grow to more than 1000 FTE students.

The College has also taken steps to acquire a permanent site for its campus. Application has been made and approved for acquisition of the Army Pictorial Center in Astoria. The
Center is less than a mile from the current facilities, and has been offered by the U. S. General Services Administration at no cost to the College. The site provides approximately 5.14 acres of highly desirable property which is well served by public transportation. No condemnation proceedings are required. The Board of Higher Education and the U. S. Office of Health, Education, and Welfare have approved the property transfer.

The new site offers the possibility of a long-term, dual-campus operation. There is the potential for expansion into the surrounding area with a minimum disruption of local businesses and residences. It has the potential to accommodate a significant expansion in student enrollment at LaGuardia. It would readily accommodate the maximum FTE load anticipated by the College in the future -- a requirement for 6000 FTE capacity is projected for 1976 and 12,000 FTE capacity for 1981. The College's current facilities will accommodate approximately 2,500 FTE students under Board of Higher Education space guidelines; emergency-use contingencies would expand the capability to approximately 6000 FTE's under very poor use conditions.

The Center consists of eight major buildings and three frame barracks. The principal building contains one of the world's largest sound stages and offers an extraordinary opportunity for use as a media center in the College's planned Communications Technology program. The remaining buildings are suitable only for temporary use.

XVII. POSTSCRIPT: SELF-EVALUATION

The College is keenly aware of its obligation to evaluate its performance in all areas of operation, and to be constantly cognizant of the need for correction wherever weaknesses exist.

To this end, the College has committed itself to a program of self-evaluation which involves students, faculty, administrators, and all other employees. This program is still in its infancy, and its exact course during the next several months is difficult to predict. However, the total college community is aware of the President's keen interest in dispassionate self-evaluation and, on the whole, have responded quite positively to the program.
At the end of the first quarter of operation, the Division of Student Services administered a questionnaire and personal interview to students to elicit their attitudes about the College's various programs. Responses were obtained from approximately 350 students who participated in the survey through their counseling sessions, and through meetings in student lounges, in offices, and elsewhere. Most questions were open-ended, with the intent to assess attitudes rather than obtain facts. The survey clearly indicated that students hold generally positive attitudes toward the majority of the College's activities.

The survey is appended to the Report as Attachment V.

In addition to evaluating itself through elicitation of student attitudes, the College has designed a study to investigate the intensive as a medium of instruction, and has initiated professional evaluations of certain of its key programs. During the past month, an invited team of experienced educational evaluators has met with Deans, chairmen, and teachers in an examination of the College's Division of Instruction and its curricular offerings. Their evaluative report is expected within a very short time, and its findings will be included in the College's next report to the Middle States Association.

As noted earlier in the Report, the College has put into motion a serious effort to evaluate its programs in remediation through pre and post testing. This evaluation, being conducted by the Office of Institutional Research, is nearly complete, and will be described in detail in the College's next report.
A -- Observation Report Form (evaluation form for teachers)
B -- Student evaluation form (rating of teachers by students)
C -- Grants received and applied for
D -- Governance plan: proposed College Senate
E -- Student profile: Extended Day Session (winter quarter)
F -- Complete listing of credit-bearing courses
G -- Basic Continuing Education course registration
H -- Continuing Education: promotional material and miscellany
  Veterans Program
  Career Advisory Center
  Municipal Personnel Program
  Senior Citizens Center
  Management Leadership Workshop
  Continuing Education
I -- Middle College proposal
J -- Division of Natural Environment—information bulletin
K -- Symbolic Communication: course outline
L -- Interpersonal Communication: review of program
M -- Library
N -- Schedule of classes: fall, winter, and spring quarters
O -- Counseling programs
P -- Internship job descriptions, Pattern "A" (Spring 1972)
Q -- Advisory teams: informational brochure
R -- Evaluation of advisory hour
S -- "A Guide to Cooperative Education"
T -- Cooperative Education: Informational brochure for practicum
U -- Media coverage
V -- Attitudinal survey
Student Attrition at LaGuardia College: An Interim Report

Office of Institutional Research
Fiorello H. LaGuardia Community College
The City University of New York

August 7, 1972
Catalog No. 1.1.1 - 0872 (R)
In September of 1971, LaGuardia Community College admitted its first freshman class of 540 full-time, matriculated students. As this report is written, nearly a year later, some 130 of the original group of students are known to have terminated attendance at the College. This represents an attrition rate of about 24 percent, which will probably increase somewhat by the beginning of the fall, 1972 quarter.

This report is based on data obtained from 72 former students during the spring, 1972 quarter. At the inception of the study, an attrition group of 109 students had been identified, and an effort was made to contact all of them. For a variety of reasons, summarized in Table 1, 37 students could not be contacted or interviewed.

Table 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reached</td>
<td>79</td>
<td>72.5</td>
</tr>
<tr>
<td>Useable records</td>
<td>(72)</td>
<td>(66.1)</td>
</tr>
<tr>
<td>Unuseable records</td>
<td>(2)</td>
<td>(1.8)</td>
</tr>
<tr>
<td>Refused to be interviewed</td>
<td>(5)</td>
<td>(4.6)</td>
</tr>
<tr>
<td>Students not reached</td>
<td>30</td>
<td>27.5</td>
</tr>
<tr>
<td>Whereabouts known</td>
<td>(7)</td>
<td>(6.4)</td>
</tr>
<tr>
<td>Whereabouts unknown</td>
<td>(23)</td>
<td>(21.1)</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Hereinafter referred to as "respondents."

It may be noted that some of the students who at one time or another have apparently discontinued attendance at LaGuardia, have later resumed their studies. This illustrates one of the major problems in studying attrition -- the constant shift in students' status.

A major concern in this inquiry was the determination of students' reasons for leaving the College. Table 2 presents the primary reasons cited.
Table 2

Reason for Leaving LaGuardia

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tired or bored of school</td>
<td>20</td>
<td>27.8</td>
</tr>
<tr>
<td>2. Need for employment</td>
<td>15</td>
<td>20.8</td>
</tr>
<tr>
<td>3. Dissatisfaction with curriculum</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>4. Marriage or plans to marry</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>5. Illness</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>6. School too far from home</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>7. Transferred</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>8. Other (included being drafted,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dislike of instructors,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial, finding good job,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and being expelled)</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>9. No reason given</td>
<td>3</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Total 72 100.0

The responses show that about one-quarter of the students left for financial reasons (categories 2 and 8), another quarter left for other personal reasons (categories 4, 5, and 8), and slightly over one-half left for school-related reasons (categories 1, 3, 6, 7 and 8). Their reasons for leaving LaGuardia should be viewed in the light of their reasons for attending college (Table 6) and their particular reasons for choosing LaGuardia (Table 7).

The respondents were also asked to state the conditions under which they would/could have remained. The following reasons were cited:
Table 3

Circumstances Under Which Respondents Would/Could Have Remained in School

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would not have remained under any circumstance</td>
<td>18</td>
<td>25.0</td>
</tr>
<tr>
<td>2. If certain courses had been available</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>3. If their personal situation was remedied</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>4. If student had liked the courses taken</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>5. If college had been closer to home</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>6. If student had not gotten married</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>7. No reason given</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>8. Other (includes 10 responses related to financial problems)</td>
<td>18</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Total 72 100.0

In about one-half of the cases (categories 1, 3, 5 and 6), it appears that little could have been done by the College to prevent the student from withdrawing. On the other hand, problems related to courses and curricula (categories 2 and 4) may become less prominent as the College grows and there are more offerings.

More than three-quarters of the respondents reported that they were working or about to start work, as indicated in Table 4. Only 5 individuals (6.9 percent) were still looking for work.
Table 4

Present Activities of Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
<td>55</td>
<td>76.4</td>
</tr>
<tr>
<td>Full-time</td>
<td>(47)</td>
<td>(65.2)</td>
</tr>
<tr>
<td>Part-time</td>
<td>(3)</td>
<td>(4.2)</td>
</tr>
<tr>
<td>Part-time &amp; school part-time</td>
<td>(2)</td>
<td>(2.8)</td>
</tr>
<tr>
<td>Waiting to begin work</td>
<td>(3)</td>
<td>(4.2)</td>
</tr>
<tr>
<td>Seeking work</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>School full-time</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Helping at home</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Other (includes housewife)</td>
<td>8</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Total                                    72    100.0

While only four students were attending school on either a full-time or part-time basis, at least 29 indicated that attending school was part of their future plans. Table 5 shows the plans for the future of all the respondents. (In the full study, those planning to continue their present activities will be enumerated according to the other categories listed in the body of this table.)

Table 5

Respondents' Plans for the Future

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue present activities</td>
<td>18</td>
<td>25.0</td>
</tr>
<tr>
<td>Return to school full-time</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td>Full-time work and school at night</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Full-time work (no plans for school)</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Part-time work and school</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>Armed services</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Total                                    72    99.9

Although many of the respondents are presently employed full-time (see Table 4), the data in Table 5 suggest that a fair number of these individuals do not view their present job as permanent. About 25 percent of the respondents plan to return to school on a full-time basis.
It was felt that knowledge of former students' reasons for attending college, and for choosing LaGuardia in particular, might help clarify the attrition situation. The reasons given by respondents for attending college are given in Table 6.

Table 6

<table>
<thead>
<tr>
<th>Reason for Attending College</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career-related</td>
<td>33</td>
<td>45.9</td>
</tr>
<tr>
<td>Training for a better job</td>
<td>(21)</td>
<td>(29.2)</td>
</tr>
<tr>
<td>Training for a career</td>
<td>(12)</td>
<td>(16.7)</td>
</tr>
<tr>
<td>2. To find out what college was like</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>3. Parents' or relatives' desire</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>4. Easiest thing to do</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>5. Felt compelled to do what everyone else was doing</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>6. Did not feel ready for work</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>7. Open admissions</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>8. No reason</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.2</td>
</tr>
</tbody>
</table>

About 46 percent gave reasons related to training for a career or for a better job (category 1). For at least one-quarter of the group, going to college seems to have been the "path of least resistance" (categories 3, 4 and 5). An additional 14 percent went merely "to find out what college was like."

Why did these former students choose to attend LaGuardia College? Table 7 shows that 43 percent were attracted by the Cooperative Education program. Nineteen percent indicated that LaGuardia was the only (CUNY) school at which they were accepted.
Table 7

Reason for Attending LaGuardia

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/study program</td>
<td>31</td>
<td>43.1</td>
</tr>
<tr>
<td>Only college that accepted</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close to home or easily</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses or curriculum</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>To be with friends</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>No reason</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>New college</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Small college</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Seemed interesting</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Suggested by high school staff</td>
<td>1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Total 72 100.1

It is clear that the foremost reason given by these former students for attending LaGuardia was the availability of a work/study program. This might actually account for a heightened attrition rate, since it is likely that the College attracts students with unusual financial problems (see Table 2) who perhaps feel that money earned during the internships does not suffice for their financial needs.

It should be noted that the respondents represent attrition primarily during the first two freshman quarters. Perhaps the financial pressures experienced by our students will diminish as work quarters alternate with study quarters.

In order to better understand the respondents' reasons for leaving the College, we asked them to indicate the best and worst features of the school. The best features are given in Table 8.
It is interesting that an equal number of students cited the faculty and the Cooperative Education program. This should be taken as a compliment to the faculty since students did not choose to attend LaGuardia because of its staff (see Table 7). A number of other special features (e.g., intensives, advisory hour, informality, and student participation in governance) are listed in Table 8.

The respondents' perception of the College's worst features (Table 9) is interesting since it provides a somewhat different perspective than is obtained from reasons for leaving the school (Table 2).
Table 9

Worst Features of LaGuardia

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None given</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>Neighborhood setting</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>Lack of organization</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>Here for too short a time to know</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>Limited course selection</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>Cafeteria and food selection</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Unfriendly students</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Other (includes work/study, registration, labs, teachers and intensives)</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Total 72 100.0

Thus, while 11 former students said there was no worst feature, 9 criticized the neighborhood setting and 8 others complained of a lack of organization. It would be interesting to know if the respondents' feelings about the best and worst features are echoed by the remainder of the student body.

Respondents did not cite difficulty with course work as a reason for leaving (see Table 2). However, the number of credits attempted and earned by these former students (see Figure 1) suggest that possibility.
Figure 1. Number of credits attempted and completed at LaGuardia by 72 respondents to an attrition survey.
In order to further investigate this matter, the prior achievement of respondents was compared with achievement of other LaGuardia students. Table 10 compares the high school grade point averages of attrition respondents with all of the Fall 1971 enrollees.

Table 10
A Comparison of High School Averages of Attrition Respondents and All Fall 1971 Enrollees

<table>
<thead>
<tr>
<th>Fall 1971 enrollees</th>
<th>Below 70%</th>
<th>70-74.9%</th>
<th>75% or over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>166</td>
<td>207</td>
<td>167</td>
<td>540</td>
</tr>
<tr>
<td>Percent of total</td>
<td>30.7</td>
<td>38.3</td>
<td>20.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Attrition sample</td>
<td>17</td>
<td>29</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>Percent of total</td>
<td>23.6</td>
<td>40.3</td>
<td>36.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The Table shows that the attrition sample had a smaller proportion of students below 70 percent than was evidenced in the total enrollment. Similarly, the proportions between 70 and 75 percent and especially in the over-75 percent category were larger in the respondent sample than in the student body as a whole.

In order to substantiate the superior prior achievement of the respondents, we compared the available CAT scores of this group to a control group that was still in school. (For convenience, we chose a sample of 161 peer-group students who had been tested at the same time.)

Table 11
Mean CAT Grade Equivalent Scores of Attrition Respondents and a Control Group

<table>
<thead>
<tr>
<th>CAT subtest</th>
<th>Attrition N=67</th>
<th>Control Group N=161</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Reading</td>
<td>11.9</td>
<td>11.0</td>
</tr>
<tr>
<td>Total Math</td>
<td>10.3</td>
<td>9.7</td>
</tr>
<tr>
<td>Total Language</td>
<td>10.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Battery Total</td>
<td>10.9</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Analysis of the data shown in Table 11 shows that upon entering the College, the survey respondents had significantly higher CAT scores than the control group. It seems safe to conclude that inability to perform academically is not an important reason underlying student attrition.
The respondents were also compared to the initial fall 1971 enrollees on two other variables -- ethnicity and curricular major. None of the respondents refused to give their race or ethnic group. However, the categories reported were not those used in the ethnic survey of fall 1971. The following summary is given according to the categories cited by the respondents:

Table 12
Race/Ethnic Group of Attrition Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>58</td>
<td>80.6</td>
</tr>
<tr>
<td>Italian-American</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>Black</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>Spanish origin</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>American</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These data indicate that our holding power is quite good with respect to minority group students. In contrast, the fall 1971 survey showed that black students accounted for about 19 percent of the total enrollment.

A comparison of the curricular major of the respondents with the fall 1971 enrollment data follows:

Table 13

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Fall 1971</th>
<th>Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>Respondents</td>
</tr>
<tr>
<td>Accounting</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Business Administration</td>
<td>81</td>
<td>9</td>
</tr>
<tr>
<td>Data Processing</td>
<td>74</td>
<td>11</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>105</td>
<td>14</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>179</td>
<td>21</td>
</tr>
<tr>
<td>Business Management</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>540</strong></td>
<td><strong>71</strong></td>
</tr>
</tbody>
</table>

There appears to be no significant pattern of attrition by program of studies. An earlier report on this matter showed that the apparently higher attrition rate among Business Management students was merely an artifact of the small number enrolled in that area (Business Management accounted for only 6.3 percent of the original enrollment).
Summary and Conclusions

One-half of the students surveyed left LaGuardia for what we have termed "school-related" reasons (boredom, dissatisfaction with curriculum, etc.), as shown in Table 2. However, analysis of prior achievement data (see Tables 10 and 11) suggests that the students who left were better prepared academically than the average LaGuardia student. Inability to adjust to the level of work should not be viewed as a major cause of attrition.

The remaining half of the former students left for personal reasons -- 25 percent for financial reasons, and the other 25 percent for other personal reasons. As was mentioned earlier in this Report, the Cooperative Education program was responsible for attracting nearly half of our attrition respondents. This suggests that our incoming students may have greater financial needs than students at other schools. In the full report on first-year attrition, we will investigate financial aid given to both continuing and former students.

More than three-quarters of the respondents were working, and only 7 percent were seeking work (see Table 4). About 25 percent of the respondents plan to return to school on a full-time basis (see Table 5).

The attrition rate among black students of about 7 percent is noteworthy, since that group accounts for about 19 percent of our student body.

The data in this report indicate that we are meeting the needs of both minority students and academically-disadvantaged students. Attrition in these groups is lower than might have been expected. This finding raises the issue of whether optimal challenge and opportunity is provided for all levels of academic preparedness.

The full report on attrition will contain data on the interrelation of many of the variables discussed in this report. Although it is not possible to supply these correlational data at this time, it is hoped that the information contained in this report will provide some insight into the needs and expectations of our student body.
Fiorello H. LaGuardia Community College, which began its operations in September of 1971, is now in its fourth quarter of the first year and within a few months will be accepting its second year enrollment. The growth has been amazing. Projections have been revised upward and the prospect is that the numbers may triple those of the first year figures. The Satellite College, when it is operational, is expected to initially take 300 full-time students plus a sizable part of the non-credit and non-matriculated students. Both the impressive growth within so short a span and the competent fashion in which adjustment to the additional numbers has been made speak well for the good management of the institution.

One cannot escape the feeling that the formula for the success and achievement of this young college includes a lively blending of imaginative planning, resourceful and energetic work, and an extraordinary sensitivity to the needs of the constituency. But even all this must be added to something else LaGuardia has in spades - an esprit de corps that manifests itself in the accessibility of its top leadership, in the sense of community within the College and in a zest that fulfills itself in the successful funding of proposals, the enthusiasm of its neighbors in Queens who give good support, and in the excellent newspaper and magazine coverage LaGuardia has earned.

The staff and faculty at LaGuardia do not restrict themselves to launching new programs and ideas. Searching assessment and review are applied, when timely, to the things they have started. The students have had the opportunity to give a comprehensive evaluation of their first year, a survey now under study and analysis. The teachers in remediation (needed by about 80% of the students) are deeply involved in measuring the effectiveness of what has been done in this field in English and math. A unique proposal is being shaped up for foundation consideration - the Middle College Proposal - to reach down to apply the remediation three years before college time. Cooperation of the secondary school officials for this proposal has been secured.

As another example of LaGuardia's readiness to cope with its own problems, last year circulation figures in the Library were a cause of concern calling for attention. The result, through joint library-
faculty action, has been a remarkable spurt in library use by the students. LaGuardia has the knack of combining a full measure of participation with undelayed response to a problem or condition. One feels that another college would be tortuously involved in committee discussions and delays thereby losing the momentum that this college enjoys.

The consultant, by prearrangement, scheduled time to meet on this visit with students just recently returned from their first term in the cooperative education field. It was possible to meet and talk with coordinators who direct this program. LaGuardia is the first two-year institution in the country in which a cooperative education program is required of all regular day session students. A cooperative work-education program at best remains a complicated undertaking, with employers, supervisors, faculty, staff and students composing a mercurial collection of varied interests, backgrounds and motives. The students, with the first off-campus term behind them, were not reticent in talking about the pros and cons of their experience. We certainly know that the program's staff will be eager to make assessment determining strengths and weaknesses and where to change or improve.

Although the rapid expansion of the College already makes for problems of growth, it is gratifying to observe the good utilization LaGuardia makes of its non-classroom space for student purposes. The vast wide-open spaces downstairs have been metamorphosed into a brightly lighted area of ping pong, basketball and even tennis. The cafeteria does reflect in its crowded condition the need that already is evident for more elbow room. The Satellite College will come not a day too soon. Long-range plans will be fulfilled through another most fortunate opportunity that came LaGuardia's way. The Army's Pictorial Center site in Astoria has become available without cost to LaGuardia.

An institutional research office, established in late 1971, is now in full force. Since the last visit of the consultant, a director for this office has been appointed and he has lost no time in getting to work on important pieces of research which incidentally will be of great value in the MSA self-study. Much emphasis in the institutional research at LaGuardia is being put upon student aspects, grades, attrition, promise and performance in testing, and employment interests. If the recent semi-annual report prepared for MSA is any criterion, the research office is admirably prepared to produce a good document for the Middle States team.
During this visit it was agreed that the consultant in returning in the fall will meet with the self-study steering committee to assist in charting a plan and timetable for an evaluation tentatively scheduled for the spring of 1974. In the meantime LaGuardia (completing the required first year of operation) is certainly eligible for earliest Recognized Candidacy and the consultant would endorse the application for such status when next such actions are considered.

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Regarding consultants' reports, MSA suggests that institutions be reminded that the reports are designed for internal consumption, not for publication and also that views expressed therein represent those of the consultant only and not of the Commission.

June 22, 1972

Copy to Dr. Robert Kirkwood
July 11, 1972

Dr. Robert Kirkwood, Executive Secretary
Commission on Higher Education
Middle States Association of Colleges and Secondary Schools
225 Broadway
New York, New York 10007

Dear Bob:

In accordance with our previous conversation and the recommendation of Dr. MacKay, our consultant (see attached I would like to formerly request that the Middle States Association consider LaGuardia Community College for Recognized Candidacy status.

Thank you for your cooperation.

Sincerely,

Joseph Shenker
President

JS/rn
July 13, 1972

Dr. Joseph Shenker
Office of the President
Fiorello H. LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Dear President Shenker:

In the absence of Dr. Kirkwood, I am acknowledging receipt of your letter of July 11th in which you formally request that LaGuardia Community College be considered for Recognized Candidate status.

Your letter and the accompanying copy of Dr. MacKay's report will be brought to Dr. Kirkwood's attention upon his return next week.

Very truly yours,

Rita Spinner
Secretary to Dr. Kirkwood
Dr. Joseph Shenker  
Office of the President  
Fiorello H. LaGuardia Community College of CUNY  
31-10 Thomson Avenue  
Long Island City, New York 11101  

Dear Joe:  

This will acknowledge your letter of July 11 requesting that LaGuardia Community College be considered for Recognized Candidate status. The next meeting of the Commission will not occur until the first part of December, at which time actions affecting the status of institutions would normally be taken. However, if there is an earlier date at which we could move, you may be assured that we will make such a recommendation to the Commission.

Ken MacKay's report is certainly commendatory, and you and your colleagues are to be congratulated in moving LaGuardia ahead so rapidly during the past year. I trust things will continue to go well, and I shall be interested in developments at LaGuardia even though I will no longer be with the Commission after September 1.

With all good wishes, I remain  

Sincerely,  

Robert Kirkwood  

July 20, 1972