COMMISSION ACTION THAT PRECEDED THIS REPORT:

Reaffirmation of Accreditation following
Spring 1992 Team Visit

DATE OF THE EVALUATION TEAM’S VISIT:

March 1-4, 1992
LAGUARDIA COMMUNITY COLLEGE/CUNY 1971-1996
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EXECUTIVE SUMMARY

THE COLLEGE AT TWENTY-FIVE

LaGuardia Community College is the newest of the City University of New York’s eighteen colleges. Founded in 1971 with an entering class of 500 students and 40 faculty members and celebrating its twenty-fifth anniversary during the 1996-1997 academic year, LaGuardia in its brief history has become nationally acclaimed for its tradition of innovation in its service to students and the community.

Since the last Middle States Report in 1992, LaGuardia has grown from 7,500 full-time students to a highly diverse population of over 11,000 in the Fall of 1996, including more than 1,000 international students (the fifth largest total among America’s community colleges). With new programs and organizational structures in place, new strategic planning and self-assessment plans under development, and a Master Plan for the Year 2004 formally approved by the Board of Trustees of the City University of New York, the College continues to strengthen its mission and act on the recommendations contained in the 1992 Report by the Middle States evaluation team.

This Periodic Review Report presents and analyzes the major changes in prospects and programs that have occurred at LaGuardia Community College since the previous Middle States Report of 1992. Following a general introduction to LaGuardia, the Report offers chapters on institutional assessment, the teaching and learning environment (divided into five sections corresponding to the main organizational units of the College), equity and diversity, and finance and facilities planning. It evaluates the trends that have emerged that will affect LaGuardia’s plans for the future and assesses the quality of programs as the College attempts to respond to student needs and major academic, economic, demographic, and governmental forces. The balance of this introduction outlines the substantial challenges that LaGuardia anticipates in the future and the ways that the College is positioning itself to deal with these challenges. The introduction presents a summary of the PRR planning process and an overview of the comprehensive student-centered planning and assessment that will permit the College to carry out its educational mission.

INSTITUTIONAL ASSESSMENT

Since the Middle States visit of 1992, LaGuardia has made major attempts to create and implement a coherent system of institutional assessment. In response to the recommendations of the Middle States Association to "develop a more formal system" of assessment, the College has implemented a program of self-assessment that examines each area of responsibility, both academic and support services, over a seven-year cycle. A 15-member task force developed a set of Self Assessment Guidelines for use by all departments and offices. The first cycle of these self-assessments was begun in academic year 1995-96. To support this effort and others, the College created the Office of Information Management & Analysis and is planning a new organizational unit called the Division of Information Technology. This Office constructed a Data Warehouse covering ten years of the College's history, and continues to add and update the data, instructing faculty and staff in its implications and use, and working to eventually wire all staff into its system. The Data Warehouse is used not only to hold the academic history data of the College, but also the many and varied questionnaire responses that the institution asks students to fill out, demographic and otherwise.
Already this process has yielded significant data and has stimulated the questioning, evaluating, and planning processes that inform LaGuardia's operations. As these systems become more integrated into the College, they will help it to sharpen its focus as it strives to identify areas of concern for the present and opportunities for growth in the future.

TEACHING AND LEARNING ENVIRONMENT

Academic Affairs
Since 1992 there have been significant changes and new initiatives in the Division for Academic Affairs. Many of the major changes have been responses to external constraints: the movement to a new academic calendar mandated by the New York State Education Department, the City University of New York's reduction of credit requirements for the Associate Degree, enforcement of the College Preparatory Initiative, and implementation of new student testing procedures and faculty workload restrictions, and New York State's change in financial and eligibility formulas. In each instance, LaGuardia has made strategic and creative decisions to sustain its tradition of innovation, nurture its distinguished faculty, and respond to student needs and requirements.

LaGuardia has launched many academic initiatives since 1992, including the development of more learning communities that link courses across the disciplines and new learning communities that connect basic skills courses with content courses; the establishment of the COPE program for single mothers on public assistance; and the creation of new school-college collaborations, including the installation of a third alternative high school on campus thereby enhancing the College's nationally acclaimed leadership in this area. The College has also made significant advances in information literacy, international studies, transfer opportunities, and honors courses for students. Supplementing these new academic structures has been an ongoing commitment to faculty and professional development.

Despite fiscal constraints, LaGuardia's resources for teaching and learning--ranging from the increased student utilization of the College's LaGuardia and Wagner Archives to shifts in basic skills remediation to increases in computer labs--have grown since 1992. Among major efforts, LaGuardia has implemented a Coordinated Freshman Program, which today includes Quickstart, prefreshman basic skills programs; Second Chance, intersession intensives for "nearly passing" students; and First Step, an inclusive one-day event for new students. Liberal Arts offerings, including new courses, pairs, clusters, and programs, have increased steadily in the last five years; while business career programs have responded to economic trends and employment forecasts by creating such new options as International Business and Network Systems Administration.

Cooperative Education
The Cooperative Education Division, which received a highly favorable review in the 1992 Middle States Report, continues to refine and develop its nationally acclaimed model of career education, Co-op has been central to LaGuardia's mission since the College's founding in 1971. The Division serves as a learning environment for students, offering them the opportunity in the classroom and in the workplace to develop goals, explore career options, strengthen technical and communication skills, and apply classroom knowledge to work situations.

As with other divisions at the College, the calendar change and introduction of the 60-credit degree, along with changes in the New York City economy, have prompted the Co-op Division to evaluate its mission, objectives, and relation to the institution as a whole. Since 1992, for example, there has been an increase in volunteer internships and on-campus internships. Moreover, the increase in foreign students and immigrants at LaGuardia has resulted in a response by Co-op to offer more pre-employment workshops for this constituency. Similar workshops and computer-assisted services now exist for students utilizing the Division's Job Placement Office. Major new efforts coordinated by Co-op's Employer Relations Committee and Partners in Cooperation Education group address the need to develop new internships and permanent placement opportunities for LaGuardia's expanding student body.

Several new initiatives suggest the continuing ability of Co-op to respond productively to change. As a result of the credit reduction for the Associate degree, Co-op has reduced its internships from three at three credits each to two at two or three credits each; while Co-op Prep has been renamed Gateway to the Workplace. Orientation seminars
now are provided for an increasing cadre of adjunct instructors. The Division is in the process of integrating computer technology into its operations, and is developing ongoing assessment mechanisms to measure its effectiveness. The Division also coordinates LaGuardia's emerging role in international education, and works closely with other departments to improve students' foundation skills.

Adult and Continuing Education
The Division of Adult and Continuing Education (ACE) provides numerous non-credit programs and services to over 20,000 adult learners each year. Acknowledged by the 1992 Middle States Report for its seminal role in the life of the College and LaGuardia's mission to the community, ACE over the last five years has engaged in divisional restructuring as well as program development and assessment in its efforts to enhance its ability to serve its diverse constituency.

Although there have been shifts in funding levels and streams for the Division, ACE has had an increase in its revenue base from 1992 to 1997, permitting it to strengthen and expand programs while emerging from a major restructuring designed to better serve its constituencies. The programs now offered by ACE are organized in four units or teams: Academic/Community Services; Academic/Language Development; Economic Development; and the Adult Career Counseling and Resource Center. A Dean's Policy Council was created to monitor the Division's mission, structure, staffing, and fiscal resources. Within each of the new teams, there have been significant shifts and modifications of services, new program options, and the development of fresh collaborative relationships. Inter-team collaboration was successful in obtaining a 1995 New York City Department of Employment grant to create a new occupational training program for target populations.

Ongoing assessment of ACE program effectiveness, which includes a variety of measurements, indicates that the Division has been successful in providing thousands of adults with basic academic skills, technical proficiency, and full-time employment. Stressing collaboration within the College and the community, ACE plans to acquire additional space to accommodate the large numbers of students interested in its many successful programs—the Family Institute, the English Language Center, the LaGuardia Urban Center for Economic Development (LUCED), among them—and to refine the operation of its four new teams.

Student Affairs
In September 1993, the Division of Student Services was renamed the Division of Student Affairs. In addition, the Counseling Department and some areas comprising the Division of Student Affairs were restructured into four Clusters and the Financial Aid Office, each of which is administered by a director who reports to the Associate Dean. As a result of the restructuring, new programs and services have been developed, areas have been reconfigured, staff have been reassigned, and collaborative partnerships across clusters have been launched.

Counseling services are now provided through four clusters that address the needs of specific student populations: the Office of Student Life and Development combined into a cluster with the Personal Counseling Center; the Academic and Career Counseling Cluster (ACC); the Student Services Cluster (SSC); and the state/city-funded College Discovery Program. Several supplemental instruction and collaborative efforts with academic departments have recently been implemented. Lastly, the Financial Aid Office continues to play a critical role in the admission, registration, and retention of students. The disbursement of aid in a timely manner has been improved through streamlining of office operations, cross-training of staff, reduction in required documentation for student applications, and use of enhanced technology resources.

The Division of Student Affairs has also enhanced its role in major collegewide initiatives. In particular, a newly designed orientation/advisement model involves all members of the College community and computerized, individualized materials have greatly simplified the advisement/registration for new students. Furthermore, a newly appointed Strategic Enrollment Management Group has been charged with responsibility for implementing a registration technology that will allow on-line processing of all student registration-related activities, and reviewing of all College policies and advisement systems that have an impact on advisement/registration.
The challenges confronting the Division now are to refine programs, procedures, and cross-cluster referral systems, and to implement ongoing assessment procedures while enduring continuing budget cuts and reduced services. It is anticipated that the purchase and implementation of Action Track, a retention management software/hardware system, will promote proactive assessment of student needs and monitoring of students' use of college services that will enable the Division to make more informed decisions and implement effective planning strategies.

**Institutional Advancement**

The Division of Institutional Advancement, consisting of Admissions, Communications, College and Community Relations, Grants Development, Information Management & Analysis, and Theater and Recreation, has made significant strides in addressing many of the recommendations incorporated in the 1992 Middle States response. Major efforts have been launched to strengthen institutional self-assessment, disseminate information about the College, and increase grants development. The Division's diverse services and responsibilities continue to be integral to successful teaching and learning within the College.

Among the Division's efforts to improve internal communications since 1992 have been the biannual publication of *The LaGuardia Insider* and *The LaGuardia Report*. Moreover, the position of Media Relations Coordinator, created in 1996, has resulted in a flow of positive information about LaGuardia appearing in *Community College Week*, *The New York Times*, and elsewhere. A total of 170 press releases are sent out annually along with announcements in 1996-97 concerning the College's 25th anniversary celebrations. As indicated in Chapter II, the Office of Management & Analysis has assumed major responsibility for centralized and systematic institutional research. Its Data Warehouse went on-line in 1996 and provides ten years of information on enrollment and admissions. These data serve as an enrollment management tool for the College, which has enjoyed an exponential increase in students admitted to LaGuardia since 1992.

With $8.2 million in grants received in 1995-96, LaGuardia has one of the strongest grants profiles with CUNY. The Division's Legislative Action Committee and its partnerships with external legislators and planning boards, along with its support for the Performing Arts Center, has resulted in a convergence of resources and facilities that testify to the institution's continuing strength.

**EQUITY AND DIVERSITY**

The College's diversity is best illustrated through its student body, which is composed of students from many cultures and ethnic origins. LaGuardia continues to meet the needs of this population outside and within the classroom, providing support services and appropriate physical facilities for special needs students and a broad spectrum of co-curricular activities for all students. All 504/ADA compliances are met, for the benefit of all disabled members of the campus community. Student Government, the newly formed Student Sub-Committee of the Network to Confront Racism, and the newly created Student Center for Women, as well as other groups work collaboratively with the Division of Student Affairs and with other administrative and faculty groups to give voice to student positions on collegewide issues and to work for equity and diversity related to race, ethnicity, and gender. This democratization extends to Senate voting by students on curriculum modification, but as the result of a recent New Governance Plan referendum, the number of student senators was reduced and faculty vote therefore cannot be overridden; the last Middle States review questioned academic decision making by non-academics.

Since the last review, the College has established a policy that all departments and divisions in the Academic Division will infuse pluralism into all courses and programs. The Library supports this policy through making appropriate resources available. The Task Force on Pluralism continues its role in promoting and interpreting pluralism and in this capacity continues to bring issues of equity and diversity to the fore through faculty development workshops and collegewide forums. It fulfilled its goal cited in the 1992 report to establish a Network to Confront Racism, for the Network was formed and more recently a student component was added. Further, a Pluralism Coalition--a broad collegewide constituency--has been created to serve as a clearinghouse for sharing and disseminating information, ideas, and resources in order to enhance and promote the pluralistic efforts of the College. The Town Meeting is an even more recent forum that has been instituted, for an equitable exchange of
ideas. Periodic assessments of human relations in order to gauge campus climate are recommended; one such assessment of students has been done.

Following revised University hiring guidelines and working closely with departments and divisions for strict adherence, the College's Affirmative Action Office continues its efforts toward diversification in employment at all levels, a matter of concern to Middle States. Noteworthy progress has been made, with major changes in the hiring of more Asian Americans and Hispanics, an increase in the percentage of female Full Professors and an increased percentage of female administrators identified as minority. The Office also oversees and has created mechanisms for the College's compliance with the University's revised procedures for implementation of the Policy Against Sexual Harassment and its revised anti-bigotry and pluralism guidelines.

FINANCE AND FACILITIES PLANNING

As a community college within the CUNY system, LaGuardia has three primary streams of support: State, City, and tuition and fees. With an increase in funding from $57.6 million in 1992 to $85.2 million in 1996 and an increase in grants acquisitions, LaGuardia has been able to maintain and expand its mission during a period of rapidly shifting funding strands and fiscal constraints.

Because of LaGuardia's successful enrollment management initiatives, the College has been able to offset declines in State and City appropriations by increases in tuition and fees. By 2004, the head count will increase by 3,000 yielding an enrollment of 13,500 students in credit-bearing programs. Complementing the increase in student enrollment is the acquisition of Center 3 property approved by the City and State and currently being secured for LaGuardia. With the addition of 282,000 gross square feet, the College will be poised to enter the new century with a Master Plan that anticipates a 58% increase in overall campus space.

LaGuardia will continue to work diligently to sustain its mission and tradition of innovation by acquiring the funds and facilities needed to support the institution.
CHAPTER I: INTRODUCTION AND OVERVIEW

THE COLLEGE AT TWENTY-FIVE

LaGuardia Community College is the newest campus of the City University of New York—a complex system consisting of 18 colleges and constituting the largest urban public university in the United States. Founded in 1971 with an entering class of 500 students and 40 faculty members and celebrating its twenty-fifth anniversary during the 1996-1997 academic year, LaGuardia in its brief history has established a tradition of innovation in its service to students and the community that has made it a nationally and internationally acclaimed leader in community college education.

At a time when the City University of New York, like so many urban higher education institutions, is under great economic stress, LaGuardia is relatively stable and strong; indeed it is one of only three CUNY campuses that met its enrollment target for 1996-97. Since the last Middle States Report in 1992, it has grown from 7,500 full-time students to a highly diverse population of over 11,000 in the Fall of 1996, including more than 1,000 international students (the fifth largest total among America’s community colleges). With new programs and organizational structures in place, new strategic planning and self-assessment plans under development, and a Master Plan for the Year 2004 formally approved by the Board of Trustees of the City University of New York, the College continues to build an innovative bridge to the twenty-first century for New York City’s traditionally underserved populations. Aware of its unique mission and its institutional strengths, intent on correcting its weaknesses, and serving increasingly as a model for local economic and global educational development, LaGuardia plans to enter the new century as a vital and viable model for the nation’s urban community colleges.

As the College plans for a new century, it is fortunate that it can utilize this Periodic Review Report (PRR) to evaluate where it has been, where it is today, and where it hopes to be in 2001 when the next full Middle States self-evaluation is due. Having established a tradition of innovation -- the theme of its twenty-fifth anniversary celebration year--LaGuardia wishes to highlight the positive characteristics that will inform and enhance its mission while permitting it to focus its resources around its greatest strengths to meet the needs and expectations of its students.

This Periodic Review Report presents and analyzes the major changes in prospects and programs that have occurred at LaGuardia Community College since the previous Middle States Report of 1992. It evaluates the trends that have emerged that will affect plans for the future, and assesses the quality of programs as the College attempts to respond to student needs and major academic, economic, demographic, and governmental forces.

The balance of this introduction outlines the substantial challenges that LaGuardia anticipates in the future and the ways that it is positioning itself to deal with these challenges. The introduction presents a summary of the PRR planning process and an overview of the comprehensive student-centered planning and assessment that will permit
the College to carry out its educational mission. This strategic process--ongoing and
dynamic--is the core subject that is addressed in the body of the report.

A. THE PERIODIC REVIEW REPORT PROCESS

LaGuardia started its periodic review process in early 1996 with the designation of a core
planning team by President Raymond C. Bowen. Members of this initial planning group
were Dr. Roy McLeod, Interim Dean for Institutional Advancement; Dr. Eleanor Q.
Tignor, Professor of English and designated Chairperson for the Middle States team; Dr.
Gilbert Muller, Special Assistant to the President and the Report’s senior editor; and Ms.
Barbara Astone, Director of Assessment and Associate Director for Information
Management & Analysis.

Subsequently Dr. Tignor, Dr. Muller, and Ms. Astone attended a meeting on March 26,
1996, at John Jay College (CUNY) that was sponsored by the Middle States Association
for the purpose of explaining and coordinating the accrediting agency’s expectations and
requirements for institutional review and assessment. Based on the information and
guidelines obtained at this meeting, the core committee members met in April and May to
develop an agenda that would guide the PRR process during the next academic year.

As an outgrowth of this group’s deliberations and conversations with a broad spectrum
of the LaGuardia community, the core planning group created a full Middle States
Review Steering Committee by the end of the spring term:

Eleanor Q. Tignor, Chair
Professor of English and Chair,
Task Force on Pluralism

Gilbert H. Muller, Senior Editor
Professor of English and Special
Assistant to the President

Barbara Astone, Subcommittee on Outcomes
Director of Assessment and
Associate Director for Information
Management & Analysis

Meryl Sussman, Chair of Committee on
Professor of Computer Information
Systems and Director of Coordinated
Freshman Programs

Gail Baker, Subcommittee on New
Associate Professor of Natural and
Program Development
Applied Sciences

John Buckley, Subcommittee on Outcomes
Associate Director of Admissions Office
Assessment
The full PRR Steering Committee met for the first time in June 1996. At this meeting, a series of subcommittees was established reflecting the key institutional areas that would
be highlighted in the interim report. It was decided early on that the PRR would respond to the emphases for the 1990s outlined in three Middle States documents: Handbook for Periodic Review Reports 6/e; Characteristics of Excellence in Higher Education; and Framework for Outcomes Assessment. Based on a careful review of these documents, the Steering Committee concluded that the major challenge for LaGuardia was to provide Middle States with a rigorous examination of its rich learning environment as the College nears the end of the century.

The need to formally and completely evaluate the relative efficiency and coherence of the LaGuardia educational experience led the members of the Interim Review Committee to formulate a series of sections around which the PRR would be structured:

1. The Institutional Assessment Process: A Framework For the Future
2. The Teaching and Learning Environment
   - Division for Academic Affairs
   - Division of Cooperative Education
   - Division of Adult and Continuing Education
   - Division of Student Affairs
   - Division of Institutional Advancement
3. Equity and Diversity
4. Finance and Facilities Planning

This framework, the PRR Committee felt, would result in an accurate analysis of LaGuardia’s strengths and weaknesses as well as a document geared to the institution’s future educational effectiveness. The agreed-upon framework also would require the College to look critically at the recommendations made in the Middle States Association’s 1992 report to LaGuardia faculty, administrators and trustees following its review of the institution’s 1992 self-study document and its campus visit of March 1-4, 1992. Thus a plan for the future rooted in what the Handbook for Periodic Review Reports terms “a retrospective, current, and prospective analysis of an institution, subsequent to its last evaluation” began to emerge.

Agreeing that the proposed framework would provide coherence for the PRR, members of the Steering Committee were then asked to chair various subcommittees that would be responsible for the main components of the document. With the subcommittees thus constituted, the subcommittee chairs proceeded to establish guide questions and outlines, interview representatives of the College community, and prepare preliminary reports during the Fall term of 1996. At each stage in the process, the PRR Steering Committee had opportunities to review and respond to drafts-in-progress, share data, and address emerging problems and issues. Both the shape and size of the document was of concern from the outset. Early on, the Steering Committee agreed to assemble as much relevant information on the key topics as available, and withhold final editing decisions until a critical mass of material had been achieved.

Organizing and coordinating the myriad aspects of the PRR process taxed all Steering Committee members mightily during the Fall term of 1996. They did not have the luxury of released time from other institutional commitments. Nevertheless, with hard work and the cooperation of many different members of the College community, the subcommittee
chairs enjoyed a productive autumn. They looked carefully at everything with clear attention to LaGuardia’s mission statement and its fiscal health. They submitted preliminary reports on November 25 and December 4, 1996. With a good working relationship and a shared interest, PRR Steering Committee members had accomplished the daunting task of scrutinizing the entire institution and its academic culture, engaging their peers in dialogue, and with common endeavor assembling the materials needed to demonstrate the strategic academic and fiscal planning that defines LaGuardia’s goals.

Having accomplished the major objective of assembling the materials required for institutional review, PRR Steering Committee members utilized December and January to revise the individual chapter reports in a clear, concise, and coherent fashion. The Steering Committee next met on January 29, 1997, to report on the changes in major chapters and to identify gaps in the document and then on March 19 to review a complete draft version. Following meetings in March and April, an editorial committee consisting of Professors Tignor, Muller, and Sussman with the assistance of Ms. Astone edited and prepared the document prior to distribution for broader institutional response.

The first draft was submitted to President Bowen and subsequently the Executive Council in April and May of 1997. Moreover, copies of the PRR were placed in the LaGuardia Library for review and response by various College constituencies including departmental chairpersons, the College Senate, Faculty Council, and faculty and staff.

Following extensive feedback from the College community and modification of the original version of the PRR, a final draft was submitted to President Bowen who, after proper consultation, formally approved LaGuardia’s Periodic Review Report in May 1997.

LaGuardia’s PRR is the product of an organic institutional process committed to the inclusion of a broad array of the College’s constituencies. It reflects a genuine desire to make the College’s PRR a useful instrument of self-study as LaGuardia attempts to navigate a challenging future. Instead of a rigorously controlled “top-down” instrument reflecting bureaucratic concerns and prerogatives, this PRR has enabled the College community to probe its uniqueness and candidly assess its areas of concern. Written in a plainspoken way, it attempts to convey to the Middle States Association the mission and vision of a college that, at the tender age of twenty-five, still considers itself young enough to remain innovative and sufficiently older—-and wiser—to grapple with the emerging problems and prospects in urban higher education that will determine its future success.

B. OVERVIEW

LaGuardia in 1997 continues to exemplify many of the characteristics documented in the Middle States Self-Evaluation of 1992. At the same time, there have been significant changes—both internal and external—and altered perspectives that should be highlighted as the institution assesses its objectives. This process can begin by tracing some major administrative, faculty and student changes, and their implications.
One critical change involves the administrative leadership of LaGuardia, which reflects the inevitable departures and arrivals of personnel over a period of time. Dr. Raymond C. Bowen, appointed to the presidency in 1989 and now, within the tumultuous CUNY universe, one of the longer-serving presidents, remains LaGuardia’s Chief Executive Officer. An activist president, he has overseen an evolution in his leadership team since the last Middle States Report of 1992, including changes in deanships in the Divisions of Cooperative Education, Institutional Advancement, Academic Affairs, Student Affairs, and Administration.

Although LaGuardia’s executive team has experienced significant change since the last Middle States Report, the current administration is composed of experienced and cooperative professionals who reflect the ethnic and gender diversity permeating all aspects of LaGuardia life—a topic that will be treated in detail in the chapter on Equity and Diversity.

The changes in LaGuardia’s leadership team have been matched by increases in the College’s student population. LaGuardia’s total student body grew from 9,399 students in 1991 to 10,695 students in 1995. This 14% increase in enrollment over a five-year period has been beneficial to the College’s fiscal health. Moreover, projections for further enrollment growth will have a significant impact on its future planning—the subject of the chapter on Finance and Facilities Planning.

Data provided by the Office of Institutional Management & Analysis confirms the strength and diversity of LaGuardia’s student population. The following data from LaGuardia’s 1996 Institutional Profile will serve to center the subsequent discussion of student outcomes:

- The median age of LaGuardia students is 24 years, a figure that has remained relatively constant from 1991-1995.

- In the past five years, the overall student body at LaGuardia has been about two-thirds women and one-third men, fluctuating about one percentage point from year to year.

- The ethnic breakdown of LaGuardia’s student body has been relatively constant over the last five years, with some increase in the Hispanic population from 33% in 1991 to 36% in 1995.

- Annual Full Time Equivalents (FTE’s), after a drop to 8,408 in 1992 that was caused by the change in the College’s calendar, have stabilized in the period 1993-95 at roughly 9,330.

- Liberal Arts and especially Liberal Arts and Science majors have shown large increases in five years.

The chapters that follow—Institutional Assessment: A Framework for the Future; The Teaching and Learning Environment (five chapters); Equity and Diversity; and Finance and Planning—will offer concise assessments of LaGuardia’s student body and the
strategies that have been developed to enable traditionally underserved populations to achieve academic success.

The diversity of LaGuardia’s administration and student body has been complemented in the last five years by a full-time faculty that also has become larger and more diverse. In 1992, there were 457 full-time employees, and in the Fall of 1996 this figure had risen to 591. What is highly significant—and this subject will be explored in detail in the chapter on Equity and Diversity—is the increase in African American, Hispanic, and Asian American full-time employees. LaGuardia’s diverse faculty is known for its academic excellence and its commitment to student-centered pedagogy. The community college paradox of high student diversity and low administrative and faculty diversity is a major issue in higher education today. LaGuardia, as this report shows, has had notable success in resolving this paradox.

The College understands the seminal importance of education to the quality of life and the economic vitality of New York City, and this is why LaGuardia’s new Master Plan is assuredly one of the highlights of the past five years. Approved in 1995 by the CUNY Board of Trustees, this Master Plan, which will be discussed in the chapter on Finance and Facilities Planning, offers a comprehensive blueprint for a “campus of the future.” LaGuardia’s Master Plan for 2004 anticipates enrollment increases, new academic programs, the expansion and renovation of physical facilities, and the need for enhanced financial resources that will permit the College to remain on the cutting edge of higher education as one century ends and another begins. Of course, in an era of dwindling budgets, the College understands that it must effectively harness and attempt to enhance existing resources. For example, it plans to utilize faculty expertise in the development of instructional technologies to provide students with the knowledge and skills needed to participate successfully in the community and workplace. This critical issue will be addressed in the PRR section on Information Literacy.

The College has also had to contend with major external challenges—the College Preparatory Initiative (CPI); altered degree requirements imposed by CUNY; a state-mandated change in the College’s academic calendar; centralized testing; and workload restrictions among others—that have had major internal consequences affecting LaGuardia’s tradition of innovation. These issues will be discussed in the section on the Division for Academic Affairs. But with the Master Plan, strategic planning, and a major institutional self-assessment initiative, LaGuardia Community College has created a framework for the future that is the subject of this PRR.
CHAPTER II:
INSTITUTIONAL ASSESSMENT: A FRAMEWORK FOR THE FUTURE.

In the report of the Middle States Evaluation team following its site visit in 1992, the reviewers remarked that LaGuardia’s planning and assessment efforts required a “more formal system that is ongoing” to replace its reliance on somewhat sporadic research or too heavily anecdotal information about its programs and students. These remarks were in keeping with the College’s own intentions in that regard. Since then, the College has established an Office of Information Management & Analysis and has worked to integrate the actions and energies of that office into a process of institution-wide self-assessment. With the additional development of the Data Warehouse and also the anticipated creation of a new organizational unit in the College called the Division of Informational Technology, the College has directly and comprehensively addressed the evaluation team’s concerns regarding planning and assessment. LaGuardia concurs with Middle States that such efforts will help the College to better utilize its resources and meet future challenges.

A. STRATEGIC PLANNING AND INSTITUTION-WIDE ASSESSMENT

As an integral component of strategic planning, LaGuardia has developed a program of institution-wide self-assessment that engages all areas of the College in periodic review on a seven-year cycle. The self-assessments involve each part of the College, from the academic departments to the operational and administrative offices, in equal scope and depth. The institution-wide plan advances two important principles: first, the recognition that LaGuardia is a single, integrated entity, with a responsibility shared by all divisions to function in tandem for the common good of students; and second, that not only in academic programs but in all areas of the College, the ongoing renewal of institutional goals should emerge from outcomes based on periodic assessment. In establishing the assessment process, the College has developed an approach that integrates strong administrative leadership and broad involvement of faculty and staff in all departments and divisions. This interplay between administrative guidance and faculty and staff determination of assessment goals and activities establishes an approach that should produce a meaningful and effective long-term program.

B. THE DEPARTMENT-LEVEL REVIEW PROCESS

In the 1994-1995 academic year, a 15-member Assessment Task Force, co-chaired by the Provost and the chairperson of the Senate Committee on Program Effectiveness, was charged with developing a set of self-assessment guidelines for use by all departments and offices in conducting their reviews, and overseeing the assessment process throughout its developmental stages. The Task Force is coordinated by the Director of Assessment from the Office of Information Management & Analysis, who facilitates the availability and flow of data to the departments for assessment purposes. This individual also makes assistance available for developing and conducting analyses identified by the departments during the course of the assessment period. In principle, the purpose of LaGuardia’s institutional self-assessment is straightforward: Where instruction is
concerned, it is the improvement of teaching and learning. Where operations are concerned, it is the improvement of effectiveness in the interest of student progress.

With this central purpose, the Task Force developed a handbook, Institutional Self-Assessment Guidelines, outlining the scope of information that departments are asked to review as they examine their activities in six categories, as applicable. Each department is expected to review a broad array of information about its services, its internal organization, its constituencies, resources, and relationships—and to consider these things with respect to how, and how well, they achieve the area’s goals and thereby the College’s mission.

The first cycle of self-assessment took place in the 1995-96 academic year. It revealed areas in which the Guidelines, considered an evolving document, can be improved. A revision is presently underway that will streamline the scope, redirect the focus from description to analysis, and stipulate the inclusion of outcomes in specific areas. The revised Guidelines will indicate that assessments should be based on expected competencies and measured in a variety of ways, and will specify that the outcomes of assessment be included in the self-study report. The College recognizes the need to articulate the periodic program reviews with the strategic planning process, and is establishing appropriate mechanisms to make that happen.

Another component of periodic program review calls for one or more external reviewers, recommended by the department and approved by the Provost, to conduct a site-visit and submit a written report, to which the departments have an opportunity to respond. At the conclusion of the review year, the departments, in consultation with the Provost, will develop a five-year plan outlining goals and activities for the future. According to the overall vision for strategic planning, the goals emerging from the collegewide department level assessments are expected to be synthesized within each division. The divisional goals, in turn, will then be integrated on a continual basis into the institution’s ongoing Strategic Plan.

To implement this vision effectively, three aspects of the overall process must be more fully developed and communicated throughout the College. One is to develop a mechanism by which the synthesis between renewed department-level strategic goals and renewed divisional-level goals will take place. The second is to assess the effectiveness in student learning and development in the major categories of developmental education, general education, the major disciplines, and students’ personal and social development through the periodic program assessments. (This point is addressed in the revised edition of the Guidelines.) The third is to integrate revised goals in these key areas in the Strategic Plan periodically. With regard to general education, the College already has the basis for such a process, described in Section C.

As stipulated in the Self-Assessment Schedule, four College areas completed their self-assessments, in 1995-96: the Computer Information Systems Department, the Office Technology Department, the Physical Therapy Assistant Program, and the Division of Cooperative Education. The areas involved in self-assessment in 1996-97 are: the English Department, the Library, the Mathematics Department, the Human Services Program, the Natural Science course sequences, half the Division of Administration, and
the Office of the Dean of Administration. To date, all phases of the process have been completed as planned for both assessment cycles. Remaining College areas will conduct and complete their self-assessments over the next four years.

C. GENERAL EDUCATION: THE COLLEGE'S COMMON GOALS FOR ACADEMIC PROGRAMS

Some years prior to the assessment initiative, the faculty outlined a set of Common Goals—ten areas of competence that a LaGuardia education will prepare students to achieve—and these were communicated to students through the College catalog. As stated there, the goals recognize the academic, social, and professional knowledge students need to live effectively and creatively in an urban environment. They include the intellectual, technical, and interpersonal skills needed for continued education and for productive participation in the world of work. These Common Goals, in essence, form the basis for what LaGuardia considers an effective general education. They therefore constitute a solid foundation from which the College can begin to construct an assessment of institutional-level outcomes relative to teaching and learning that stem from the assessment of program effectiveness anticipated through the department-level reviews described in the previous section. The next step in this developing process is to incorporate the Common Goals into periodic program review. A 1997 revision of the Institutional Self-Assessment Guidelines will address this step as well as other developments.

D. INFORMATION MANAGEMENT AND ACCESS TO DATA

Early in 1992 the College delineated a need for information that would be readily accessible in electronic form on the desktop to administrators, faculty, and staff. The administration's vision was that information needed to be more readily available for decision support, strategic enrollment management, institutional reporting needs, strategic planning and periodic assessment, and for longitudinal student tracking and course development by faculty. The decision was made to develop data warehouse technology through the Office of Institutional Research, since renamed the Office of Information Management & Analysis. At present, the LaGuardia Data Warehouse contains ten years of historical data about students and courses—in such categories as admissions, enrollments, performance, and progress—and data relating to College personnel. The Warehouse went on-line in 1995, and within the limits of equipment and connectivity presently in place at the College, it is available via LAN to administrators, department chairpersons and directors, a limited number of faculty, and staff. (A large investment in hardware and networking connections is planned for 1997-98 in which most faculty are expected to be supplied with computers.) The construction of the Data Warehouse is expected to continue for the next few years with the addition of new data subjects each year and the continuous modification and fine-tuning of its structure based on the feedback received from those who use it.

Since the first assessment cycle began in 1995-1996, the Data Warehouse has been used to support department-level reviews through the provision of information pertaining to student enrollments in courses and majors, student performance, progress and completions, and personnel. At the start of each assessment cycle, data books are
provided to each department conducting a review, and subsequent needs for information and analysis are supported throughout the review year. The College's long-range goal regarding data accessibility and its use in the planning and assessment process is for faculty and staff to use the Data Warehouse directly, not only during periods of formal departmental review, but as a matter of course in their ongoing work. Among the recommendations listed below is the creation of a systematic plan for faculty and staff development that is comprehensive enough to sustain this vision.

E. STUDENT PERSPECTIVES

In addition to the formal student evaluations of courses and teaching used in personnel decision-making, special programs have historically surveyed participating students in order to learn about their personal situations and academic backgrounds, as well as their opinions of program experiences. Summaries of these "localized" surveys are often shared not only within the programs themselves, but are also reported to the general College community and to other interested agencies or sponsors. Now departments are required to include student perspectives on curriculum and teaching in their periodic program reviews; a student survey is included in the Guidelines booklet.

While the College has a long tradition of collecting student data (for example, New Student Survey, Graduate Survey, and Student Instructional Report), with additional planning the College believes it can make this important avenue of communication more effective, and integrate it more fully in the developing process of institutional assessment. In particular, LaGuardia plans to revise the New Student Survey and institute a "leavers" survey to supplement the information it presently collects.

F. MEASURES OF INSTITUTIONAL EFFECTIVENESS

Since the collegewide assessment initiative began two years ago, it is too early in this relatively new process to report outcomes that stem directly from institution-wide assessment, either at the department and program level, or in terms of overall institutional effectiveness, as it will be defined in relation to the Strategic Plan. Also, as indicated in a previous section, the precise connections between renewed department goals on the one hand, and divisional goals and the institutional Strategic Plan on the other, are not as yet fully developed.

The newness of LaGuardia's self-assessment process notwithstanding, certain aspects of institutional effectiveness exist. These include rates of retention, graduation, transfer, and employment as reflected in Figures 1, 2, and 3.

In Figure 1, the overall four-year graduation rate for first-time students who entered the College in 1992 was 21%. While the two sub-populations of Associate in Arts (A.A.) and Associate in Applied Sciences (A.A.S.) students have roughly similar rates (18% and 20%, respectively), those enrolled in Associate in Science (A.S) programs graduated at a higher rate (26%) in the same period. The comparisons are not consistent, however, among transfer students. There, A.S. and A.A.S. graduation figures are closer, at 37% and 36%, respectively, while the A.A. graduation rate is 29% after four years.
Clearly, to understand the meaning of these retention and graduation rates, LaGuardia needs to know the reasons why students choose not to re-enroll, since some reasons may be indicative of success rather than failure, as in the case of only temporary inactivity by choice or transfer to other institutions. Information from surveys of incoming students as to their higher education goals and of leavers as to their reasons for leaving would go far in helping the College understand these data. The College plans to follow up in these two areas in the near future. In the meantime, from the information reported in these figures, it can also be noted that the one-year retention rate is lowest among first-time A.A. students (about 56%), and equal (and 9 points higher) for A.S. and A.A.S. students. Once again, however, many factors may be affecting this outcome. For example, LaGuardia does not yet know at what point in their careers students who transfer to senior colleges leave LaGuardia, or if this point of departure is different for A.A., A.S., and A.A.S. students. These are also questions the College plans to investigate.

A five-year trend of employment and transfer rates based on survey data and the 1993-94 post-graduation survey results are reported in Figures 2 and 3. These data give an indication of the achievement of LaGuardia graduates in the two major goal areas of employment and transfer. According to the most recent information, more than half of the graduates reported being employed and about 55% reported being enrolled at a senior college. It is particularly interesting to note that 108 graduates, 38% of all respondents who reported continuing their education in baccalaureate programs, had A.A.S. degrees.

Recommendations

2.1 Maintaining the principle of broad participation of faculty, staff, and students in the planning process, the College should develop mechanisms by which goals emerging from department-level assessments can be synthesized and periodically incorporated into the institutional Strategic Plan.

2.2 For the purpose of assessing institutional effectiveness in key areas concerning teaching and learning, the College should develop mechanisms to insure systematic assessment of cross-departmental or cross-divisional goals in such areas, for example, as developmental education; general education; and students’ personal and social development.

2.3 LaGuardia should develop a comprehensive plan for faculty and staff development in the use of the Data Warehouse.

2.4 The College should review the question of student surveying so as to more fully incorporate students’ perspectives into the institutional assessment and strategic planning processes.
<table>
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<tr>
<th>Degree Type</th>
<th>Major</th>
<th>1992 Entering Cohort</th>
<th>1 yr</th>
<th>2 yrs</th>
<th>3 yrs</th>
<th>4 yrs</th>
<th>Graduates a/o AY 1995-96</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
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<td>A.A</td>
<td>BILINGUAL EDUCATION ASSOCIATE</td>
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<td></td>
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<tr>
<td></td>
<td>HUMAN SERVICES</td>
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<td>35%</td>
<td>87</td>
<td>25%</td>
<td>75</td>
<td>24%</td>
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<td></td>
<td>LIBERAL ARTS</td>
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<td>14%</td>
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<td></td>
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</tr>
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<td>TEACHER EDUCATION</td>
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<td></td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
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<td>287</td>
<td></td>
<td>178</td>
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<tr>
<td>A.S.</td>
<td>BUSINESS ADMINISTRATION</td>
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<td>29%</td>
<td>80</td>
<td>24%</td>
<td>54</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>COMPUTER SCIENCE</td>
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<td>16%</td>
<td>72</td>
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<td>DIETETIC TECHNICIAN</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EMT/PARAMEDIC</td>
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<td>0%</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIBERAL ARTS AND SCIENCES</td>
<td>103</td>
<td>22%</td>
<td>67</td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCCUPATIONAL THERAPIST ASSISTANT</td>
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<td>37%</td>
<td>51</td>
<td></td>
<td>39</td>
<td></td>
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<tr>
<td></td>
<td>SCHOOL FOOD SERVICES MANAGEMENT</td>
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<td>14</td>
<td></td>
<td>13</td>
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<td>Sub-total</td>
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<td></td>
<td>296</td>
<td></td>
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<td>A.A.S</td>
<td>ACCOUNTING</td>
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<td>30%</td>
<td>107</td>
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<td>BUSINESS MANAGEMENT</td>
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<td>18%</td>
<td>45</td>
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<td>COMMERCIAL FOODSERVICE MANAGEMENT</td>
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<td>33%</td>
<td>6</td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>COMMERCIAL PHOTOGRAPHY</td>
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<td>38%</td>
<td>17</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMPUTER OPERATIONS</td>
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<td>22%</td>
<td>13</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMPUTER TECHNICIAN</td>
<td>108</td>
<td>22%</td>
<td>75</td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MICROCOMPUTER SYSTEMS AND APPLICATIONS</td>
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<td>36%</td>
<td>22</td>
<td></td>
<td>16</td>
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</tr>
<tr>
<td></td>
<td>MORTUARY SCIENCE</td>
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<td>5%</td>
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<tr>
<td></td>
<td>PARALEGAL STUDIES</td>
<td>3</td>
<td>67%</td>
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<tr>
<td></td>
<td>PHYSICAL THERAPIST ASSISTANT</td>
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<td>98</td>
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<td>67</td>
<td></td>
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<tr>
<td></td>
<td>PRE-NURSING (NURSING)</td>
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<td>14%</td>
<td>144</td>
<td></td>
<td>100</td>
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</tr>
<tr>
<td></td>
<td>PROGRAMMING AND SYSTEMS</td>
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<td>26%</td>
<td>51</td>
<td></td>
<td>32</td>
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</tr>
<tr>
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<td>SECRETARIAL SCIENCE</td>
<td>27</td>
<td>11%</td>
<td>12</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRAVEL &amp; TOURISM</td>
<td>125</td>
<td>21%</td>
<td>79</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VETERINARY TECHNOLOGY</td>
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<td>25%</td>
<td>28</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Sub-total</td>
<td>1044</td>
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<td>706</td>
<td></td>
<td>499</td>
<td></td>
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<tr>
<td>Certificate</td>
<td>WORD PROCESSING SPECIALIST</td>
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<td>0%</td>
<td>6</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
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<td>0%</td>
<td>1</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td>16</td>
<td></td>
<td>7</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1964</td>
<td></td>
<td>1296</td>
<td></td>
<td>874</td>
<td></td>
</tr>
</tbody>
</table>

Note 1. Changes in major occur. Students are counted in their current major for each year reported.

Source: LaGuardia Community College Data Warehouse
Reported Employment and Transfer Rates of Graduates
Five Year Trend
1989-90 to 1993-94 Surveys

Transfer and Employment Rates of Survey Respondents
1989-90 to 1993-94 Graduates

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Percent Reporting Employment</th>
<th>Percent Reporting Transfer to Sr. College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989-90</td>
<td>61%</td>
<td>49%</td>
</tr>
<tr>
<td>1990-91</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>1991-92</td>
<td>48%</td>
<td>54%</td>
</tr>
<tr>
<td>1992-93</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>1993-94</td>
<td>51%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Source: Division of Cooperative Education

Note: Respondents may indicate more than one activity.
### Post Graduation Activities of 1993-94 Graduating Class
#### By Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Respondents</th>
<th></th>
<th>New Job</th>
<th>Existing Job</th>
<th>Transfer Senior Co.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. % of Grads</td>
<td>No. % of Resp.</td>
<td>No. % of Resp.</td>
<td>No. % of Resp.</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>66 40%</td>
<td>33 50%</td>
<td>11 17%</td>
<td>41 6%</td>
<td></td>
</tr>
<tr>
<td>Bilingual Education Associate</td>
<td>12 41%</td>
<td>2 17%</td>
<td>3 25%</td>
<td>10 8%</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>46 41%</td>
<td>12 26%</td>
<td>5 11%</td>
<td>31 6%</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>17 33%</td>
<td>5 29%</td>
<td>3 18%</td>
<td>6 3%</td>
<td></td>
</tr>
<tr>
<td>Commercial Food Service</td>
<td>1 50%</td>
<td>1 100%</td>
<td>0 0%</td>
<td>0 0%</td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Technology</td>
<td>32 47%</td>
<td>7 22%</td>
<td>4 13%</td>
<td>17 5%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>34 48%</td>
<td>9 26%</td>
<td>4 12%</td>
<td>26 7%</td>
<td></td>
</tr>
<tr>
<td>Computer Operations</td>
<td>7 50%</td>
<td>2 29%</td>
<td>0 0%</td>
<td>3 4%</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>21 46%</td>
<td>8 38%</td>
<td>3 14%</td>
<td>8 3%</td>
<td></td>
</tr>
<tr>
<td>Dietary Technician</td>
<td>3 23%</td>
<td>1 33%</td>
<td>0 0%</td>
<td>0 0%</td>
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</tr>
<tr>
<td>Emergency Medical Technician</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td>66 52%</td>
<td>23 35%</td>
<td>5 8%</td>
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<td>6 67%</td>
<td>0 0%</td>
<td>6 6%</td>
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**Total** | 501 43% | 206 41% | 48 10% | 276 5% |

*Source: Division of Cooperative Education*

*Note: Respondents may indicate more than one activity.*
CHAPTER III: TEACHING AND LEARNING ENVIRONMENT
DIVISION FOR ACADEMIC AFFAIRS

The College remains a dynamic institution in which to teach and to learn, continuing its tradition of innovation in pedagogy, program design, and faculty development. This creative spirit has been maintained during a period in which major changes have occurred, both within the College itself, and imposed on the College from external sources. The 1992 Middle States response reacted to the scope of some of these predicted changes with the following recommendations:

- The team reviewed the plans for the implementation of the new enhanced semester calendar and suggested that the College carefully evaluate which courses would most effectively fit into the six-week format.

- It noted the success of paired and clustered courses and suggested that the College develop more such pairs and clusters which could integrate basic skills with college-level courses and permit ESL students with proper backgrounds to begin content coursework earlier in their academic careers.

- It recommended a review of class sizes to insure that classes would not be permitted to increase beyond levels that would make meaningful instruction and teacher/student interaction impossible.

- The team suggested the establishment of a Basic Skills Advisory Council, consisting of the Director of Developmental and Special Programs, the chairs of the basic skills departments and the Academic ESL Program, and a faculty representative.

- It also recommended the development of better placement instruments to more accurately determine remedial or ESL needs.

Since 1992, the College has had to respond to major changes imposed from outside agencies. It has moved from an academic calendar of four quarters per year to a new "enhanced semester" calendar in response to a requirement of the New York State Education Department. The City University's Board of Trustees mandated a reduction in the credits required for the Associate Degree, adopted the College Preparatory Initiative (CPI), and imposed workload restrictions on full-time faculty. New York State changed the financial aid eligibility formulas and the University changed the testing procedures for new students. Each of these changes required the College to modify its procedures or, in some cases, to radically change them. These issues, as they relate to programs, policies, practices, and faculty in the Division for Academic Affairs, will be the focus of this chapter.
A. MAJOR SHIFTS

1. The Enhanced Semester Calendar

As a result of pressure from the New York State Education Department, the College moved, in September 1992, from a quarterly calendar to an “enhanced” semester model in which each semester is composed of a 12-week session I and a 6-week session II. During the six-week session, classes meet for double the hours each week so that the hours in class for each course remain the same in both Sessions I and II.

During the first few years of the calendar’s use, departments monitored carefully which courses seemed more appropriate for the compressed intensive time frame of the six-week session and which courses proved problematic. The Division for Academic Affairs sponsored surveys to collect both faculty and student concerns and experiences. Members of a Six-Week Session committee visited departments and conducted workshops to review teaching strategies which had proven successful in the more intense compressed time frame and to help departments determine which courses seemed to work best. In general, faculty, concerned about maintaining student interest and attention over longer blocks of time, incorporated more active and collaborative learning strategies into the pedagogical methodology used.

Because attending Session II classes permit students to maximize the number of credits within a semester and to continue the development of academic skills in an unbroken sequence, the College launched a campaign to alert students to the importance of enrolling for and attending Session II classes. The Office for Academic Affairs, the Registrar’s Office, and faculty aided in this process. These efforts at outreach resulted in an increase of 500 enrollees in Session II.

2. College Preparatory Initiative

A major change with great impact on the academic program was the introduction of the College Preparatory Initiative. CPI was established as a collaborative project between the New York City Public Schools and The City University of New York to strengthen the academic preparation of high school students in order to prepare them better for college and/or the world of work. To accomplish this, CPI changed how a student’s college academic average is calculated by increasing, over time, starting in Fall 1993, the number of academic units required as part of the formula. By the year 2000, students entering community colleges will have to present 16 academic units distributed as follows: 4 units of English, 4 units of social studies, 3 units of mathematics, 2 units of foreign language, 2 units of lab science and 1 unit of visual or performing arts. (Prior to the inception of CPI, the minimum required number of units for admission to college was 5.)

Currently, high school graduates are permitted to enter the colleges, in particular, the community colleges, with deficits in CPI units, which they are expected to make up by
either demonstrating competencies in placement exams, taking college-level courses which have been certified as developing the CPI competencies or completing intensive workshops or other academic experiences designed by the individual colleges and accepted by CUNY as meeting the competencies. To graduate from a CUNY community college, students must complete both the college's degree requirements and satisfy the CPI requirements which were in effect at the time they entered.

The CPI requirements have been phased in since Fall 1993 with an ever-increasing percentage of the College's students being required to meet them. In February 1996, of the 4,044 students on campus who fell under CPI guidelines at that time, 2,979 students were missing one or more required units. Problematic areas are mathematics with students requiring 2,254 units, followed by science (1,758), English (1,545) and electives (679). A percentage of these students are enrolled in degree programs which currently do not contain courses which will permit them to meet their CPI requirements unless they take additional credits above those required for the degree. The impact of their progress toward graduation is discussed below (see Section 4).

3. New Financial Aid Eligibility Formulas and Basic Skills

While these CPI requirements were being phased in, the funding formulas for financial aid provided by New York State changed. In the 1994-1995 academic year, the New York State Education Department required that no more than three credits be awarded for basic skills and that the three credits fit within the degree requirements. Previously, the basic skills courses at the College had carried a minimum amount of credit (usually one credit). In response to the new limitation of three credits for remedial work, the basic skills departments reduced credits for some of their lowest level courses to zero; upper level basic skills courses were worth .5 credits.

In 1996, with the reduction of the degree requirements to 60, the credits for all basic skills courses were reduced to zero. To receive the full financial aid to which they are entitled, students have to be full-time, which is defined for first-time students taking basic skills as 3 credits and 12 tuition units in their first semester and 6 credits, twelve tuition units in subsequent semesters in which they continue in basic skills sequences. Students who have completed developmental course work, or who did not need it, are required to carry 12 credits and 12 tuition units to be certified as full-time for financial aid.

Because basic skills courses no longer carry credit, many students needing to complete more than one developmental skill find that it is very difficult to design a schedule of classes that will meet financial aid eligibility requirements. This is particularly true for the lowest level of ESL and basic skills students. Because such students most often have not met the prerequisites required for most credit-bearing courses, they have difficulty finding appropriate three-credit courses in which to enroll to achieve full-time status while they complete their basic skills sequences. As a response, departments have collaborated on multidisciplinary learning communities which link college-level content courses to basic skills courses.
4. The New Sixty-Credit Degree

In September 1996, the College reduced its degree requirements from 66 to 60 credits in accordance with a resolution of the Board of Trustees of the City University. (Some programs requested and received a waiver from the 60-credit degree requirement, because they have to meet the requirements for professional certification.) From October 1995 to June 1996, all academic programs were reviewed to meet the 60-credit limit with the general approach being to reduce 3 credits of the Cooperative Education requirement (from 9 credits to 6 credits) and to reduce elective credits by 3 credits while maintaining the required percentage of liberal arts credits and retaining the distribution of credits across disciplines.

The confluence of these shifts in policies (CPI, the financial aid formulas, the 60-credit degree) has left students and their academic advisors with no room for error when selecting courses. Now that most programs are 60 credits, there are limited opportunities for students to meet their CPI requirements within their program of study. Given the number of students needing CPI, the fact that the requirement is now 11 units (as of September 1996), it is reasonable to anticipate many students completing their course of study, will not able to graduate because they have not met CPI requirements. Students who take additional courses beyond the required 60 to meet CPI requirements and use financial aid to fund these additional credits will as a result have less financial aid available to them for a four-year degree.

The numbers of CPI-deficient students are expected to grow as the CPI units required increase and until the time academic improvements in the city high schools are slowly phased in. The College is investigating a variety of strategies to help students meet their CPI requirements. All departments are reviewing their courses and programs in an effort to certify more courses within students’ programs as CPI substitute courses and/or develop alternative ways for students to meet CPI requirements (for example, through expresss, portfolios, and learning communities). Advisement strategies are being developed to help students plan their programs more carefully to meet CPI requirements within their degree requirements. (See Chapter VI.)

5. Centralized Testing

During the same period of time that CPI was introduced, the University moved to centralized placement testing for newly-admitted students. Previously, students could take the placement tests at the colleges to which they had been admitted. This permitted local scoring and the administration of a third mathematics test developed by LaGuardia faculty to assess certain algebraic skills to determine the correct placement of students. Similarly, local scoring of writing samples permitted both ESL and English Department faculty to place students in the correct level within the sequences offered at the College. The result of centralized testing is a one- to two-week delay in receiving accurate information and the requirement to enter new placement codes by hand. These changes have an impact on recruitment schedules for special intervention activities as well as the development of accurate advisement materials for incoming students.
6. Shifts in Academic Program Enrollment

Between 1991 and 1995, there were shifts in the majors selected by new students with increased enrollments in Liberal Arts and Sciences (a 200% increase), Liberal Arts (up 29%), Occupational Therapy Assistant (a 30% increase), and Veterinary Technician (a 45% increase). Other health-related fields have shown a decrease: Nursing (-72%) and Physical Therapist Assistant (-40%). The business and computer-related programs have also decreased in enrollment (see Figure 4, p. 21).

These shifts should be reviewed in context. There are many forces that affect how students select their majors. They are required to indicate a major when they apply to the University and this choice is often done with limited understanding of the career opportunities or academic demands of a particular field of study. Since there is no “exploration” option as a major, some students are advised to select Liberal Arts until they can make a more informed decision. Because many of the popular allied health majors have competitive entry students are required to select Liberal Arts and Sciences as their major while they take introductory science courses to qualify for admission to the allied health program of their choice.

At first glance, the Program in Teacher Education, jointly registered between LaGuardia and Queens College, experienced what seemed to be a dramatic decline in enrollment in 1995. However, the apparently dramatic fall-off in enrollment does not reflect a change in the number of students interested in the Program but rather a dramatic decrease in the number of slots available to students attempting to transfer to the senior college. In response, the program advisor counseled students to switch their major to Liberal Arts. When the four-year college increases the number of students it will accept, enrollment in the Program is expected to increase.

In addition, students receiving some forms of government aid or participating in programs supported with such funds are required to enroll in specific majors. For example, students receiving IIRA support through the College Opportunity to Prepare for Employment Program (COPE) must be enrolled in courses of study leading to employment after two years. They are not permitted to be Liberal Arts or Liberal Arts and Sciences majors and thus they are advised to switch majors.

7. Workload Restrictions and the Impact on the Academic Programs

In the past few years, CUNY initiated and enforced a series of workload restrictions that prevent full-time faculty from teaching hours above their contractual requirements during the regular school year. The implementation of this rule affects both how many courses are taught and who can participate in important college initiatives which had been supported in past years through modest released time awards. For example, since ESL courses require 8-10 hours of instruction, depending on level, some courses have to be
All Degree-Seeking Students by Major

Fall 1991 to Fall 1995

Figure 4

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Source: LaGuardia Community College Data Warehouse

Note: Percent change calculated where there are more than 50 students.
split between two instructors, once the full time instructor has met his/her required teaching load for the semester. Other departments have seen the percentage of courses taught by adjuncts rise because full-time faculty are not permitted to teach “extra” courses.

B. MAJOR INITIATIVES

Despite, and, in some cases, because of the major changes detailed above, the College has worked to develop sound academic structures to help students meet the variety of regulations and demands which affect their progress. These innovations include: the development of learning communities which link courses across disciplines and/or connect content courses to developmental skills courses; the COPE program which addresses the needs of single mothers on public assistance; advances in information literacy; the design of new programs and courses focusing on international studies; the inauguration of the Honors Experience; an increased focus on the coordination and expansion of transfer options; and outreach efforts to city high schools to develop alliances and initiatives. The College has also developed or expanded its special resources for enhancing teaching and learning. These resources include the increased use of the LaGuardia Archives within the academic programs; support for use of Supplemental Instruction in selected high-risk courses; continued support for the Writing Across the Curriculum initiative; ongoing and increased professional development activities for faculty and the establishment of a faculty steering committee to develop plans for a center for information and activities to explore improvements in teaching and learning in the community college. This section will describe these major initiatives undertaken by the College since 1992. It will also include updates on pre-existing programs which have changed significantly in their structure or activities.

1. Learning Communities at LaGuardia

Thematically-linked multidisciplinary learning communities, consisting of clusters (three or more courses) or pairs of college courses, have existed at the College for years with the prototype being the Liberal Arts Clusters, required of all day Liberal Arts majors when they are at the ENC/G101 level (Composition I). A similar cluster was developed for business students through a grant-funded initiative called Enterprise. A learning community for new students needing extensive remediation in writing, reading, and oral communication, called, at first, the SuperCluster, and, currently, the New Student House, is a more elaborate model consisting of three “houses” of 25 students, each taking a coordinated full-time program and coming together periodically for “town meetings” or large group activities. Unique features of the New Student House, as originally designed, were that it constituted the full-time load of most of the participating faculty, permitting the faculty to be available for team meetings or special activities, and that counseling faculty were involved in the development process and as members of the faculty team.

The College uses these models of learning communities to explore opportunities for students to begin college-level courses while completing their developmental skills requirements. This initiative addressed several recommendations in the 1992 Middle
States response. First experiments linked developmental mathematics courses with introductory computer courses and later, the highest level ESL course with the same computer course. Instructors in the developmental skills or ESL courses developed materials and activities to support the academic achievement of their students in the content courses.

Grade distribution studies done on the pilots showed that when there was close collaboration between content faculty and the developmental skills or ESL faculty, students were able to achieve at the same levels as the "regular" student population. (Wherever possible, equivalent sections of the same courses taught by the same faculty were compared.) The success of the pilots led to additional departments and faculty developing learning communities connecting developmental skills or ESL courses to content courses. The New Student House was reformulated to permit students to take a three-credit oral communication or acting course as part of their program. A new learning community, called the ESL New Student House, piloted in 1996, was modeled on the original and allowed students at the third level of the ESL sequence to take a three-credit oral communication course, HUL100: Communication for the Non-Native Speaker, while taking ESL098 and a required reading course. In Fall 1996 Session I, there were more than 30 learning communities offered collectively having close to 2,400 instructional seats.

To support the special pedagogical and curricular challenges of working in a learning community, the Division for Academic Affairs has allocated grant monies to sponsor faculty development seminars. By 1995, more than 70 faculty had participated in such seminar experiences. In addition, faculty who develop learning communities are given released time for curriculum development as well as released time during the pilot semester to meet and evaluate the learning community.

A newer innovation is the use of faculty facilitators to mentor instructors new to the Liberal Arts Clusters and the New Student House. In addition, the Academic ESL Program has designated a faculty member to mentor its faculty to develop or refine ESL learning communities.

2. The College Opportunity to Prepare for Employment (COPE) Program

The College Opportunity to Prepare for Employment or COPE Program at LaGuardia, currently funded through the federal JOBS program, has been described in several national research studies as a model program for moving people from welfare roles to self-sufficiency. COPE provides academic and personal support services to public assistance recipients who are enrolled as full-time degree students. Currently there are 400 COPE students at the College; nearly 90 COPE students completed their full academic programs and graduated by 1996.

The planning phase for the Program began in the fall of 1992; its implementation began in the Spring of 1993. The goals of COPE are to see that the public assistance recipients it serves (single mothers with preschool children) graduate from College more quickly, that
their retention is improved, and that ultimately they find employment, moving them toward economic independence and self-sufficiency.

Because of the positive experiences of LaGuardia faculty and students with the learning community model, COPE designed its academic program around multidisciplinary learning communities grouped into Houses organized around the students' career goals. These learning communities utilize active learning strategies and an extensive support system involving counselors, HRA liaison, tutorials, and peer student mentor/tutors.

Examples of COPE houses are the COPE New Student House, which served new students who needed remediation in writing and reading and the Science/Math/Reading cluster created in 1994 for students majoring in Allied Health who needed to prepare for the intensive science requirements they would have to fulfill as a part of their degree.

COPE has achieved local and national recognition as a program of academic quality and innovation. Students have given a number of presentations, broadcast on public television, before the City Council, New York State legislators, and HRA personnel. The program was recognized on CBS News and CBS Sunday Edition and its Director was honored as a Freshman Year Initiative Advocate at The University of South Carolina.

However, drastic and frequent changes in the policies of the Human Resources Administration (HRA) with their resulting reduction of support have required several reconstructions of COPE's program, regardless of how successful it has proven. Beginning Fall 1995, HRA reduced the number of semesters a student could receive funds for transportation, lunch, and child care from six to four. HRA also attached a job placement quota which the program had to meet in order to guarantee future funding. In Fall of 1996, HRA eliminated a previously-permitted fifth semester for students within four credits of graduation. As a result of these changes in HRA policies, the staff of the COPE program had to rethink recruitment procedures and course offerings. Realistically, students needing two or three basic skills would not be able to graduate fast enough to meet the HRA guidelines. Thus, the neediest students can no longer be served through COPE.

Recently passed welfare reform legislation threatens the future of COPE by eliminating the JOBS programs which have previously funded it and replacing them with reduced block grants to the states. Under the new legislation, welfare recipients will be given only a one-year job training with no mention of "college" being an approved option. While the University campaigns on the State political front for continued funding for COPE, the program at the College is focusing on two strategies: seeking funding from the private sector to supplement public funding; and developing one-year certificate programs, which, while leading to immediate employment, will be totally transferable to the College's related associate degree program. Students who complete the certificate program could be advised and guided in continuing their education in the extended day program.
3. Information Literacy

This is an information-rich age. For students and faculty members there is an increasing need to learn how to locate, access, evaluate, and manage traditional and electronic sources of information to facilitate lifelong learning in this complex and rapidly changing age of information. Given the exponential growth of access to information through both traditional and newer technologies, information literacy is assuming a greater role as a vital set of skills for the millennium and beyond.

LaGuardia recognizes the importance of information literacy for students. As reflected in its statement of Common Goals, a LaGuardia education will prepare students to conduct research using the library and other available resources, organize and interpret research information accurately and logically, and acquire knowledge of the technology in their field.

Because technology is rapidly changing the way people gather and use information, the College has invested heavily in upgrading its computing facilities. A fiber optic backbone for LaGuardia's Local Area Network was installed in the E Building and extended to the Main Building. An infra-red, low level (OSHA-safe) laser connection operating at 100 Mbps (Megabits per second) now connects the L Building with the E Building. Plans have been developed for installing a fiber optic backbone in the C Building and await the completion of the trenching of Thomson Avenue and the provision of fiber optic and video cable between the C Building and the E Building. When this work is complete, all four buildings will be interconnected on the LAN and each segment will have a 100 Mbps transmission capability using Fast Ethernet. All computers that are Internet ready will be able to use this new connection to access the World Wide Web with full graphic, color, motion, and sound capability.

There are three broad areas of the College that play a central role in fostering information literacy: the Library Media Center, the Technology Learning Center/TLT Roundtable, and student labs and multimedia resource rooms.

(a) The Library Media Center

In 1992, the College Library was housed in smaller facilities in the Main Building and operated with limited technological resources. The card catalog was available on microfiche and the majority of information searches were done manually. Today the Library has twenty-four terminals running CUNY+, the University-wide catalog system. Additional computers are being installed to serve both as terminals and Internet browsers.

The Library's CD-ROM network of twelve stations provides patrons with access to a variety of databases such as the Gale Literary Index, Gale Contemporary Authors, the Government Printing Office, the Occupational Outlook Handbook, and Matter of Fact which is used to obtain statistics. Other specialized databases are being used by majors in particular programs. Thus Nursing majors refer to CINAHL, a nursing and allied index,
while Travel and Tourism students make use of Weissman’s Travel Reports. Students in the Computer Information Systems Department who are studying networking have available the Novell NetWare 4.0 course on CD-ROM. Currently, a CUNY-wide discussion is taking place among librarians to consider which vendors will be selected to provide full-text retrieval of popularly used databases.

Recognizing the fact that it is difficult to train students in the techniques of searching, locating, and evaluating information without a dedicated facility, the Library is currently installing an electronic classroom that will house sixteen computer stations with two seats per station. This facility will allow Library faculty to conduct hands-on training for faculty, staff, and students. Full Internet access will be provided as well as access to any dial-up service and full connectivity to the Library’s CD-ROM server. When not in use for classroom purposes, the facility will be available as an open center where users will have access to the Library’s rich and growing sources of information.

When the College Library moved to its new location in 1992, space was designated for a media resource room where students could access a wide variety of media. Available in the current facility are forty-one individual carrels and two preview rooms. This facility provides listening and viewing stations where users can access audio and videotapes, laser discs, CD-ROMS, slides, and filmstrips. Several stations are designated for the visually impaired. In addition, the lab has several IBM and Macintosh computers connected to a laser printer capable of running common software applications as well as accessing the Internet hooked to a laser printer. In the Media Department, the Library also has a small multimedia facility with computers for faculty, CD-ROM workstations, a laser printer, an optical scanner, a variety of software packages, and Internet access. Adjacent to this facility is the College’s satellite hookup where users can request scheduled video conferences and programs to be taped off-air. All satellite programs become available to the CUNY interlibrary loan system so that LaGuardia can both contribute to this database as well as benefit from its rich holdings.

(b) The Technology Learning Center

While it is important for an institution to produce graduates who possess information literacy competencies, it is equally essential to insure that those charged with educating students be equipped to handle and learn from the increasing range of information sources that are being made available.

The Technology Learning Center, established in 1989, to help train faculty and staff in a wide variety of computer and information-related applications, was refurbished in the past year and a new network was installed. The Center now consists of two adjoining rooms with the first housing seventeen Pentium PC’s and the second accommodating thirteen Macintosh computers. The entire facility is tied to the Internet with a 100 Mbps Fast Ethernet connection. In addition to full Internet access from each computer, the Center has numerous information sources available on CD-ROM format. Users also have access to CompuServe, Prodigy, America On-line, S.I.R.S.--The Knowledge Source and Infonautics’ Electric Library. Collegewide E-mail is available via GroupWise and a direct
connection to CUNYVM is accessible from each computer. Color projection systems are provided in both rooms so that users can see and share information.

Throughout the year the Center provides information literacy workshops, seminars, and individual consultations geared to raise awareness of the nature of information literacy, provides users with opportunities to regularly update their information literacy skills, offer advisory services to faculty and staff wishing to introduce or integrate information literacy into the curriculum, makes available a wide variety of information literacy resources, and helps faculty and staff identify and use information literacy resources. To make information literacy resources widely available and accessible, the Center created a subsection on its Internet homepage for each department that has undergone training. Each section is content-specific and presents faculty with numerous links to resources that can be used for instructional or research purposes. Workshops and seminars have focused on how to conduct on-line searching and locate content-specific resources.

In 1995, the College established a Teaching, Learning and Technology (TLT) Roundtable to replace the Academic Computing Task Force. The TLT group is part of the American Association of Higher Education’s (AAHE’s) Teaching, Learning and Technology Roundtable, a national collaborative network of information exchange and mutual support. The College’s TLT group meets in the Technology Learning Center and focuses on ways to integrate computing, technology, and information literacy into the College’s infrastructure. During the current academic year the committee will participate in workshops designed to show how the Internet, the CUNY+ system, CD-ROM technology, and electronic slide shows can be used to enhance classroom teaching.

(c) Student Labs and Multimedia Resource Rooms

From a core of ten computer student labs in 1992, the computing facilities have grown so that LaGuardia now has twenty-three labs and additional ones are in the planning. Funds for these facilities have come from both College capital outlays as well as grant funding. In order to take advantage of the full capabilities of the Internet, the College continues to seek funds to purchase new equipment or upgrade existing equipment so that students will have workstations sufficiently robust to support multimedia Internet computing.

Efforts have been made to integrate information literacy into a variety of disciplines. Faculty in Computer Information Systems (CIS), for example, have had their students use the CUNYVM system to access a wide variety of information. Students are able to use Telenet, Gopher and ftp to connect to numerous Internet sites and retrieve information. With the connectivity to the World Wide Web made available in the Fall of 1996, students can access numerous sites that relate to the CIS curriculum.

Accounting and Managerial students majoring in Travel and Tourism have access to a specialized lab that houses the VIASINC program. This is a leased software package that simulates the reservation system of travel agents. In 1997, the Accounting and Managerial Department will have access to a new computer lab with robust multimedia Pentium computers that will be wired to the Internet through the College’s backbone.
By means of a grant from the Alliance for Minority Participation in Sciences (AMPS), the Institute of Climates and Planets (ICP), and the Goddard Institute for Space Studies (GISS), a Math/Science & Technology multimedia networked computing lab with access to the Internet was set up in the Fall 1996 semester. This lab is connected to the College backbone and provides students with full access to the Internet. Because this facility is shared by the Mathematics, Natural and Applied Sciences, and Computer Information Systems departments, each discipline has been going through a process of examining its curriculum and seeing how information available through the Internet can be integrated into the classroom thereby enhancing the learning process.

The College has constructed a multimedia classroom, a multimedia lecture hall, and a general-purpose study hall in the C Building consisting of Macintosh and IBM-compatible computers. The multimedia facilities have a projection system and appropriate software and hardware such as a CD-ROM drive and laser disc player that allow an instructor to deliver a wide variety of information to learners. These facilities are being connected to the Internet, and when this task is completed an even wider array of information sources will be available.

(d) Other Initiatives

Recognizing that telecommunications and information technology offer students, faculty, and administrators new choices in educational services, the College has committed itself to a distance learning initiative. It currently delivers some of the most diverse and innovative programs to populations least served in the educational market. The ability to provide two-way video teleconferencing between LaGuardia's distance learning classroom and municipal workers, corrections officers, police and uniformed firefighters, inmates at the Rikers Island facility, alternative high schools, General Equivalency Degree programs for dropouts, and senior citizens is just one of the many possible public service applications the College is currently exploring.

LaGuardia continues to reach out to other members of its educational community in an effort to promote information literacy. The Technology Learning Center has been working with faculty and staff of the Middle College High School and the International High School to teach them how to use the Internet as a teaching and learning tool. Workshops on Web page creation have been conducted and the staff at the Center is called upon to provide computing support.

By means of a Goals 2000 grant, the Technology Learning Center has conducted two ten-hour training sessions for elementary and high school teachers on ways to harness the Internet as a learning and teaching tool. Fifty teachers were trained on topics that ranged from conducting information searches using the World Wide Web to building homepages with information links. An additional twenty-one Queens high school teachers participated in a two-hour workshop dealing with the World Wide Web. A School-to-Work Opportunity Partnership grant, secured by the College’s Cooperative Education Division, enabled the Technology Learning Center to train fifteen teachers to use the
Internet as a tool to locate job and career-related resources. Additional sessions were held in Spring 1997.

4. **International Studies**

LaGuardia has made a major commitment to international studies since the last Middle States Report. LaGuardia’s global paradigm today embraces emerging international studies programs; cooperative education placements for students interested in careers in the global marketplace; and support for international education initiatives overseas. As indicated elsewhere in the PRR, LaGuardia has an agreement with the Universidad Autonama de Santo Domingo to create a community college in the underdeveloped region of Barahona, and is engaged in an evolving dialogue with educators and administrators from Africa, the Middle East and elsewhere who are looking at the community college concept to meet their human resource development needs. Just this year, LaGuardia received affiliate status in the Community Colleges for International Development (CCID) consortium to advance its interest in international development.

LaGuardia in 1994 was also the recipient of a three-year Title VI grant for International Studies and Foreign Language Development from the U.S. Department of Education—one of only three community colleges in the nation to receive this highly competitive award. The Title VI grant, affording released time for almost twenty faculty, has resulted in the internationalization of existing core courses; the creation of new courses in global studies and foreign languages; and, most significantly, the development of two new academic options: the A.A. in International Studies and the A.A.S. in International Business. Both of these programs were approved by LaGuardia’s Curriculum Committee and College Senate in the Fall of 1996, and are now being considered for approval by the University. Students selecting these options can anticipate first-line internships, developed by the Division of Cooperative Education, in New York City’s international corporations; its large travel and tourism industry; government agencies and consulates; and international organizations. LaGuardia’s new dual option prepares graduates either to enter the international job market upon completion of the associate degree or to transfer to four-year institutions.

5. **The Honors Experience**

In 1994, the Honors Experience was inaugurated after several years of discussion and development. Unlike a conventional honors program that places superior students in a special curriculum, LaGuardia’s strategy is open-ended and democratic. Any student in any major with a GPA of 3.2 or higher can take an honors course which, when successfully completed, will be designated as honors on his/her transcript. Honors courses are special sections of standard courses proposed by faculty and approved by the Honors Steering Committee. They are enhanced by supplementary readings, research projects, additional writing assignments, and more challenging exams. A concerted effort has been made to include non-Liberal Arts courses and to offer courses in the extended day program, so that a broader population of students and faculty can participate.
Honors Experience students also receive special support services such as enhanced transfer information. A reception is held each semester for all students in honors courses and guest speakers have been sponsored through special grants.

Since its inception, 38 honors courses have been offered with a total of approximately 600 students enrolled. Future plans for the Honors Experience include: additional opportunities for students to experience the cultural and intellectual life of New York City through lectures and trips; the development of a sense of community for Honors Experience students through the designation of an Honors Experience study area; and the awarding of certificates as a way to recognize students' participation.

6. Transfer Initiatives

In response to the increases in Liberal Arts majors and the interest of LaGuardia students in continuing their education at four-year colleges, the College has launched an effort to coordinate and expand transfer options available to students. In 1995, a faculty member was appointed as Director of Transfer and Articulation and has reviewed all past and existing transfer agreements. New agreements have been recently drawn up with The College of Agriculture and Life Science at Cornell University, the State University of New York at Oswego, the School of Education at New York University, the University of Turabo in Puerto Rico, and Gallaudet University. Agreements are currently being negotiated with Hunter College, St. John’s University, Bethune Cookman College, SUNY Brooklyn Health Science Center, Shaw University, Marymount Manhattan College, Baruch College, and New Mexico State University. LaGuardia has entered into a jointly registered AA/BA Program in Teacher Education with Queens College. Coordinated by the Social Science Department, it ensures students full acceptance of all academic work completed at LaGuardia with certain grade-level stipulations, and enables them to graduate with a B.A. degree within the 120-credit limit.

A College-wide Transfer Advisory Committee has been formed with members appointed by the Provost, to bring together the faculty and staff from the different departments and divisions who are currently working on transfer projects. Committee members serve as liaisons to their areas to disseminate information on transfer. Future goals for the College’s transfer initiative include: formulation of additional agreements with a broad cross-section of four-year schools, development of a transfer brochure for students, the creation of a computerized database of transfer and articulation agreements available to all faculty and staff during academic advisement, and the establishment of a faculty mentoring program for students considering transfer. A summer transfer program, modeled on the successful Vassar Exploring Transfer Program, is being considered.

7. High School/College Collaboration

The College has worked since its inception with the New York City Board of Education high schools and community school districts in Queens and across New York City on the premise that K-12 interventions, which prepare students for college admission and
retention, will contribute to achieving the College's mission: higher education access and preparation for work, service, and personal growth for the poor and underserved—ethnic minorities, women, recent immigrants, and the disabled—in Western Queens and New York City.

(a) The On-Campus High Schools

LaGuardia's on-campus high schools—Middle College, International, and the new Robert F. Wagner Institute for Arts and Technology—serve as demonstration sites for the New York City Board of Education. All three pilot and incorporate innovative approaches to pedagogy and learning; they show how the school day can be restructured in order to implement interdisciplinary and project-oriented curricula and continue to illustrate how cost effective the sharing of community college resources can be for at-risk high school students.

(1) Middle College High School (MCHS)

Middle College continues to gain national recognition for its innovative work with at-risk students. In 1992, the United States Department of Education officially recognized Middle College as an A+ Break the Mold School and recently, in 1996, the New York State Education Department designated MCHS as a 21st Century School, a school which holds students to high educational standards.

In addition, Middle College participates actively and visibly within a number of respected collaborative networks. These include not only the national Middle College Consortium (consisting of community college campuses that have adopted the Middle College model) but also the Coalition for Essential Schools, and the Annenberg New York Network for New York City School Renewal, all consortia which are identified with school reform and respected for their support and advocacy on behalf of small, personalized school environments, active pedagogy, challenging curricula as well as external and internal accountability. These memberships have involved Middle College and its school partners in the Critical Friends Assessment process, which creates and institutionalizes a culture of external review and internal self-examination.

Since the 1992 Middle States response, which offered an enthusiastic evaluation of both Middle College and International High School, Middle College has focused considerable attention on student empowerment and leadership. For the past few years, a contingent of potential student leaders has attended a weekend retreat at Boys Harbor in Long Island, a time used for self-reflection, for goal-setting, listening and problem-solving. Since 1993, peer mediators, who function as part of the Guidance Department, have been trained and are regularly involved in resolving disputes that occur between students as well as students and teachers. MCHS has also trained peer counselors to listen to and work with other students.

Satisfied that it has created a supportive affective climate for its students, Middle College faculty and administrators have been intensively involved over the last two years in
examining the high school's academic standards and the rigor of its academic program. The academic class schedule has been revamped from 35-minute periods to 70-minute periods or four academic periods during the day. This schedule change has, in turn, led to pedagogical and curriculum change: teachers plan multiple activities for a classroom session; they deal with a subject in-depth; they work not only with the class as a whole but also with small groups, engaging students as active, not passive, learners.

In order to insure that Middle College students are well prepared to take courses at the College, Middle College faculty and administrators have participated in a self-study process designed to study the ways the academic programs of each institution support each other. Each department within the high school has appointed a faculty member to serve as liaison to the corresponding department at the College. The aim is to increase familiarity with and knowledge of the courses and curricula across the high school and LaGuardia as well as to facilitate communication between faculty.

The CUNY Affiliated High Schools Report (February 1997) found, after analyzing the performance of Middle College students attending CUNY, that a significantly higher proportion of Middle College students, who entered CUNY in Fall 1993, were still enrolled in senior college after two years in comparison to citywide entrants. They also found that Middle College entrants to community colleges enrolled in CUNY during Fall 1993 had a higher rate of credit accumulation and higher GPA's than the average New York City public school graduate. With respect to GPA, the study found that a significantly higher percentage of Middle College graduates than New York City graduates have GPA's higher than 2.0 after two years in both the community colleges and the senior colleges.

(2) International High School (IHS)

Since 1992, International High School's academic program has evolved from small group tutorials to full-day, thematically-based, interdisciplinary instruction, taught by small teacher teams, who are responsible for designing their students' instructional program, and determining the scheduling and assessment procedures to be used over the course of the academic year. Within each interdisciplinary team, instruction is both activity-based and project-driven; students are heterogeneously organized; teachers serve as resource persons and advisers; and English language proficiency is developed within the context of academic content. The interdisciplinary cluster entitled The American Dream/The American Reality, for example, examines the Native American, African American and immigrant experience from the perspective of literature, music, sociology, science, and an internship. Nine other interdisciplinary clusters have been developed.

International High School has spent considerable time and effort not only in developing itself but also in providing technical assistance and informational materials to schools interested in adopting its approach. In June 1992, the New York State Department of Education nominated and the United States Department of Education awarded Academic Excellence status to International High School. With this award, the United States Department of Education through its Office of Bilingual Education and Minority
Language Affairs funded Project PROPEL, which enabled IHS to provide intensive, ongoing training and support to two schools per year, that were interested in adopting key features of International's approach.

Students at International High School continue to thrive academically. The number of students taking college courses has steadily increased as has the pass rate: in 1990-91, for example, 249 students took college courses and, of this number, 194 students (78%) passed. In comparison, 359 students took college courses in 1995-96 and, of this number, 328 students (91%) passed. Staff ascribe these improved results to more effective placement in college classes, more effective preparation, and comprehensive support. Graduation rates have remained above 90% for each year, 1990-1996. Annually, 92-95% of IHS's students apply and are accepted to college. Two-thirds attend four-year colleges while one-third attend two year colleges. The vast majority—80% of the graduates—attend City University of New York while 20% attend state or private colleges.

(3) Robert F. Wagner, Jr. Institute for Arts and Technology (IAT)

The Robert F. Wagner, Jr. Institute for Arts and Technology was established in 1993 through joint-funding from the Aaron Diamond Foundation and the New York City Board of Education, which sought to create a set of new, small schools that would each set forth its own "New Vision."

Located on 47th Street and 30th Place, this latest on-campus high school operates in a newly refurbished building—an eye-catching, well-planned facility, that includes a video studio and screening room, an art and photography studio, a BONGO lab, and several state-of-the-art computer laboratories.

IAT has a strong relationship to Middle College High School. Both Co-Directors report to the Principal of Middle College High School. In addition, IAT incorporates features that have long been part of MCHS's program: internships; a strong guidance program, emphasizing peer mediation and the development of student leadership skills; parenting classes; a student intake process, which relies heavily on student and parent interviews with a panel of teachers and students; an academic program that includes 70-minute periods and enrollment in college classes; use of the library and all college facilities; and an emphasis on building a strong sense of community.

What differentiates IAT from Middle College is its intention to reach downward, serving students in grades 7-12, and to create a challenging curriculum that will focus particularly on technology and the creative arts. Currently, 313 students are enrolled. Seventh graders are recruited primarily through Community School District # 30 while high school students reflect a city-wide mix.

IAT expects to increase its technology offerings once the Board of Education installs the wiring, fiber optics, and phone line. As its program matures, it anticipates developing a fuller partnership with both Middle College High School and the College, sharing staff, resources and space. In addition, IAT wants to collaborate with both MCHS and the
College in the areas of arts and technology, to foster team-teaching across all three learning environments, to develop a transitional senior year, and to open its artists' programs to MCHS and LaGuardia students. Finally, it expects to play an increasingly active role in the various consortia and networks with which Middle College is associated, specifically, the National Middle College High School Consortium and the Annenberg New York Network for School Renewal.

(b) Outreach to Community School Districts and High Schools

LaGuardia developed strong school/college collaborative programs in the 1980s. The task of the 1990s has been to maintain the variety and quality of these collaborative initiatives, to clarify the goals of these collaborations, and to coordinate programs and resources. The College can report significant progress in each of these three areas.

To maintain the quality of school/college collaborations, the College provides services to students--those who are in-school as well as out-of-school--and parents and teachers.

Several programs provide academic and counseling services to intermediate and high school students to prevent drop-out, strengthen academic skills, and promote post-secondary education. Post-1992 examples include the Liberty Partnership Program, the LaGuardia/Vassar Upward Bound Program, science programs such as the Northeast Consortium, and the Pupil Personnel Services initiative of the Queens Urban Partnership.

The needs of out-of-school youth are served by such programs as Project Achieve which assists the children of welfare recipients with a combined career development/high school equivalency program. In the Green Team, LaGuardia provides high school equivalency preparation, individual, group, and career counseling and mentoring to adjudicated youth involved in maintaining and beautifying major New York State highways (see Chapter V). Finally, in the Queens School-to-Work Program, the College has developed a career exploration curriculum for out-of-school youth in Southern Queens.

LaGuardia’s commitment to school/college collaboration also embraces the professional development of teachers, increasing their knowledge of learning communities, active and collaborative learning strategies, project-driven and interdisciplinary curriculum design, and team and/or cluster teaching. Since 1992, the College has hosted high school faculties on their Professional Development Days and worked intensively and continuously with K-12 teachers through the Queens School-to-Work Program, the Goals 2000 Cross-Queens Collaborative, and the Queens Urban Partnership.

LaGuardia’s collaborations seek to facilitate student transition to post-secondary education and the workplace as well as to promote the professional development of teachers. Initiatives post-1992 which have facilitated the transition to college and the workplace have included the MetLife Career Exploration Project; the Queens School-to-Work Program; Upward Bound, a collaboration among LaGuardia, Vassar College and three comprehensive Queens high schools; and the Queens Urban Partnership, which,
with Ford Foundation support, addresses issues of whole language, health, and guidance in concert with Community School District 25, three feeder Queens high schools, and Queens College. Recent initiatives to help teachers integrate technology in the classroom include a Conference on Active Learning, which focused exclusively on mathematics, science and technology. In 1996, a large Goals 2000 grant brought together Community School Districts 25, 29, and 30 and networks of schools within them to explore the integration into the classroom of technology as well as skills and knowledge required in the workplace.

Given that the College's resources are limited, emphasis has been placed since 1992 on targeting specific schools and clustering programs and resources within them in order to maximize the impact of the College's presence. Thus, LaGuardia is typically involved with nearby comprehensive high schools that serve as the largest feeders to the College making it possible for high school students to use LaGuardia's facilities. In 1994, LaGuardia convened a meeting of the principals of Aviation, Bryant, Long Island City, and Newtown High Schools, which eventually resulted in the development of the Western Queens High School Consortium. Programs which have since been placed in these schools include Upward Bound, the MetLife Career Exploration Project, College Connection, the Liberty Partnership Program, the American Social History Project, the College Preparatory Initiative in Writing across the Content Areas, Goals 2000 and, as of 1996-1997, the School-to-Work initiative.

Over the past five years, three trends can be distinguished with respect to school/college collaborations. First, collaborative programs have evolved from single programs for students and/or teachers to the development of a latticework of programs at particular schools--the majority of them high schools--and to the development of consortia and networks that join community school districts, high schools, and colleges across the borough of Queens. As consortia have developed, they have coordinated their efforts, targeting, to the greatest extent possible, the same schools. Thus, Goals 2000 included schools in Districts 29 and 30 that were initially included in the School-to-Work initiative as well as schools in District 25 that have been part of the whole language initiative of the Queens Urban Partnership. Now, as a result of the Goals 2000 effort, the refunded School-to-Work initiative has expanded to include high schools belonging to the Western Queens High School Consortium.

Second, reflecting a national trend as well, collaborative efforts have tended to focus less on particular educational levels and more on the K-16 spectrum and the articulation between educational levels, with the aim of increasing academic success at earlier intervention points, insuring a smooth transition between educational levels, working with feeder school patterns, and expanding communication and information exchange among teachers and administrators. Thus, the Biography, Health and Pupil Personnel Services teams operating within the Queens Urban Partnership are vertically organized, including faculty that represent elementary, junior high and high schools, LaGuardia Community College and Queens College.

Third, emphasis has increasingly been placed on assessment and the tracking of student
performance through the creation of databases that are maintained by individual program
staffs. Measures of program effectiveness encompass quantitative data, including
attendance, academic grades, course pass rates, graduation rates, college and employment
choices, and student and teacher feedback acquired through questionnaire or focus
groups, in addition to qualitative data gathered through observation and interview.

8. Resources for Teaching and Learning at LaGuardia

LaGuardia, nationally recognized as a leader in innovation in teaching and learning in the
community college, continues to pilot and expand successful initiatives to improve the
academic success of its students and to offer its faculty support in exploring and
developing new pedagogic approaches. Initiatives or resources that have been started or
expanded since the last Middle States Report (1992) include additional faculty
development activities, the introduction of Supplemental Instruction, the expansion of
Writing Across the Curriculum, and the increased use of the LaGuardia Archives as an
academic resource.

(a) Faculty Development Activities

The Division for Academic Affairs has continued to allocate a portion of grant monies
each year to sponsor faculty development seminars in which teachers from all disciplines
learn about active learning, collaborative learning, and learning communities. During the
1996-1997 academic year, a new series of seminars was inaugurated for faculty with
fewer than five years service to introduce them to the variety of innovative academic
approaches used by colleagues at the College. The topics for the seminar include:
research into learning styles; the development of learning communities; an overview of
Writing Across the Curriculum; instructional strategies to facilitate the academic success
of students for whom English is a second language; the use of Supplemental Instruction;
the use of the Archives; and technology in the classroom. Based on faculty response,
additional seminars will be planned focusing on specific pedagogical approaches of
interest to the participants.

With the variety of innovative practices at the College, the Division for Academic Affairs
felt it was time to explore the development of some centralized facility to serve as a hub
for information for faculty about new pedagogical approaches and research in teaching
and learning conducted by their colleagues, those within the College, in the University,
and throughout the country. With the support of grant funding, a Steering Committee
has been charged with researching existing teaching and learning centers at colleges and
universities across the country and developing a proposal for LaGuardia's own center.

(b) Writing Across the Curriculum: the Program at LaGuardia

Writing Across the Curriculum (WAC) has been a part of the LaGuardia environment for
many years. Most recently, the WAC program has been working to create and implement
a wide-ranging, practical, and effective program for students in the College's Computer
Information Systems (CIS) and Natural and Applied Sciences (NAS) departments.

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During the first year of the current project (1994-1995), the director led a weekly seminar for two leaders, one for each of the departments. Topics ranged from “Experiencing Writing from a Disciplinary Perspective” to “WAC and Collaborative Learning” to “Creating Practical Faculty Incentives for WAC.” During this time period, research was conducted at several businesses where significant numbers of LaGuardia graduates in the CIS and NAS majors have found employment over the years in order to identify what effective writing in a particular discipline would entail for students. The results of the research were fully integrated into the project, giving the WAC work at LaGuardia a firm, realistic grounding in the demands of the workplace. During 1995-1996, a full-fledged training program on WAC approaches, methodology, and techniques was conducted for CIS and NAS faculty. By the end of the academic year, a cadre of trained faculty was established in each participating department; writing activities had been introduced and evaluated in a range of CIS and NAS courses; a writing guide oriented to CIS and NAS courses was published; and plans were developed to mainstream WAC activities as part of the departments’ curricula.

(c) Supplemental Instruction

Supplemental Instruction, introduced at the College in Spring 1993, has been implemented in over 400 four-year colleges and in over 60 community colleges in the United States and abroad. A unique approach to tutoring, it targets high-risk (difficult) courses, instead of high-risk students. Any student in the targeted courses can participate, including those who are succeeding but who wish nonetheless to improve their understanding of course concepts. An important characteristic of the SI approach is to employ as tutors properly trained students who have already successfully completed the course with the same instructor. The SI tutor conducts at least three weekly out-of-class study sessions for students in the course, helping the students review each other’s notes and to respond to each other’s questions. The goal is to improve how students master the course materials themselves.

So far at LaGuardia, SI courses have included science, business, and social science. Data from these courses reveal a significant improvement in academic achievement. For example, during the Fall 1993 semester, successful completion (students receiving A, B, or C) in Biology improved from 43.6% in non-SI sections to 63.2% in the SI sections. In accounting, the successful completion rate increased from 43.6% to 51.7% and in economics, from 27% to 37%. Students enrolled in SI courses have been overwhelmingly positive in their evaluations of their experience. The SI director conducts outreach each year to the faculty to interest more instructors in participating in the program.

(d) The LaGuardia and Wagner Archives

The LaGuardia and Wagner Archives was established at the College in 1982 to collect, preserve, and make available primary materials documenting the social and political history of New York City, with an emphasis on the mayoralty and the borough of
Queens. The Archives' holdings have grown dramatically in the past ten years; the collection contains, in addition to the papers of Mayor Fiorello H. LaGuardia, the papers of Mayors Robert F. Wagner, Abraham D. Beame and Edward I. Koch, the records of the New York City Housing Authority and the piano maker Steinway & Sons.

While the Archives continue to be a rich resource for researchers, journalists, scholars, exhibit planners, and policy makers examining the history of Greater New York, the last four years has witnessed a tremendous growth in the Archives' role within the teaching and learning environment at the College—a role confirmed by the shift of the Archives from the Division of Institutional Advancement to the Division for Academic Affairs. This shift in emphasis has greatly enriched the academic experience of students and faculty alike.

The Archives established a multiexhibit museum, located in the corridors of the College, called "Subject to Change: A Museum on the History of Greater New York." Classes regularly book tours of the exhibits with faculty using them as a focus for a variety of course projects including oral presentations by students in English as a Second Language and oral communication classes, and research and writing assignments for classes in social science, humanities, and English. The professional historians and archivists at the Archives have created a collection of Reserve Research Projects, which are selections of primary sources from the collection focusing on approximately thirty research themes.

The Archives staff has made the College community aware of its services and resources through the development of exhibits which travel throughout the College, flyers to faculty to publicize holdings, and the continual updating of the Reserved Research Projects list. The 1995 Report on the Archives' use indicated that there was a significant increase in the percentage of students who used the facilities for research. During the 1995 academic year, 2,448 LaGuardia students visited the Archives for research. This figure represents an increase of 33% over the previous Fall semester and 57% over the previous Spring semester.

C. BASIC SKILLS REMEDIATION

1. Shifts in Student Placement

When compared to 1991, the percentage of first-time students admitted in 1995 to the College needing remediation in all three skills areas of mathematics, reading, and writing decreased from 42% to 27%. Thirty-two percent of the first-time students admitted in Fall 1995 needed remediation in only one skill. Placements into basic reading and writing have changed greatly since 1991, largely due to new placement criteria and course restructuring which took place in 1992 with the change in the College's calendar. The increase in exemptions from basic reading is most notable, where passing percentages have more than doubled, increasing from 24% in 1991 to 57% in 1995. Writing exemptions have also increased significantly with 44% of the entering students in 1995 placing into college-level writing compared to 22% in 1991. However, accurate comparisons between the entering cohorts are hampered by the frequent changes in tests,
testing procedures, and placement policies, which took place in 1992, 1993, and 1994.

In the past, departments offering basic skills courses formed a Basic Skills Taskforce, which met to address common concerns and to develop links among their offerings. The College's current approach to basic skills is one of integration within the full academic program. Chairpersons of departments with basic skills courses work with each other and with the other academic departments to link content courses to basic skills courses. Several offices within the Division for Academic Affairs, including the Office for Freshman Programs, support these collaborative efforts by seeking and allocating grant resources; coordinating registration, advisement, and recruitment of students into appropriate learning communities; and conducting research on academic performance of students to help departments modify or restructure their basic skills sequences. Further discussion of changes to the developmental course sequences will be detailed in the sections below which focus on each of the specific basic skills areas and on the ESL program at the College.

2. The Basic Skills Sequence in Mathematics

The developmental skills sequence in mathematics has been redesigned several times as the department has responded to the skills needs of its students as well as to the frequent changes in the testing policies of the University. While the number of students needing remediation remained virtually the same over the past five years, fewer students needed both levels of developmental mathematics courses. The numbers of students who needed MAT096, the upper level developmental mathematics course, increased. This course, as currently designed, is an intensive introduction to college algebra and the Department has long been concerned both with the failure rates of students and the problems students experience when they move from MAT096 to the college-level MAT200: Precalculus.

In response to these concerns and to the changes in the University testing policy, the Mathematics Department has spent the past year in developing a major redesign of its remediation program. There are fundamental changes in both the delivery of the course material and how students will be assessed. The new approach focuses less on manipulation of numbers and more on problem-solving techniques with an emphasis on “just in time” mathematics. In this approach, students should never ask “Why do we have to know this?” because the reason to know the concepts is imbedded in the work they are doing.

The assessment methodology is a dramatic shift from the current departmental midterms and finals approach. The developmental courses assess students through four Gateway examinations for which they can sit whenever they feel ready. If they do not pass these examinations, students have an opportunity to sit for a fifth examination. The assessment strategies for the course also include portfolios, projects, and writing assignments. Students use graphing calculators which allow them to visualize mathematics concepts. The pedagogical approaches include collaborative learning and students take part in group tests.
The content of the courses has also shifted. MAT096 introduces algebra as a series of functions and the “rule of four” which details functions in four different representations (tables, algebraic, pictorially, and descriptive) helps students build a stronger conceptual base. The same approaches will be used in the college-level sequence of Precalculus and Calculus I so that students will not experience the “rude divide” as they move from developmental mathematics to college-level courses.

3. The Basic Skills Sequences in Communications Skills (Reading)

In 1992, the basic reading curriculum was restructured to a two-track, two-course configuration with each course containing four class hours and one lab hour. The major focus of the basic reading courses is to strengthen literacy for better success in college courses. Critical reading of exposition and narrative provides the vehicle for enhancing comprehension. Expanded use of the microcomputer aids students in writing summaries and preparing for the Descriptive Test of Language Skills examination. The Communication Skills Department has collaborated extensively with other departments to create new learning communities and new formats to help students master academic reading skills. Reading courses, both developmental and college-level, are included in the New Student House, the ESL New Student House, and ESL/Reading pairs or clusters. Reading courses are offered in the intensive mode as part of the Quick Start program. (See Section E.)

In 1996, two credit-bearing courses, Literacy and Propaganda and Reading the Biography were added, to be offered as part of the Department’s participation in the College Connection and College Now programs. The Department also participates in the Queens Urban Partnership.

4. The Basic Skills Sequences in Writing (English)

In the past five years, the English Department has modified its developmental writing sequence to offer enhanced formats to serve at-risk students. Formerly students whose Writing Assessment Test indicated that they needed extensive developmental work to tackle college composition and other college writing were required to take a two-course Basic Writing sequence (098 and 099). The current requirement, an 099 course with additional hours, was introduced after extensive review of course appropriateness and sequencing guidelines in 1992, at the time of the College’s new calendar and State-mandated cuts in credits for basic skills. It is offered in two formats: a 5-hour ENG099 (4 lecture/classroom hours and 1 laboratory hour) and a 7-hour ENA099 (7 lecture/classroom hours and 1 laboratory hour), the latter for students whose placement tests indicate a lower reading and writing level. About 70% of LaGuardia students take Basic Writing either as their first writing course or as the writing course that follows the ESL sequence. Collaborative learning continues to be an important component in the teaching of these, as well as other courses in the English Department. Over the past five years, the number of 099 courses taught using computer facilities has increased. In Fall 1 1996, for example, 66 2/3% of day ENA courses and 25% of day ENG courses used microcomputers in the writing process, as did both the ENA courses offered in extended
day. The Department also offers week-long English Expresses (intensives) during intersessions and summers for particular populations (see Freshman Programs, Chapter III). As with all other courses in the Department, pluralism informs the curriculum as well as the pedagogy; therefore, multicultural texts of many types from varying cultures and perspectives are used. These are evaluated annually by the Basic Writing Committee.

D. ACADEMIC ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

The percentage of students needing to develop English language proficiency has steadily increased over the past five years from 29% in 1991 to 34% in 1996. This change mirrors enrollment trends across the University. The University projects that, by the year 2000, 50% of the students enrolled will be non-native speakers of English. The largest number of students entering the College needing ESL courses begin at the middle levels of the four-course sequence, indicating some prior English language training. In fact, as the percentage of admittees who are recent immigrants continues to increase, a growing number enter the College with prior college-level work or professional certification and work experience in their native countries.

The recent reductions in course credit for ESL and Basic Skills, coupled with new limitations in financial aid eligibility (i.e. loss of STAP), have seriously affected this population to the extent that their access to CUNY is being threatened. In response, the Academic ESL Program has worked successfully to collaborate on a number of creative and pedagogically sound curricular innovations to insure student access. As a result, the overwhelming majority of ESL students have been able to earn the credits needed to meet financial aid requirements, while completing their ESL studies to gain English language proficiency.

The innovations in curricula have focused on the development of course linkages between ESL courses and college-content courses in learning communities and the design and offering of stand-alone ESP (English for Special Purposes) courses. In these approaches, the Academic ESL Program applies the current research in second language acquisition which indicates that college ESL students benefit from content-based instruction. There has been a dramatic increase in the number of ESL courses within learning communities and of specialized ESL courses designed to integrate language learning into the context of subject matter and content. In fact, the Fall I 1995 semester saw the largest number of paired ESL/content courses ever offered at the College. The new pairs included ESL099/SSS100 (Introduction to Sociology); day and extended day sections of ESL098/HUL100 (Communication for the Non-Native Speaker), and day and extended day sections of ESL099/AMM101 (Introduction to Business). The Academic ESL Program also worked closely with the Humanities Department, not only to offer the successful ESL098/HUC180 (Creative Drama) pair for the second time, but also to schedule a section of that pair for extended day students for the first time. Existing pairs were offered again, such as ESL099/CIS100 (Introduction to Computers), ESL098/OFC131 (Keyboarding I) and ESL097/HUS105 (Spanish for Fluent Speakers).
Working with the Office of Freshman Programs, the Academic ESL Program has offered a highly successful summer intensive program as part of QuickStart. (See Section E.) In addition to offering the usual three-week-long intensives, a new model for low-level ESL students was developed. This ESL Institute, a six-week intensive program open to ESL096/097 students, was offered for the first time in Spring II 1995, with an outstanding success rate. Close to 95% of the participants moved up at least one level in ESL, with a third of those moving up two levels.

In Fall I 1996, the Academic ESL Program continued to expand its collaborative offerings. The Program worked with the Library to set up a new pairing of ESR099 and Information Strategies (LRC102). A number of new clusters was offered with the Communications Skills Department, pairing ESL courses at various levels with credit courses and, in some cases, a required developmental reading course. These clusters included pairing ESL099 with Advanced Reading and Study (CSE103) and one of the first pairs designed to meet the needs of lower-level ESL students, ESL097 paired with CSE105: Vocabulary Enhancement. Working with the Director of Freshman Programs and the Chairs of Communication Skills and Humanities, the ESL Program launched its most ambitious learning community: the ESL New Student House, modeled on the successful New Student House. The three houses within this learning community serve a total of 75 students who are taking full-time programs including ESL097 a developmental reading course, an oral communications course: HUL100 (Communication for the Non-Native Speaker) and the required freshman orientation course: New Student Seminar. The thematic link is The Immigrant Experience and every major assignment has a reading, writing, and speech component.

Another innovation introduced in the Fall 1996 semester was the first cluster deliberately designed as a full-time program for continuing students, whose financial aid requirements mandate six academic credits in their second semester. Designed for business career majors, the cluster contains ESL099, Principles of Accounting (AMA111), and Keyboarding (OFT131).

While these innovative course linkages have been devised and scheduled, the experience of the ESL Program is that such learning communities need institutional nurturing and support, especially in their planning and piloting stages. The Academic ESL Program has just received a $35,000 grant from the University to support the collaboration of its faculty with content area faculty in the development and piloting of learning communities and to develop instructional portfolios which will contain classroom materials, sample lessons, joint syllabi, and other materials to serve as a model for future teams of faculty working in ESL/content area learning communities.

E. ACADEMIC INTERVENTIONS FOR FIRST YEAR STUDENTS: THE COORDINATED FRESHMAN YEAR

Beginning in 1989, the University allocated funding for special activities to increase the retention and success of first year students. Initially called the Freshman Year Initiative
and later, in 1993, renamed the Coordinated Freshman Program, the activities developed at LaGuardia now include: QuickStart: prefreshman basic skills programs; Second Chance: intersession intensives for "nearly passing" students; and First Step: an extensive student orientation experience that combines orientation, advisement, and registration in a one-day event. These initiatives are coordinated by the Office for Freshman Programs which operates within the Office for Academic Affairs. Approximately 1,800 students each year take part in one or more of these activities. In addition, this office coordinates many of the learning community initiatives described elsewhere in this report, including Enterprise, New Student House, ESL New Student House, and Liberal Arts Clusters.

QuickStart: LaGuardia’s name for the University Summer Immersion Program (USIP) and the Intersession Basic Skills Immersion Program (IBSIP), offers entering students, needing basic skills remediation, opportunities to develop those skills in free intensive courses. The LaGuardia model is a very complex one, offering almost all basic skills courses in a variety of time frames, ranging from one-week expresses which run from 9:00 am to 5:00 pm to three-week intensives which meet for five hours a day to six-week courses. Classes are offered in the morning, afternoon, and evening and begin at several different points during the six-week session prior to the start of the semester. The different configurations are designed to offer the largest number of students a schedule which might meet their needs. The summer version is the most elaborate. In the summer of 1996 QuickStart offered 24 sections of courses and served 400 students. All participating students received free books and took part in a special five-hour orientation to college seminar. Students are recruited into QuickStart courses as soon as their placement test scores are available to the Freshman Programs Office. Careful analyses are done of the placement scores, reviewing the entire basic skills needs of each student with an eye to targeting the skills which have the greatest impact on student progress in each major. The winter QuickStart, because of the smaller incoming cohort and the limitation on room availability in the College, is smaller in scope. During the winter of 1996-1997, ten sections of basic skills intensives were offered serving approximately 200 students.

Second Chance expresses are one-week full-day expresses which help students who "nearly passed" ESL099 or ENG099 courses to hone the specific skills which prevented them from meeting the exit criteria for these courses. These expresses, offered between sessions I and II of each semester, permit students to pass their courses and continue to make academic progress in their Session II schedule. The Academic ESL Program and the English Department have created internal mechanisms to insure that students who are referred to these expresses are close to passing the exit criteria for the course and thus will be most likely to succeed. For the past three years, approximately 80 students participated each winter in Second Chance and an additional 40 students enrolled in the spring. The success rate of students taking Second Chance courses is 90%.

First Step to Success was developed in response to student surveys which indicated that the entering students who had completed all admissions and testing required by the College felt that too much time elapsed before they could take positive steps in actually
enrolling. In addition, the College wanted to reward these proactive students by giving them better course selection and by providing orientation and advisement services in a friendlier, more consumer-oriented environment. Consequently, in collaboration with the Orientation Subcommittee of the Registration Task Force, the Office for Freshman Programs developed the program for First Step which includes a large theatre presentation focusing on the College's calendar, the basic skills sequence, and tips for success at the College; small group meetings with faculty in the students' areas of study; individual advisement and help with schedule-building for the first semester; and actual registration for students who are cleared by Admissions. First Step is offered twice a year, approximately three weeks before other freshmen are permitted to register, and serves almost 1,000 students each year.

F. LIBERAL ARTS PROGRAMS

The number of students enrolled as Liberal Arts majors has grown steadily over the past five years from 1,107 in 1991 to 1,389 in 1995. Since these majors take courses offered by a variety of departments, principally English, Humanities, Mathematics, and Social Science, the Liberal Arts Program is coordinated by a central administrative director within the Office for Academic Affairs who oversees academic counseling and advisement, and coordinates registration. This director is available to assist students with problems throughout the academic year. During a three-day Liberal Arts advisement period in October 1996, over 900 students received advisement for the Spring semester from over 30 participating Liberal Arts faculty.

Liberal Arts clusters are the foundation of the Liberal Arts experience at the College. Required of all day Liberal Arts majors when they are ready to take ENC101 or ENG101, these clusters are the prototype of learning communities at the College, linking ENC/ENG101: Composition I, ENG103: Preparing and Writing the Research Paper, and two other Liberal Arts courses. Because of their success, new thematic clusters are regularly developed. In 1992, a one-hour Integrating Seminar (LIB110) was added to all clusters to thematically link content of the component courses.

The Humanism and Technology course (LIB200), the "capstone" course for second-year students in the major, has been taught by faculty from all the Liberal Arts departments as well as by one Computer Information Systems professor. There is a regular cadre of about ten faculty teaching the course, each of whom has developed a workbook for student use.

Both LIB200 and the clusters are regularly evaluated by students using special forms designed for this purpose. The results are reviewed by the teaching faculty, by the chairperson of each participating department, and by the Office for Academic Affairs.

The Liberal Arts Program will benefit over the next five years from the appointment of two faculty members to work on its refinement. The Program will seek external funding to promote learning communities at LaGuardia and to reach beyond LaGuardia by organizing a conference focusing on the LaGuardia Liberal Arts Program as a model for
teaching the liberal arts at CUNY.

1. The English Department

ENG101 (Composition I: An Introduction to Expository Writing), a continued requirement for all students, is offered in two formats since the calendar change: ENC101, a 5-hour basic composition course for students whose writing needs developmental work but whose reading scores indicate college-level reading proficiency; and a 4-hour ENG101 for all other students. Because of the added contact hour, ENC101 is not offered in the 6-week session when contact hours are doubled, while ENG101 is offered as a discrete course in all terms. ENC/G101 as well as ENG103 (The Research Paper) are required components of the College’s very successful interdisciplinary Liberal Arts clusters (cited above). Since 1992, English Department faculty have contributed to the creation of new Clusters, on such themes as Drama, Cultures and Communication; Women Talk, Men Talk; and The Creative Process. Almost all of the Cluster 101 courses are taught with the computer, as are many other ENC/G’s. ENG102 (Composition II: Writing through Literature), though not reconfigured, also benefited from examination at the time of the 1992 calendar modification; the pluralistic perspective has broadened, the course is built around more interconnected texts and issues, and computer technology is more frequently integrated. ENG102 has also been taught in the Honors Experience. Materials such as guide sheets for students and handbooks for faculty have been revised for ENG101 and ENG102. Faculty development workshops continue to be presented as part of the Department’s ongoing review, training, and collaboration. Formal student and faculty surveys of both writing and literature courses were undertaken as part of the English Department’s 1996-97 Self-Assessment; the results were commendatory.

Over the past five years, the Department’s literature elective courses have been among the most heavily enrolled of the College’s Liberal Arts offerings. They were all reviewed and modified, as needed, in accord with new calendar requirements. A course exploring literature of lesbian and gay writers was added, and since 1992, past and present writers of British and American heritage have been studied in the Great Writer course, including Geoffrey Chaucer, Charles Dickens, Langston Hughes, Zora Neale Hurston, Toni Morrison, and Alice Walker. Literature electives offered as part of the Honors Experience have been: The Novel, The Great Writer: Toni Morrison, and Introduction to Poetry. The Department’s major “service” contribution in literary studies since 1992 has been to the LaGuardia-Queens College Jointly Registered Program for an Associate Degree and Baccalaureate Degree in Teacher Education, for these students are required to take ENG265 (The Drama) or 266 (Shakespeare) or 270 (Introduction to Poetry); and ENG225 (Afro-American Literature) or 269 (Contemporary Black American Fiction). The demand has been such that for the first time, in Fall 1995, both ENG225 and ENG269 were offered and fully enrolled, and in Fall 1996, ENG269 was given in the day and extended day schedules. Urban Studies and journalism courses continue to be offered and updated, topically for the former and in terms of media and technology change, as well as student needs, for the latter.
As the English Department looks to the future, it wishes to build on its successes, but is
aware too of growing concerns and challenges. In its Liberal Arts courses, as with its
Basic Skills offerings, therefore, the Department has recommended in its Self-
Assessment document that technology be expanded, including multimedia and
computers, for writing, research, and instruction, and that attempts be made to reduce
class size in accord with guidelines established by the national organizations in English
studies.

2. The Humanities Department

The Humanities Department has been and continues to be an eclectic union of distinct,
but interrelated, areas including: visual arts, bilingual education, critical and creative
thinking, speech communication, modern languages, performing arts, and philosophy.
As a member department within the Liberal Arts Program, the Humanities Department
presents a broad spectrum of courses of interest to the Liberal Arts major. In addition,
the Department enrolls students from all majors in its courses, particularly its lower level
courses, as part of the distributed credit requirements for the two-year degree. While the
number of students enrolled in Humanities courses has remained fairly constant, the
distribution of courses has changed in favor of the lower level courses.

There have been several additions to the academic offerings of the Department. The new
A.S. degree program in Fine Arts, which began enrolling students in September 1996, is
designed for students seeking careers in both Fine and Applied Arts. It fosters individual
creative growth and the development of personal, artistic portfolios for the purpose of
transfer to specialized or advanced visual arts programs in the New York area.

The instrumental music program has been enhanced with the addition of an instrumental
music faculty member, the formation of a new faculty-student ensemble, and plans to
form a second all-student instrumental group. The new Performing Arts Complex,
created by combining adjacent classroom space, allows the music area to consolidate its
classrooms, practice rooms, band room, and computer-equipped piano lab into one
contiguous unit.

Since 1992, the Speech area has modified some courses, introduced new pedagogical
approaches, and designed new courses. The area has assessed the effectiveness of the
basic speech course, Oral Communication, HUC101. A common syllabus was
developed, specifying the topics to be covered and setting a minimum number of speech
projects to be assigned. Faculty participated in a series of professional development
workshops reviewing the new course requirements.

Several new speech courses have been designed to serve the College’s diverse student
population. For the increasing number of students currently in the ESL program, the
Department developed new courses called Voice and Pronunciation for Non-Native
Speakers of English and Group Communication for Non-Native Speakers of English.
Students who wish to take a more advanced course after Oral Communication can now
elect the new course called The World’s Greatest Speeches. Argumentation and Debate
is now offered as an honors course.

Five classes piloted the new approach to Standard English pronunciation emphasizing self-monitoring recently developed for the speech laboratory. Based on the positive results, the self-monitoring methodology was adopted for all speech courses with lab components.

Since 1992, the Modern Languages area has created and offered new courses in intermediate Modern Chinese, Modern Chinese Literature, and Elementary Modern Hebrew I and II. Offerings in Spanish have increased dramatically, particularly since 1995.

Other areas have also introduced new courses. A special section of Critical Thinking Skills, called Critical Thinking Across Cultures, has been designed by the Critical Thinking Skills area for students in the International Studies Program. New courses in art history have been designed.

3. The Social Science Department

The Social Science Department has experienced welcomed growth during the past five years. Four new full-time members, three sociologists and one psychologist, have helped diversify the faculty. Demand for Social Science courses has increased because of several factors. Most notably, a set of courses is required for students in the new Teacher Education Program coordinated by the Department. It was established in 1992 as a joint AA-BA transfer agreement with Queens College making LaGuardia the first community college in CUNY and the second in New York State to acquire such a partnership with a senior college. Approximately two hundred students are enrolled in the program and seven have already transferred to Queens. Other factors have been the institution of a history requirement for Liberal Arts students, the growth in the number of Liberal Arts majors, and the growth of the Allied Health programs whose degree requirements include Social Science courses.

Several new courses have been introduced including Political Ideas and Ideologies, The Politics of Sexuality, and The Psychology of Women. Two courses, East Asian Civilization and Societies and Peoples and Cultures of the Caribbean, were developed as part of the Title VI grant to establish an International Studies option within Liberal Arts.

Working with other departments, Social Science faculty developed new Liberal Arts clusters, an innovative pairing of Introduction to Sociology with ESL099 (see also Learning Communities), and an Urban Studies course co-listed with Humanities (Intercultural Communication). Individual faculty have also been involved in a variety of creative cross-disciplinary projects including: working with the Mathematics Department to counsel students who had math anxiety; collaborating on the School-to-Work grant; designing work-related units for incorporation into high school courses in collaboration with the Cooperative Education Division; and assisting a Queens intermediate school to create an innovative coordination of history, literature, and arts courses. Faculty have
been active too in the development of the new International Studies Program and have played leadership roles in the establishment of honors courses and the College's new transfer initiative.

The Department has identified several major projects for the next five years. It will work on its self-assessment in the 1998-99 academic year. Evaluation of the Introduction to Sociology course required for twenty-two degree programs will continue. The faculty are continuing to work towards the creation of a Liberal Arts option in Public Affairs with Baruch College. Work has begun in collaboration with Mathematics faculty on a new pairing of General Psychology and MAT096 which will use psychology content and experiments to demystify mathematics.

However, class sizes are too high and 57% of them are taught by adjuncts, which is a higher percentage than other departments. The Introduction to Sociology course, required in many degree programs, averages 40 students per section despite the fact that these are students who would benefit the most from smaller classes. The upper level courses in Social Science average 36 students per section.

G. THE SCIENCE AND MATHEMATICS PROGRAMS

1. The Natural and Applied Sciences Department

The Natural and Applied Sciences Department is a large and diversified academic area that has experienced notable changes since the last Middle States Report.

While Nursing and the Physical Therapy Assistant programs have experienced a decline in enrollment since 1992, the Department has undergone a dramatic growth in enrollment in other areas as well as a sharp increase in students seeking seats in introductory science courses as a result of CPI requirements for graduation. At the same time the limited capacity in the Occupational Therapy Assistant and Physical Therapist Assistant programs has made admission to these highly competitive. As a result, a preclinical admissions requirement has been established. Students must complete a set of core courses with a minimum grade point average of 2.5. It is expected that the preclinical requirement will not only serve as a criterion for admitting more qualified students but will also increase the number of graduates who will be successful in their careers.

Program expansion has resulted in the hiring of one full-time faculty member in the Occupational Therapy Assistant Program, two full-time faculty members in the Physical Therapist Assistant Program, and two full-time faculty members in Human Services. A new full-time Laboratory Technician line in Dietetics is anticipated. In 1996, two secretaries were hired, easing the burden on faculty and other support staff.

The total increase in enrollment has made the need to provide students with academic support and tutorial assistance more evident. Despite ongoing budget constraints, the faculty have been quite successful in obtaining grant funding. This has been used to provide tutorial services, to purchase equipment, computers, and software programs, and
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to provide research opportunities for qualified students.

The Department has taken a proactive approach to the projected needs of its students. For the Occupational Therapy Assistant Program, most states require licensure in order to practice and licensure is usually based on the results of a national certification examination. It is anticipated that the selective admission policy will help graduates achieve success on this examination. In addition, the faculty, in conjunction with the Division of Adult and Continuing Education, is planning to develop a course to help graduates prepare for this examination.

Similarly, in the Physical Therapist Assistant programs, the faculty will continue to examine how changes in the health care field will impact on the demand for physical therapist assistants. Changes in the delivery of care could affect curriculum content.

In response to changing community needs, the Human Services Program introduced several new courses including Conflict Resolution, Child Welfare, and AIDS-Related Case Management. A new program in deaf studies is being developed. This program will prepare students to become proficient in American Sign Language. Graduates will then be able to serve the deaf population in social service capacities as interpreters and in other professional roles.

In order to keep pace with changes in health care and make graduates more marketable, faculty in the Nursing Program have started to incorporate more outpatient, home care, and community health experiences into the curriculum. The following changes are currently being explored:

- offering Licensed Practical Nurses the opportunity to complete their requirements for the Registered Nurse License and the Associate in Allied Science Degree in a shorter period of time by sitting for a challenge examination in Fundamentals of Nursing;

- facilitating transfer of some degree credits to a Baccalaureate Nursing Program within The City University of New York and The State University of New York systems;

- enhancing the marketability of the graduates by offering experiences in school nursing and externships in medical surgical nursing.

In the Veterinary Technician Program the latest advances in biogenetics are contained in a course entitled Theory and Practice of Transgenic Techniques now being offered as an elective. Courses in zoo animal medicine and animal shelter management are currently being designed and will be offered as electives.

Several new programs typify the changing dynamics of the Natural and Applied Sciences Department.

A Paramedic Program was established in Fall 1996. Search for a program director and a full-time laboratory technician is currently being conducted. The Department is in the
process of developing a two-year program for Medical Assistants preparing students for job opportunities for physicians offices and health care clinics. A second allied health program which would prepare Orthotics and Prosthetics Technicians is under consideration. As a result of large enrollments, students interested in pursuing an allied health career have experienced frustrating delays in gaining admission to some of the current programs. The Department has been working with University-wide groups such as the CUNY Allied Health Task Force to explore current trends and needs in allied health. One of the objectives is to develop a core curriculum for all entering allied health students. This will provide them with the prerequisites needed for application to a variety of different programs.

2. The Mathematics Department

The Mathematics Department has undertaken an ambitious and extensive evaluation and redevelopment of both the developmental mathematics courses and introductory college-level courses. As part of this curriculum redesign, the Department has developed a strengthened sequence in statistics. Over the past few years, the number of students taking statistics has increased so that now almost 60% of the students take it as their college-level mathematics requirement. In the restructured sequence, MAT120: Introductory Statistics has an increase in hours from three to four, making it more transferable to senior colleges. The new version of the course will include statistical packages such as Minitab, Excel, and SPSS, as well as such topics as hypotheses, regression and correlation analysis, which had previously been taught in the second-level statistics course. There are plans to have students do statistical research on the Internet and to critique research documents which present statistics. As part of this curricular redesign, the Department is exploring replacing the current second-level statistics course with a four-hour college-level course in advanced statistics with probability or a calculus for business course which might be more appropriate for those students transferring to business programs in four-year schools.

The basic principles behind the Mathematics Department’s approach are to include in all courses a collaborative component so that students learn to work as contributing members of a successful team; a writing component so that students are able to “talk math;” to explain what they are doing and to describe what it means; and the use of appropriate technology, such as computers and graphing calculators. This approach stresses conceptual understanding rather than manipulative skills.

The redesign of the curricula for the Department’s key courses has required major efforts on the part of the faculty. Now the focus will be on implementing the new curricula, the new pedagogy, and the new assessment techniques that will require professional development of faculty and staff, and the re-evaluation of the curricula. To meet the requirements of the student population the Department serves, the current computer lab will be upgraded and an additional computer lab will be developed. As part of the Department’s future goals, it is developing a new mathematics option within the Liberal Arts and Sciences major to be articulated with Hunter College.
H. BUSINESS CAREER PROGRAMS

1. The Accounting/Managerial Studies Department

The Accounting/Managerial Studies Department has seen shifts in the popularity of its options from Fall 1991 to Fall 1995. The accounting major, still the department's largest and most popular program, has experienced a steady decline of 19% from 930 students in 1991 to 751 in 1995. The same percentage of decline has been seen in the Business Administration and Business Management majors. During the same period, the enrollment in the Paralegal major soared from 0 in 1991 when the program was introduced to 104 enrolled students in 1993 and 226 two years later. The Travel and Tourism major has grown 15% over the same period to a student population of 583 in Fall 1995.

The Department is reviewing these trends and analyzing employment forecasts to plan for its future. Recruitment and retention strategies are being reviewed and redeveloped and articulation agreements with four-year colleges are being strengthened. The faculty are looking at ways to participate more fully in academic advisement to retain students within its programs.

A new option in International Business is being offered within the Business Management major. New courses developed and offered since 1992 include AMP210: Law Office Management (for Paralegal majors) and an honors section of AMM101: Introduction to Business (see Honors Experience section for details). Two new Travel and Tourism courses have also been introduced: AMN211: Travel, Tourism and Hospitality Marketing (an Urban Studies course) and AMT205: Travel, Tourism and Hospitality Law. In addition, the Department is revising other courses such as Advertising; Personnel Administration; and Real Estate. A Business Honor Society is being inaugurated and the Accounting and Business Club is being reinvigorated.

The reduction to a 60-credit degree has required the Department to eliminate one course, AMM130: Microcomputer Applications, from the Business Administration program. In response, the Department is integrating microcomputer applications throughout the management and accounting curricula. The hardware and software in the Department's computer lab are being updated to accommodate the latest in business applications. Textbooks are being reevaluated based on how well they provide current software and how thoroughly the software is supported. For example, the new accounting text used in the introductory sequence (AMA111 and AMA112) provides a general ledger software package.

Future projects being planned by the Department include: working with the Division of Cooperative Education to analyze employers' needs in relation to students' skills; enlisting the support of the National Conference of CPA Practitioners for the Accounting and Business Club; and analyzing the needs of small CPA firms with the goal of assessing how the Department's programs can address them. The Department has also focused attention on articulation efforts, currently holding discussions with Hunter,
The faculty are involved in a variety of pedagogical initiatives. Accounting and business courses are integral components of several interdisciplinary learning communities including the ESL099/Introduction to Business (AMM101) pair; the Introductory Business cluster (AMM101, ENGI101 and SSE101: Introductory Economics I) and the first six-credit learning community for continuing ESL students which integrates ESL099, AMA111 (Accounting I) and OFC131 (Keyboarding I). Two sections of AMA111 have also been included in the College's Supplemental Instruction effort.

2. The Computer Information Systems Department

The Computer Information Systems (CIS) Department faces the chronic challenge of maintaining a stable academic environment in a highly technical area undergoing continual dramatic change. The Department continues to offer its long-standing programs in Computer Science, Computer Operations, Computer Programming and Systems, and Computer Technician. There has been a steady shift in student interest in the past five years from the Technician option to the Telecommunication option within the Computer Technician Program. There has been a net decline of total enrollment in the Department's programs. Consequently, CIS is focusing on enhancing the recognition of its programs by realigning its curricula to meet professional certification requirements. For example, preparation for the certification examinations as a NOVELL Certified Network Administrator will now be included in its Telecommunication option.

In Spring 1996, the Department received approval for a new option, Network Systems Administration, within the Operations Program. The Network Systems option will prepare students for the ACE examinations for SCO UNIX and MCSE (Microsoft-Certified Service Engineer). This option is expected to prove very attractive to both students and employers. The Department expects a net increase in student enrollment as interest in the Network Systems Administration option grows.

Technological change is being incorporated within the Department's curricula as well as in its computer labs. CIS is reviewing the performance objectives of all its course descriptions to reflect current practice. After this reevaluation, the performance objectives will be incorporated consistently into the course outline information. A Topics in Computer Science course has been introduced as a vehicle to include the latest advances in the field in a timely way. In addition, the Department is reassessing the pedagogy in all its courses, especially in CIS100, Introduction to Computers, its most frequently offered course. The preferred pedagogy will include active learning, collaborative learning, writing across the curriculum, uniform standards, and exit examinations. The successful Sabbatical Program which offers classes for New York City teachers on sabbatical will be changed to reflect the needs of the teachers for a focus specifically on educational uses of computers. A new course called Educational Computing was approved for participants in this program.

Courses have been updated to reflect current technological and curricular trends. For
example CIS230: MIS/OS Job Control Language is being modified to be an overview of operating systems which will support the goals of the Network Systems Administration option. Similarly, CIS293: Computer Repair will focus more on troubleshooting and repair in a networked system rather than in a stand-alone environment. A newly equipped lab will be networked to support this new option and a second lab will have Internet access using NETSCAPE.

The Department has participated in collegewide initiatives which support the teaching and learning innovations at the College. A highly successful learning community which links ESL099 with CIS100 has been offered each semester for more than three years with participating students achieving academic success in CIS100 at the same levels as the "regular" students in regular sections. CIS241: Electronics I has been linked to MAT241: Technical Math I so that, with faculty collaboration, the same cohort of students learns mathematical concepts and uses them in contexts appropriate to their computer technology studies. This same learning community uses student-led study groups to support the mastery of both the mathematical and electronic concepts.

The move to the 60-credit degree has impacted in specific ways on the options offered by the Department. For years, some students have used their unrestricted elective credits to take a double option in both Telecommunications and Computer Technician. This is no longer possible unless a student takes more than 60 credits. The reduction of credits also has made it more difficult to include within the degree the calculus-based physics courses required for transfer and articulation to the program in technology at four-year colleges.

The Department actively participates in new College initiatives. Currently CIS is working to develop the academic programs to pilot the College's collaboration with a community-based preparation-for-work project called STRIVE as well as the newly-proposed Weekend College for adult students.

3. The Office Technology Department

The faculty in the Office Technology Department have worked diligently to maintain a state-of-the-art program while weathering a major downsizing, primarily due to a decrease in student enrollment. Since 1991, the number of students enrolled in the Department's Microcomputer Systems and Applications major has dropped 26%, Secretarial Science enrollment has declined 30%, and there has been a drop of 56% in the Word Processing Certificate Program. In Fall 1995, the Department faculty and staff was reduced to nine (seven faculty and two College Lab Techs) from fifteen. Fortunately, no jobs were lost. Courses in the Legal Secretary option have been decreased in contact hours: Legal Office Technology has been reduced from four contact hours to three and Legal Dictation and Transcription has been dropped from eight to six hours. The Legal program itself is not accepting new students effective Fall 1997; current advanced-level students will complete their degrees by taking courses on an independent basis or by substituting other courses. Shorthand has been removed from all programs effective Fall 1997; current successful students will continue in sequence and unsuccessful students will be counseled into other options.
During this same time period, the Department has been repositioning itself as a major provider of computer application education for the general population. Six of the seven microcomputer application courses have been updated recently to reflect the most current technology and the most popular applications used by industry such as office suites, personal information management, and Internet management software. The keyboarding courses use new software which allows students to build accuracy and speed at an individualized pace while supporting English language skills such as proofreading, correct document structure, and appropriate language for business communication. The language skills support has proven to be particularly beneficial to ESL students as demonstrated by the success of the ESL098/Keyboarding and the ESL099/Desktop Publishing learning communities (see section B.1). The Business Communication and Electronic Office Procedures courses will be modified to incorporate electronic document publishing for homepage formatting, the inclusion of portable document format (PDF) or hypertext markup language (HTML) to create homepage, correspondence, proposals, and reports integrating this technology.

The Department is exploring new directions for integrating its microcomputer courses with new programs and options within the College. For example, for the new Medical Assistant option to be offered by the Natural and Applied Sciences Department, the Office Technology Department has reviewed and modified three courses: Medical Terminology and Computerized Medical Information Management I and II. The needs of the new populations are being identified and addressed. For example, with the new work requirements for welfare recipients, the Department anticipates a resurgence in the demand for fast-track skill development to prepare the clients for employment.

Basic course offerings, such as Keyboarding, are helping students all majors master the fundamentals of computer literacy and develop office skills which make them more marketable within a short time frame. However, while students would like to develop their facility with word-processing and other software applications, they are prevented from taking such courses because of the restraints of the 60-credit degree. The Department is expanding its collaborative efforts with other College departments and programs, such as ESL, COOP, Enterprise, Humanities, and COPE, and with organizations outside the College such as Local 1199 and the New York Stock Exchange to provide more students with opportunities to take advanced-level courses.

I. ADDITIONAL COLLEGEWIDE ACADEMIC ISSUES

Several issues have emerged as important concerns across all academic areas. These include average class size which exceeds desirable targets and the increased percentage of class sections taught by adjunct faculty.

All academic departments expressed concern over the fact that average class sizes continue to exceed the targeted class sizes with Social Science classes being eight seats over target in 1996; Mathematics, six seats over; English, five seats higher, and CIS, more than four seats. However, many departments have experienced a reduction in
average class sizes since the highs reached in 1992. For example, the Accounting and Managerial Studies Department’s average class size was 30.5 in Fall 1996, down more than four seats from Fall 1992. A similar drop was experienced by Human Services while the Communications Skills and Natural and Applied Sciences departments had the average class sizes drop by close to two seats over the same time period. While both administration and faculty agree that reaching the targeted class size averages remains a goal, the stabilization of class size, and, in some cases, its reduction, even in the face of continued budget pressures, have given the College a sense of control and predictability which has enhanced the environment for teaching and learning. The discussion about desirable class size continues with some departments requesting a review of which courses at which skill levels should have a further reduction in size to facilitate the teacher-student interaction needed for academic success.

Workload restrictions which prevent full-time faculty from teaching additional courses as “overload” and increased student demand for courses in several departments have resulted in an increased percentage of course sections in the College being taught by adjunct faculty. While many adjuncts are experienced teachers, they are not required by contract to serve on College or departmental committees or to meet with students during office hours. Their ability to participate fully in such College initiatives as learning communities or technological advances is tempered by their lack of continuity and their frequent last-minute assignment to courses. The College has made efforts to enhance the professional preparation of adjuncts by encouraging their participation in faculty development efforts by using grant monies to pay for extra hours. In addition, several departments offer their own adjunct training and mentoring programs. LaGuardia continues to monitor each department’s faculty needs in order to allocate full-time lines where appropriate as the budget permits.

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Recommendations

3.1 The Division should continue to support learning community development, particularly targeting basic skills, ESL and second semester student populations.

3.2 The Division should continue its support of information literacy by investing in appropriate technology, training new users and assisting experienced users in maximizing the benefits of technology, and finding ways to encourage the incorporation of information literacy into the curriculum collegewide.

3.3 The Division should support political action campaigns to maintain funding for programs which offer community college education as a viable pathway to self-sufficiency through stable employment for welfare recipients.

3.4 The Division should persist in its efforts to establish dual options in International Studies and International Business.
3.5 In its collaboration with the public schools, the Division should continue its focus on the transition to post-secondary education and the workplace, and on the professional development of teachers by implementing new model programs and by working with the networks of schools and consortia.

3.6 The Division needs to carefully monitor class size on a department-by-department basis to maintain the level of faculty-student interaction and individualized support necessary for academic success in each subject area.

3.7 The Division needs to monitor the increased use of adjuncts on a department-by-department basis and to authorize the hiring of full-time faculty where appropriate.

3.8 The Division should continue its collaboration with other divisions and offices in the College to develop efficient, accurate, and early academic advisement strategies for all students to ensure that they select appropriate combinations of courses to advance towards graduation in a timely fashion while meeting CPI and financial aid eligibility requirements.

3.9 Support for new initiatives in program development, pedagogical innovation, and faculty development should continue with the encouragement of grant writing as an important way to provide the monies for such efforts.
CHAPTER IV: TEACHING AND LEARNING ENVIRONMENT

DIVISION OF COOPERATIVE EDUCATION

From its inception, LaGuardia Community College has been a cooperative education institution based on the premise that learning should take place in a variety of settings, both inside and outside the classroom. The Cooperative Education (Co-op) Program is designed to help students determine their individual goals, explore various career options, apply classroom learning to real work situations, and strengthen interpersonal and technical skills.

The Division of Cooperative Education was favorably reviewed in the 1992 Middle States response. It continues to refine and develop its model of career education in keeping with the Common Goals of the College as a whole, such as understanding contemporary society through a historical perspective, understanding contemporary urban issues, and understanding the impact of technology on society. Recent program developments include the enhancement of academic components specifically developed to provide students with greater historical and practical knowledge of rapid changes affecting workplace technologies and urban labor markets; an upgrading of the Division's ability to evaluate learning outcomes; the addressing of administrative and technical issues to improve the way the Division communicates and interacts with students, staff and employers; the devising of new strategies to respond to changing labor market forces and resulting changes in student and employer needs; the development of a programmatic response to changes in the College's academic calendar and University-wide credit requirements; and the development and expansion of several international programs for which the Division has responsibility.

The calendar change and the introduction of the 60-credit degree have affected the programs offered by the Division over the last five years. Additional trends that have had an impact on the Co-op Program have been the changes in the local and national economy leading to workforce restructuring and downsizing and changing demographics of students at the College. This chapter will discuss these changing conditions, actions taken by the Division, plans for strengthening Co-op, and Co-op collaborations within and outside the College.

A. MAJOR SHIFTS IN INTERNSHIPS AND JOB PLACEMENTS

As the College's primary bridge between the classroom and the workplace, the Co-op Program serves as a natural barometer of changing external conditions. An area of significant change since 1992, brought on by external conditions, is the increase in the numbers of students on volunteer internships as opposed to paid internships. In the 1990-1991 academic year, 67% of all internships were paid. In the 1994-1995 academic year, only 48% of all internships were paid. Several factors have precipitated the decline in the number of paid internships available. In the early 1990s, the local economy slowed and many private sector employers reduced or eliminated Co-op hiring. The Division was particularly hard hit by changes at IBM which, in the mid to late-1980s, had hired as many as 350 interns annually but by the early 1990s took only 50-100 students each year.
At the same time, the local government also began to downsize its permanent workforce and became more receptive to Co-op interns as a way to meet productivity demands with fewer dollars. Many of these newly developed public sector positions were voluntary, or provided only a stipend.

Student preference also affects the type of paid internships offered. With the calendar change in 1992, students began to take more classes in conjunction with their internships. This led to an increase in demand for "on-campus" internships which, for the most part, are not paid. Changes in curriculum distribution has also been a factor since some fields are much more receptive to paid internships than others. Liberal Arts students traditionally have had a more difficult time securing paid positions than students in business or computer fields. As student enrollment shifted to liberal arts from the business areas, the number of voluntary internships also grew.

Other factors which have also contributed to the shift away from paid internships are the numbers of foreign students, and a decline in students' English language ability in general. Many foreign students have immigration restrictions on their ability to take paid employment in this country. As this population increases at the College, the demand for volunteer positions also increases. Student availability also plays a role in the number of paid internships the Division fills. In a survey of the Fall II 1996 Gateway course (see New Initiatives) students indicated that 12% of them were either "not very comfortable," or "very uncomfortable" speaking or writing English. While other studies have shown that the grade point averages of students have not changed over the past five years, students' insecurity in their ability to communicate through writing and speaking manifests itself in the internship placement process. These students often prefer a more "sheltered" first internship experience which is usually a volunteer position at a public or not-for-profit agency.

The Division's Job Placement Office, which is responsible for assisting current students and graduates in securing employment, has had to respond to the same shifts. The Office now focuses on preparing students to conduct an effective job search in this competitive marketplace. A series of pre-employment workshops has been instituted covering topics such as job search strategies, resume and cover letter writing, and interviewing skills. Computer assisted services such as resume writing and job banks are provided to create greater self-reliance and resourcefulness in the job search.

The Division's Job Placement Office provides a range of programs and services designed to offer assistance in preparing for and obtaining gainful employment to all students enrolled in degree-bearing programs, and to all LaGuardia graduates up to one year after graduation. These programs and services include:

- individual counseling and direct referrals to jobs.
- on-campus recruitment activities including job fairs, individual interviews, and orientation/testing.
- seminar for graduation students.
• written and audio-visual resource materials on interviewing and job search strategies.

Rapid changes in the City’s labor market in recent years have forced the Co-op Division to address several major issues. First, de-industrialization and corporate downsizing have led to a reduction in the employer pool available for internship and job placements as well as for joint college/business initiatives. In response, the Division has launched a major new effort through its Employer Relations Committee to expand relationships with current employers and reach out to new ones. The effort includes the development of new marketing materials; negotiations with active companies to increase the number of available internships and permanent placement opportunities; the renewal of relationships with currently inactive companies to develop internship and placement opportunities; and a drive to identify new employers for recruitment through the use of business database resources.

Second, in order to provide students with current information about the changing labor market and employer expectations, Co-op is acting to expand the role played by key employers and alumni at the College through its Partners In Cooperative Education group (PICE) and the Cooperative Education Alumni Group. PICE serves as an organizational vehicle for employers to act in an advisory capacity to the Division and the College as a whole. Participation in the alumni group is open to all former LaGuardia students who completed Co-op internships. Ongoing dialogue with employers and Co-op alumni now in professional life provides feedback needed to adjust curriculum and placement practices to the realities of the workplace.

B. NEW INITIATIVES

As a result of the reduction in the credit requirement for the Associate degree, Co-op has had to restructure its program offerings. Mandatory internships were reduced from three at three credits each to two at two and three credits each. Additionally, the Co-op Prep course was enhanced and, now called the Gateway to the Workplace, offers one credit. This new model allows for greater flexibility for the student in doing part-time or full-time internships, and increases the incentive for taking the required entry course for Co-op.

The 1995 workload policy change limiting the use of CUNY employees as adjuncts has led to increased reliance, University-wide, on outside instructors to teach courses and seminars. The Division has tried to recruit experienced adjunct instructors for both the Gateway course and seminars. These instructors bring real-life workplace experience to the classroom, which students find both fascinating and helpful. The Division has taken steps to provide adjuncts with greater guidance on teaching methodologies and program goals. These steps include orientation sessions for first-time Co-op seminar instructors, brainstorming and problem-solving sessions during the semester, the development of an Information and Procedural Handbook for adjunct faculty, and the publication of Co-op seminar texts. All these efforts are key to promoting instructional continuity within the Division.

Advances in computer technology have prompted the Division to develop several new initiatives:
Co-op has recently undertaken a full-scale upgrading of its computer hardware, providing the majority of faculty and staff with Pentium computing power and access to the World Wide Web through the College's network.

A paperless system to streamline procedures for implementing the internship and placement programs will be in place by Spring 1997.

The Division will create a joint computerized job bank for use by both Co-op and Placement.

A compilation of Divisional policies and procedures will be made into a single accessible electronic document available over the Division network.

The Division will install and use software to facilitate electronic conferencing within Co-op and with employers.

The Division is in the process of creating a World Wide Web homepage which will provide basic Divisional information to employers and other co-op and academic programs on the Internet, and provide increased networking capabilities between Co-op, its current employer base, and prospective employers.

The Operations Committee of the Division is developing a series of program-wide training sessions for all new hardware and software technologies available for faculty and staff use.

Ongoing assessment mechanisms are built into the Cooperative Education Program to assure its continuing strength. Most notably, since 1992, the Division has participated in three research studies conducted by outside groups. A University of California at Berkeley project involved an examination of learning communities and cooperative education at LaGuardia (1993), and the Integrative Seminar component of the Cooperative Education Program (1995) also was evaluated by the University of California at Berkeley. The results were favorably reported in the document Linking School-based and Work-based Learning: The Implications of LaGuardia’s Co-op Seminars for School-to-Work Programs.

Additionally, Co-op currently is a participating subject in a national study of student internship programs conducted by Teachers College/Columbia University. The purpose of this study is to understand how learning occurs in the workplace for application to future internships as well as employee training and professional development. These independent research studies, coupled with the Division’s own research and evaluative initiatives, have enabled Co-op to gain objective insights into its operations and effectiveness.

C. INTERNATIONAL INITIATIVES

The College has assumed a leadership role in international education. The emphasis on
workforce preparation and cooperative education at two-year colleges makes them increasingly important to economic development strategies around the world. Given its tradition as a co-op institution, LaGuardia has a great deal of experience and expertise to offer other institutions seeking to develop similar career education models.

The Co-op Division bears responsibility for the development of international programs for the College. It is currently engaged in the development of three major international initiatives. First, the Division has provided key support to the Universidad Autonoma de Santo Domingo in its efforts to develop a community college system for the Dominican Republic. In 1996 LaGuardia officially signed a second four-year agreement with the Universidad to continue collaborative efforts, including ongoing support for system development in the Dominican Republic as well as student, faculty, and cultural exchange. A new focus of the collaboration will be the creation of internship placements for LaGuardia students in the Dominican Republic, and U.S. placements for Dominican students.

A second major international initiative provides LaGuardia students with internship experiences on kibbutzim in Israel engaged in high-tech industry and services. The Co-op Division is collaborating with the Israel Histadrut Foundation, the Kibbutz Aliya Desk, and Haifa and Ben Gurion Universities to place students in three-month to one-year internships that promote both high-tech and cultural learning experiences. An initial cohort of students has completed internships, and efforts are underway to expand and institutionalize the program.

The Division is in the planning stage of a third major effort: to develop linkages with and provide assistance to South African community colleges. In addition, Co-op has hosted delegations from other countries. Most recently groups from China, the Netherlands, England, and South Korea have met with LaGuardia faculty and staff. These visits are the result of ongoing relationships between the College, the U.S. Information Agency, and the American Association of Community Colleges. LaGuardia remains a model of great interest to educators globally as they are increasingly faced with the need to extend educational opportunity and workforce preparedness.

D. COLLEGEWIDE COLLABORATIONS

During the past three years, the Division of Cooperative Education has worked closely with the English and Humanities departments of the College in a collaborative effort to improve students' foundation skills through both the Gateway course and the internship experience. These collaborations, supported by VATEA funds, with faculty from the English, speech communication, and critical thinking areas resulted in the following: an enhanced curriculum designed to strengthen student writing and oral communication skills; the infusion of critical thinking pedagogy throughout the Co-op Program; joint professional development workshops with faculty from the Co-op, English, and Humanities areas to explore student skills development issues related to the contemporary workplace; and the in-house publications, Conversations About Writing and Conversations About Talking teaching guides for instructors of the Gateway to the Workplace course.
Since 1993, working in conjunction with the Accounting and Managerial Studies Department, the Division of Student Affairs, and the Business Office, Co-op faculty and staff have developed a model for providing entrepreneurial internship experiences for students. This project, the Pushcart Project, is well on its way to opening a student-run retail enterprise on campus during the Spring 1997 academic term.

Co-op faculty have worked closely with LaGuardia's director of K-12/college collaborative programs to develop summer internship experiences in the corporate sector for Queens public school teachers. They have helped to promote greater career awareness and preparation among Queens K-12 students and greater emphasis on career development in the curriculum for Queens teachers.

The Division assigned one of its senior faculty to serve as Executive Project Director for one of these major efforts: the Queens School-To-Work Partnership. The Partnership brings together over 1,000 teachers and administrators, as well as parents and students from twenty-two schools in two Queens school districts, with members of the business and not-for-profit sectors to promote internship mentoring, and entrepreneurial experiences for students and out-of-school youth.

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Recommendations

4.1 The Division needs to assess the new Co-op Program and make necessary curricular modifications.

4.2 The Division should continue employer outreach efforts to maintain paid and voluntary internships, and to identify employment opportunities for students and graduates.

4.3 The Division should continue to utilize and enhance technology to maximize operational efficiency and program effectiveness.

4.4 The Division should continue to provide professional development activities for faculty and staff, particularly adjunct faculty.

4.5 The Division should continue to collaborate with other College entities on new and existing initiatives and programs.

4.6 The Division should continue to assist with the development of community colleges worldwide.
The Division of Adult and Continuing Education (ACE) continues as an integral part of the College's educational delivery system, providing an array of non-credit programs and services to over 20,000 adult learners each year. Since its inception with the College’s opening, the Division’s priority has been to reach out to diverse communities and to offer educational opportunity and economic advancement to individuals often traditionally bypassed or excluded from higher education.

In the five-year period from 1992 to 1997, Adult and Continuing Education has served over 114,000 students in a wide range of programs and support services designed to meet the education, training, retraining and employment needs of adults. The student profile served by Divisional programs has been relatively consistent. Males and females are almost equally represented each year. Most students fall into the 20 to 34 year-old age brackets. Most recently, in 1995, over 300 students were under 15, and over 200 were older than 55. Those identifying themselves as Hispanic comprise almost one in four enrollees. The category “Others” accounts for 15% and Asian, Black, and White range between 10-20% each.

The Middle States response identified the importance of Adult and Continuing Education in the instructional process and as an important element in achieving the goals and objectives of the institution. The response also recommended that ACE continue its comprehensive programming for its diverse constituents and extensive outreach which serves as a bridge between the College and the community. The response highlighted the Chinatown program as “...an excellent example of reaching out to meet the specific needs of the community.” Two recommendations were made:

- The College should continue to support the Chinatown Center and the Astoria Center and plan for future space needs.
- The Division should continue to expand efforts to interface with appropriate academic departments.

Since 1992 the Division has employed strategies in its pursuit to be the College’s bridge to the community and to serve the diverse constituencies that are in need of educational services. This section will include a discussion of how ACE has striven to continue that mission through Divisional restructuring, and program development, expansion, evaluation, and review.

A. FUNDING

The 1996 Adult and Continuing Education fiscal base is derived from four sources: tax levy allocation, 1.61 million (17%); Continuing Education fee income, 2.88 million
(30%); grant revenues, 4.78 million (49%); and special subsidies, .46 million (4%); with a total funding of 9.73 million.

The current level of funding shows an increase over fiscal 1992 for three reasons: a new PSC/CUNY contract which provided for modest salary increases for full-time and part-time tax levy staff and faculty, an increase in fee income to offset contract increases for part-time faculty, and an increase in New York City and Federal grant income. While grants increased on the New York City and Federal levels, there was a noticeable decrease in New York State grants, especially in support for literacy programs.

While the Division's overall revenue base increased from 1992 to 1997, the expense base also increased significantly. In addition to the contractually mandated increases in faculty and staff salaries, New York City imposed a 17.5% surcharge on Continuing Education fee income expenses. This surcharge covers pension and administrative overhead. For fiscal 1996 the surcharge amount paid to the City was over $500,000. This surcharge has had a dramatic impact on Divisional operations.

In order to meet this new expense, in Fall 1994, the off-campus center in Astoria was closed because the cost of the surcharge, in addition to costs of rent, HVAC, and security, exceeded the revenue generated by Center programs. In 1995 the Chinatown Center relocated to less expensive space in Chinatown and also scaled down its programming activity as a cost savings measure. The imposition of the surcharge has also reduced funding previously available for new program development.

Program strength and development continue to be sustained because of the tax levy base for Continuing Education. This foundation permits continuous leadership for all Divisional activities and thus allows for a cohesion and integration among ACE programs and with all other Divisions of the College.

B. RESTRUCTURING THE DIVISION

In 1993, the Division undertook a major restructuring in order to better serve its many constituencies. This action was prompted by several factors: loss of the position of Assistant Dean, the need to reduce the workload of the Associate Dean, the need for greater cohesion among similar programs, the need for the Dean to be less involved in day-to-day management and to shift to a more strategic leadership role, and the need to create new roles and responsibilities for senior staff.

The Division reorganized itself into three teams: Academic/Community Services, Academic/Language Development, and Economic Development, with each team led by a senior administrator. A Deans' Policy Council was created whose primary purpose is to set policy regarding Divisional philosophy, structure, staffing, and fiscal resources. Additionally, the Council acts as catalyst, guide, and support to the work of the Division. The Dean, Associate Dean, three senior administrators, and two elected representatives from the Division's Directors serve on the Policy Council.
In the Spring of 1996, after two years under this new team structure, the Division’s Directors’ group initiated a team self-study to assess progress to date. The purpose of the review was to enable each team—its members and senior administrator—to join together to evaluate performance over the past year and provide suggestions for improvement. The self-study concluded that restructuring had facilitated collaboration and collegial support among programs and increased the flow of information between the Dean’s office and programs. It also recognized the continuing need for a unified vision of the Division’s direction, more prompt responses to opportunities and challenges, and flexibility to create collaborating groups of programs to respond to new initiatives.

C. ADULT AND CONTINUING EDUCATION PROGRAMS

Adult and Continuing Education program areas have undergone significant changes since 1992 due to major policy shifts in federal, state, and local governments and loss of major funding streams. In response to these shifts and changes in the needs of populations served, each of the programs modified its traditional services, explored new program options, identified new populations to serve and/or strengthened existing populations, or entered into new, collaborative relationships. The programs offered by ACE are now organized into four teams. This section will highlight changes in programs and focus since 1992.

1. Academic/Community Services Team

The Academic/Community Services Team has primary responsibility for the Chinatown Education Center, the Center for Veterans, Youth and Adults in Transition, Project Enable, Corrections Education, the Family Institute, and the College for Children. These programs continue to provide comprehensive academic remediation or ESL training, occupational skills training, job placement, and career and academic counseling to specially targeted populations. These populations include English deficient Chinese immigrants with a desire to obtain a college degree; Vietnam, Vietnam-Era, Persian Gulf and other recently discharged veterans seeking high school equivalency diplomas, higher education opportunities, and transitional counseling services; homeless and low-income parents and AFDC recipients seeking to increase basic academic skills, develop marketable occupational skills and obtain employment; out-of-school youth in need of obtaining high school equivalency diplomas, occupational skills, and work experience; and incarcerated or newly released ex-offenders who require academic remediation and transitional counseling.

In Fall 1995, the programs were successful in obtaining a New York City Department of Employment grant. This inter-team collaboration created a new occupational training program, Uplift Skills Employment and Training Program (USTEP) in Bilingual Medical Records, Office Computer Skills, and Truck Driver Training. The USTEP Program initiative has enabled programs to continue working with their target populations with some shifts in the scope and types of services delivered, to maintain trained staff, and to share administrative expertise.
With modified internal support from the tax levy budget of the Division and College, the Chinatown Education Center has continued to recruit and provide assistance in completing admissions and financial aid applications for college-bound Chinese-speaking students. The Center has worked closely with the College's newly developed Language Immersion Program as a referral mechanism. Since its tenth anniversary celebration in 1993, the Center has strengthened ties to its student alumni group and community-based organizations and businesses.

The Corrections Education Program no longer provides direct educational services in jails due to the Department of Correction's reallocation of funding in early 1995. However, increased emphasis has been placed on providing transitional services to both adults and adolescents returning to the community.

After loss of major federal support in 1995, the Center for Veterans, Youth and Adults in Transition joined with the New York City Board of Education to provide GED instruction to veterans and out-of-school youth. Additionally, the Center began to administer the Green Team, a youth employment program, in Spring 1996. The program, funded by the New York State Department of Labor, provides adjudicated youth with academic classes, computer skills training, job preparation and placement, and works in collaboration with the New York State Division for Youth and the Department of Transportation.

The Family Institute for Education, Training and Employment has emerged over the past five years as a major occupational skills training arm of the Division. It serves dislocated workers through the Microcomputer Systems Training Program; displaced homemakers through Project New Ventures; AFDC recipients through Bilingual Medical Records and Family Day Care Provider Training; unemployed and underemployed clerical workers through the Office Information and Medical Records Training Program; new and potential Family Day Care entrepreneurs through ENTRENET, SUNY; and New York State Department of Social Service's Start-up Program.

With a new director appointed in 1995, The College for Children currently enrolls 1,200 youngsters annually in on-campus classes with growing emphasis on reading and mathematics tutorials, computer literacy and family literacy (Even Start) in conjunction with School District 30 and Bank Street College of Education.

2. Academic/Language Development Team

The Academic/Language Development Team, through its programs, the English Language Center, the CUNY Language Immersion Program (CLIP), the Program for Deaf Adults, and the Adult Learning Center, has primary responsibility for literacy/language development for adults.

Enrollment in the English Language Center continues to grow with over 5,400 students, representing 54 countries, taking full- and part-time English language programs in 1996. More than 200 students from the full-time programs have been admitted to LaGuardia's
degree programs. Also in 1996, the Center started its first program linking ESL instruction with computer skills training. In the same year, LaGuardia was one of six CUNY campuses selected to offer the CUNY Language Immersion Program that has enrolled over 100 students to date. It provides intensive English language studies for new, undergraduate non-native speakers who need stronger English skills before matriculating at one of the CUNY campuses.

Each year since 1992, the Program for Deaf Adults has served an average of 35 credit students and 460 students in Continuing Education programs. During that time, 30 deaf and hard-of-hearing students have received Associate Degrees. New program initiatives include: an advanced two-year certificate program in Interpreter Education linked to a proposed Deaf Studies Associate Degree through the Human Services Program; a grant-funded program serving interpreters who are deaf-blind, minority, deaf-relay, or orally skilled; creation of an intensive academic program for deaf students from abroad; and a federally-funded project to develop dual model demonstration projects in job placement and tutoring services to deaf students.

The Adult Learning Center continues its commitment to adult literacy through basic education classes, as well as special programming for the reading-disabled. In 1995-96 the Adult Learning Center served a total of 1,678 students in its literacy/GED programs: grant-funded literacy/basic education programs on-campus with 634 students; grant-funded community-based English as a Second Language and Basic Education in Native Language programming in the underserved Corona area with 170 students; grant-funded GED programming with 200 students; and tuition-based GED programming in English and in Spanish (at two levels) with 674 registrants. The Vocational ESL initiative served a total of 68 students in the Home Health Aide Program and 48 in the Medical Assistant Program.

Through appointment of a new director, a new program area—Vocational Training with Vocational ESL—was added to the Adult Learning Center focus. The three-year Salva Guardadores de Vida Health Occupations Training Program was funded as a United States Department of Education Bilingual Vocational Education Demonstration Program. In addition to training 175 LEP adults over the three years, the Program produced Vocational ESL curricula for three occupational areas: Home Health Aide, Emergency Medical Assistant, and Medical Assistant. Supplementary services for immigrants include provision of naturalization preparation.

3. Economic Development Team

The Economic Development Team, consisting of the LaGuardia Urban Center for Economic Development (LUCED), Career and Professional Programs (CaPP), Emergency Medical Technician/Paramedic Program (EMT/P) and the Taxi Program, has primary responsibility for education and training programs to meet the needs of business, government, and nonprofit groups and workplace skills development for working adults.
Over the past three years, LUCED’s accomplishments include: hands-on quality management and ISO 9000 training for 18 companies, training and consulting services to over 90 small businesses through the Entrepreneurial Assistance Center, and over 800 graduates of the PREP Program, which prepares women and minority-business owners to successfully compete for MTA and government contracts.

Career and Professional Programs has developed new certificate programs in computer repair, Microsoft Office and Windows applications; and import/export businesses. In addition, the telecommunications program has expanded its laboratory facility and begun local area network training.

As of Fall 1996, the Paramedic Program is being offered on campus rather than through medical sites. This shift has allowed for greater control over the quality of instruction and greater cost efficiencies leading to lower tuition fees to students. The Emergency Medical Technician Program has added a defibrillation component to all EMT courses.

Over the past five years, The Taxi Driver Institute has faced increased competition from two private schools, increased requirements mandated by the Taxi and Limousine Commission, and a reduction in driver applicants. These impediments have made the Institute more difficult to administer and have led to tremendous volatility in enrollments. To keep students as competitive as possible, the Institute has developed a "taxi driver's bus tour" and a New York State-approved defensive driving insurance point reduction course.

4. Adult Career Counseling and Resource Center (ACCRC)

The Adult Career Counseling and Resource Center serves a large and diverse population of adults, including those enrolled in various Continuing Education programs as well as individuals from the community. A primary focus over the past four years has been the provision of employment-related services to dislocated workers, public assistance recipients, and displaced homemakers.

Since 1992, counselors at the Center have provided job readiness training, job development and placement services to over 5,000 adults. Through these services, 40% of all public assistance recipients who participated have become employed and are on the road to self-sufficiency. Through funding from the New York City Human Resources Administration, a Job Club has been created which has provided job placement services to over 1,800 AFDC recipients since 1993. In 1995, additional funding was provided to create a campus-based Employment Center which has assisted 2,000 home relief applicants in finding employment.

The ACCRC has played a growing statewide leadership role in staff development by offering training and technical assistance to other adult programs. The Center has developed an Adult Career Counseling Model, which is now a validated New York State program. Most recently, Center staff have been asked to design and implement a
statewide career development program for grades K-12 through the State's School-to-Work initiative.

D. PROGRAM EFFECTIVENESS

In ACE, program effectiveness is measured by a variety of methods, including the attainment of measurable goals and objectives as outlined in program design statements and grant proposals. Measurements often include the number of students who obtain and retain full-time employment, increase their basic academic skills, gain technical proficiency in a particular skills area, and/or continue their education. The following data indicate recent program success:

- **90%** of all students who started at the Chinatown Center transferred on campus, and more than **30%** of them have GPAs of **3.0+**.

- **Over 50%** of Project Enable students advance academically, obtain employment, and continue their education.

- **95%** of the deaf students who complete the non-credit college preparation program move on to degree programs at LaGuardia, and **75%** of deaf students who complete computer training obtain employment.

- The Family Institute's Microcomputer Systems Training Program successfully places **65%** of its enrollees in unsubsidized employment at an average hourly wage of $11.

- Since 1993, over **300** low income women have started Family Day Care Provider businesses as a result of participating in training and receiving start-up funds.

- Of **52** graduates of the Bilingual Medical Records Training Program, **40 (77%)** are now successfully employed.

- In the Connexion Bilingual Home Health Aide Training Program, **26 adults completed training, passed their supervised clinical experience, and are now successfully employed**.

- High School Equivalency Test (GED) pass rates for students in various Divisional programs have ranged from **65%** to **90%** of those completing preparation classes.

- English Language Center enrollment has grown by over **10%** in the past five years, with waiting lists of students who cannot be accommodated because of space and scheduling constraints.

- Successful PREP program participants have garnered over **$8 million** in contracts in the past three years.
E. COLLABORATIONS

ACE continues to focus on collaborative programming within the College, with the community, and in partnership with other educational institutions, community-based organizations and businesses.

1. Interdivisional/College Collaborations

Over the last five years, collaborations between ACE and departments in the other Divisions have strengthened.

Family College, an intergenerational education program serving AFDC recipients and their kindergarten and pre-kindergarten age children, represents a collaboration between Family Institute and academic departments. Parents take credit classes while their children attend preschool on campus.

The Program for Deaf Adults is collaborating with the College Placement Office to jointly develop a model job placement and career counseling program for deaf students. The new Deaf Studies initiative is a joint effort between staff in PDA who received the grant funding and faculty in the Human Services Program where the degree program is to be housed. The Director of PDA at LaGuardia also serves as Chair of CUNY’s Consortium for Services to Deaf and Hard of Hearing Students and, in addition, oversees CUNY’s Regional Support Services Center for Deaf and Hard of Hearing Students.

The Adult Learning Center collaborated with the Humanities Department to provide bilingual vocational programming, and with the Natural and Applied Sciences Department, in joint planning for new health occupations training initiatives such as Medical Assistant, the proposed Surgical Technician Program and the Operating Room Inventory Clerk Program. There has also been a collaboration with the Division of Cooperative Education on the design of the Medical Assistant internships.

The EMT/Paramedic Program, working with the Natural and Applied Sciences Department, co-manages a new paramedic sequence. This is the first joint credit/non-credit collaboration within the College. Forty-two students began paramedic training in Fall 1996.

2. Community Collaborations

Response to community needs has guided many of the new program initiatives. Community Services staff members work closely with community-based providers and external public agencies: The Human Resources Administration, Department of Homeless Services, Department of Labor, Department of Employment, the Central Office of the New York City Board of Education, Community School District 30, P.S. 12 in Queens, Rikers Island High Schools, the Department of Corrections, and the City University, and its units.
Staff from the Program for Deaf Adults have had discussions with Gallaudet University to develop an articulation agreement between the college preparatory courses at LaGuardia and Gallaudet's degree programs. The two institutions have jointly offered a leadership training teleconference for deaf students. Plans are being developed with the National Technical Institute for the Deaf to establish a regional consortium to provide technical support to institutions educating the deaf, with the LaGuardia program serving as the lead in the larger New York metropolitan region.

The Adult Learning Center broadened outreach to new immigrant groups through the Immigration Services Conference, in collaboration with Korean Community Services, Accion Latina, and the New York City Immigration Coalition. The LaGuardia Urban Center for Economic Development works collaboratively with the New York Empire State Development Corporation, the Long Island City Business Development Corporation (LICBDC), and Queens Overall Economic Development Corporation (QOEDC.)

Career and Professional Programs has entered into a joint venture with a local company, the Chubb Contingency Trading Facility. This venture is aimed at expanding the Division’s computer network offerings with a planned Novell certification training program along with other Microsoft certifications to accompany the initial course in Windows NT.

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Recommendations

5.1 The creation of program cost centers needs to be linked to team administration to allow somewhat greater autonomy and authority in fiscal and programmatic affairs by the teams.

5.2 The Division should develop more comprehensive and thorough approaches to assessment of all aspects of its programs.

5.3 The Division needs to acquire additional classroom space to accommodate the large numbers of students interested in the ACE programs; office space to accommodate the expanding program needs; and areas equipped with appropriate instructional technology laboratories.

5.4 The Division should seek funding for professional development for faculty and staff.
CHAPTER VI: TEACHING AND LEARNING ENVIRONMENT
DIVISION OF STUDENT AFFAIRS

The 1992 Middle States team commented very positively about LaGuardia's accomplishments in the areas of student services and development. Specific areas that received favorable notice included the esprit-de-corps nurtured among Division professionals, and the commitment to insuring student personal growth through career exploration, leadership retreats, extended orientation programs, and opportunities for student participation in collegewide governance. The team recommended:

- strengthening advisement/registration systems and procedures;
- developing an aggressive marketing/communication campaign to enhance the transition to the enhanced semester academic calendar; and
- increasing accountability related to student activity fees.

This chapter will describe the College's responses to the Middle States team's recommendations. In addition, it will present the outcomes of Divisional restructuring designed to assure that programs and services continue to be effective, despite increased student demand and limited resources.

A. RESTRUCTURING OF THE DIVISION OF STUDENT AFFAIRS

In September 1993, the Division of Student Services was renamed the Division of Student Affairs. In addition, the Counseling Department and some areas comprising the Division were restructured into four Clusters and the Financial Aid Office, each of which is administered by a Director who reports to the Associate Dean. The following major goals were identified: assess and maintain existing operations and services in the face of increased student demand and limited resources; increase opportunities for student/faculty/administration interaction, communication, and cooperation in dealing with significant institutional problems, goals, and activities; initiate and expand programs that address the developmental needs of the "whole student"; and develop a comprehensive enrollment management plan.

As a result of the restructuring, new programs and services were developed and implemented in each cluster, areas have been reconfigured, and staff have been reassigned. Counseling services are now provided through four clusters which address the needs of specific student populations. A Divisional Communications/ Desktop Publishing Unit now develops Student Affairs materials that facilitate the dissemination of information, policies and procedures, promote the Division's programs, and allow the Division to communicate with the College community in a timely fashion using attractive, user-friendly formats. To increase the level of accountability and assure the orderly administration and allocation of student activity fee income that provides staff...
and support to particular programs and activities, the not-for-profit College Association has implemented several initiatives. The Personnel Review Committee (PRC) and the Budget Committee have been formalized, there is greater coordination with the Business Office, and procedures for ongoing review and revision of existing policies have been implemented. In addition, a comprehensive student-to-student Communications/Media Center within the Office of Student Life and Development now includes the student activity fee income-supported College radio station (WLGC), newspaper (The Bridge), and video and printing facilities. Furthermore, collaborative partnerships across clusters, as well as with all areas of the College community, have been developed with the goal of more effectively supporting the College’s mission, Common Goals, and students’ academic success.

B. PERSONAL COUNSELING/STUDENT LIFE AND DEVELOPMENT CLUSTER

The Office of Student Life and Development was combined into a cluster with the Personal Counseling Center to facilitate the development of the "whole" student, including: identifying and addressing personal problems that may interfere with students' academic progress, enhancing linkages with Academic Affairs areas, and providing opportunities and guidance to develop skills, talents, and interests in co-curricular settings.

1. Personal Counseling Center

The four counselors in the Personal Counseling Center provide clinical expertise and support to students individually and through groups by identifying problems limiting students' academic success, intervening in crisis situations, making referrals to appropriate outside agencies as needed, and conducting workshops and training sessions to inform and educate students on a variety of issues. Recent workshops have included Support Group for Single Parents, Alcohol Awareness Information Workshop, and Asian American Women's Support Group. From Fall 1995 through Spring 1996, counseling contacts totalled 1,726. Particular emphasis has been placed on developing a substance abuse educational program and referral system to address a federal compliance mandate. In addition, the Counseling Internship Program was begun in Fall 1995 to provide a one-year, comprehensive counseling experience for qualified Masters-level graduate students from local area colleges and universities. Close supervision by a member of the Personal Counseling Center faculty allows interns to participate in the full range of counseling services throughout the Division, thus significantly increasing services to LaGuardia students.

2. Office of Student Life and Development

The Department of Student Activities was renamed the Office of Student Life and Development. This area's emphasis has shifted away from social activities and trips to co-curricular events with an academic focus, and collaboration with other areas to promote and foster mutual respect in a multicultural environment. Major components of
the Office of Student Life and Development described below are the Center for Leadership, Co-Curricular Activities, and the Faculty Mentor Role. The Student Center for Women is discussed in the Equity and Diversity chapter.

(a) The Center for Leadership
The Center for Leadership fosters comprehensive and ongoing leadership development programs, training and support/peer mentoring activities for members of the Student Government, the Student Senate, the Student Activities Committee, and recreation programs, as well as all members of the student body. On-campus workshops and seminars, as well as the Annual Leadership Conference, an off-campus weekend retreat, offer training and serious discussion in such areas as time management, event planning, leadership styles, public speaking techniques, and conflict mediation and resolution training. The bringing together of students of different ethnicities aids in the elimination of barriers and the camaraderie that is established extends beyond the weekend, providing a readiness for continued multicultural participation on campus.

(b) Co-Curricular Activities
Student Life and Development programming promotes social, cultural, and developmental co-curricular activities, including those that highlight student ethnic diversity, and an expanded performing arts program that encourages greater participation of outside community groups. Ethnic clubs continue to proliferate and plan activities of interest to their members and the larger College community. Annual programs are coordinated around such observances as Hispanic Heritage Month, Black History Month, Women's History Month, and Gay Pride Month. Multicultural Appreciation Week and a celebratory Day of Respect also continue. In addition, student governance, with the support of the Office of Student Life and Development, continues to play a strong role in encouraging students to join or create clubs: cultural/ethnic, academic related, and special interest. Recruitment drives are held, and the Office provides guidance and assistance in establishing new organizations. Upcoming activities will include creation of and participation in a "Showboat/Cultural Travelogue" highlighting student ethnic diversity in celebration of the College's 25th Anniversary. All of these activities provide students an opportunity to appreciate and become more knowledgeable about their culture and other cultures while they foster a spirit of inclusion and a better understanding of pluralism.

(c) Faculty Mentor Role
Finally, the traditional Faculty Advisor position has been transformed to a Faculty Mentor role that reflects a mentoring approach to education and career development. Faculty have been involved in developing a Memo of Understanding and training acknowledging the "... critical role that mentoring and faculty interaction have in the success and overall development of LaGuardia students and their effective functioning in a multicultural society."

C. ACADEMIC AND CAREER COUNSELING (ACC) CLUSTER
The seven ACC counselors provide academic, career, and transfer counseling. Recently implemented ACC programs, the Intake Service, the Academic Planning Workshop
Program, and the Career Development Workshop Series, are designed to help students view educational planning in the context of both career and life planning.

1. **Intake Service**

Through the Intake Service, ACC counselors provide brief counseling sessions designed to assess students' needs and refer them to appropriate Cluster programs (individual appointments with counselors, academic planning workshops and career counseling workshops), and/or other college resources. Student contacts have increased dramatically: 1994 - 868; 1995 - 2,073; January 1996 - August 1996 - 1,506.

2. **Academic Planning Workshop Program**

The Academic Planning Workshop Program, a curriculum based on number of credits completed, was implemented for students in business-related majors. Over 1,400 students have attended these small group workshops. Between 83% and 100% of students at each credit level indicated positive responses to these workshops on student evaluation surveys. The current challenge is to explore avenues for increasing the number of workshop participants. (See Divisional Leadership Role in Major College-Wide Initiatives.)

3. **Career Development Workshop Series**

The Career Development Workshop Series, a sequential career counseling curriculum, consists of four sessions followed by an individual session to assist students in developing a career plan. It is designed for students who are undecided about their career choices, who want to change their majors, or whose need assessment profiles indicate an interest in receiving career counseling. The Career and Transfer Center (CTC) continues to be a critical adjunct to the work of counselors, teaching faculty, and Cooperative Education advisors who rely on its resources to support students' in-class work. Recently, instructors in courses such as Critical Thought Skills and Enhancing Vocabulary have used career and transfer topics to teach and reinforce particular concepts. Students use the CTC for their research. In addition, students completing their second Cooperative Education internships visit the CTC to gather data to resolve career or transfer dilemma. During 1995, 40 groups were served, totaling 619 students. The number of requests for group presentations from the counseling and academic departments has increased significantly. Of the 6,362 students who used the CTC in 1995, 3,145 came for transfer information. Furthermore, approximately 699 CUNY transfer applications were processed through the Center. The dissemination of articulation information is another vital transfer function performed by the CTC. It is, in fact, the only office in the College where CUNY Course Equivalency Guides and articulation agreements between LaGuardia, SUNY, and private institutions are available. With limited staffing, the CTC has shifted from providing walk-in service to a new approach that requires students to schedule appointments. This has enabled limited staff to serve students more effectively.
ACC counselors are exploring the use of multimedia technology to address concerns related to limited staffing and greater student demand. It is also anticipated that Internet connections will supplement print materials and allow the College to be less reliant on the expense of updating print materials. C Building renovations may also provide adequate space to accommodate larger groups and individual services simultaneously.

D. STUDENT SERVICES CLUSTER

The Student Services Cluster (SSC) offers comprehensive counseling, advocacy, technical assistance, and resources to specific student populations: English-as-a-Second Language students, students with disabilities, student parents, and Human Resource Administration students. Each SSC area follows an intake screening process that provides counselors and specialists with a preliminary assessment of students' needs. Collaborative and integrated, the Student Services Cluster model promotes an environment of innovative strategies, early intervention, and shared resources for the College community. Internal and external referrals are made to provide students with additional assistance in addressing specific issues.

1. English as a Second Language (ESL) Counseling Program

The two professional counselors in the English as a Second Language (ESL) Counseling Program provide specialized counseling and academic support services to the ESL students. The need for specific counselor specialization for ESL students is particularly acute, given the recent and ongoing changes in federal and state financial regulations, the implementation of 0 credits for basic skills, and recent welfare reform changes.

ESL counseling faculty meet with students individually or in groups by appointment, scheduled group sessions, or on a walk-in basis during both day and evening hours and provide academic and career counseling; initial personal counseling assessments; educational planning sessions; academic support programs; probation workshops; and referrals. Since inception of the cluster, counselor contacts with students have averaged 160 students per month. Collaborative ESL Counseling efforts with the Human Resource Administration Student Advocate Office have been particularly important, allowing for direct referrals and a sharing of information relative to the implications and impact of welfare reform on students. It is anticipated that the HRA/ESL collaboration will continue to create internal support structures to seek and retain ESL students through intervention and referrals both on and off campus, to identify possible options for students wanting to remain in school and having to meet the work experience requirements, and to share expertise on appropriate exit counseling strategies for students unable to balance HRA regulations and academic requirements. Collaborative ESL efforts also exist with the Office of Students with Disabilities (OSD) and with the Academic ESL Program.
2. Early Childhood Learning Center (ECLC) Programs, Inc.

The Early Childhood Learning Center (ECLC) Programs, Inc. provides a variety of quality programming to meet the needs of both the child and the student parent. At the time of the 1992 Middle States Report, the ECLC consisted of two licensed facilities located in the Main and Marie LaGuardia buildings and three age-related components (early childhood children ages 2.10-6 years; extended day early childhood and school children ages 3-9 years; and Saturday children ages 3-9 years). The ECLC Programs currently serve approximately 125-150 children per semester. There have been consistent increases in requests for child care services, resulting in 500 requests from September 1995-March 1996. The increasing number of requests for services, which now total approximately 200 for the Spring 1997 semester, suggest that the trend for the next five years will be a continued high demand for quality, licensed child care programs. Assessments of the Program will continue to be conducted through student parent feedback forms, as well as parent committee meetings. In addition, future plans involve: expanding and incorporating new services that address the needs of student parents with children under the age of 2.10 years and above the age of 9 years for the school age program; and articulating and promoting the needs of student parents as issues of access and retention within the College community and CUNY.

The ECLC Programs have successfully established a separate not-for-profit corporation. The incorporation requires a Board of Directors that lends a holistic and comprehensive focus to the needs of the Programs. Student parents hold two seats on this nine-member Board, which expands out into the College community to include members from the Human Services/Child Development academic area, and the Cooperative Education, Administration, and Student Affairs divisions.

The inclusion of additional services to address special needs is also a major new initiative. Networking currently exists with the Board of Education Committee on Preschool Special Education (CPSE) and the Retberg Center. Both the Retberg Center and CPSE provide referral and resource services supplying psychological, speech/language, education and neurological evaluations for children of preschool age, as well as free on-site evaluations and therapy including physical therapy, speech/language therapy, occupational therapy, and psychological and family counseling. Collaborative efforts also exist with relevant academic departments which place interns and field placement students with the ECLC Programs.

Cultural diversity continues to characterize the staff and children of the ECLC Programs. Currently, the ECLC employs staff members from six cultures with three different languages and dialects. The children represent cultures from over 25 different countries including the Caribbean, France, Greece, South America, and Russia. Pluralistic practices are in evidence in the overall mission and curriculum of the programs. Developing an appreciation and respect for the contributions of a culturally diverse population is promoted through staff development, lesson planning, curriculum integration, and parent education.
3. Human Resource Administration (HRA) Student Advocate Office

The Student Advocate Office was funded by HRA in 1994 to assist students involved in HRA programs in achieving their academic goals. Services of a full-time professional include addressing HRA/employment compliance mandates, assisting with the processing of Training Related Expenses (TRE's) for students to receive supplementary funds that cover child care and transportation costs, and offering intervention strategies as well as internal and external referrals to empower students. Collaboration efforts exist with the College's Registrar's Office, Financial Aid Office, and ESL counselors to facilitate compliance with HRA mandates and provide concrete intervention strategies. Enactment of the Federal Personal Responsibility Act (PRA) and related state and city changes suggest that it is more critical than ever that specialized support services exist to inform students of their rights and responsibilities regarding access to higher education opportunities.

4. Office for Students with Disabilities (OSD)/Learning Project

The Coordinator and the Learning Project Director of the recently established Office for Students with Disabilities (OSD)/Learning Project work collaboratively as advocates for students with disabilities, including learning disabilities, visual impairment, physical challenges, and neurological impairment to insure their access to all college programs. Specific services include career planning, pre-admission counseling, priority registration, academic advisement and planning, and special accommodations regarding room changes, readers, interpreters, notetakers, exam proctoring and peer tutors. From January 1996 to the present, a total of 2,199 contact sessions with students were conducted. Of the 1,177 contact sessions from June 1996 to September 1996, students received the following services: readers (15); tutoring (98); notetakers (2); advisement (205); examination proctoring (121); registration (68); counseling (404); testing (32); and other, e.g., evaluations, information (232). Since the Americans with Disabilities Act mandates that confidentiality be maintained regarding type of disability when students request services, the Office does not monitor students served based on type of disability. During academic year 1995-1996, OSD had the largest number of graduating students in the program's history, 30 students.

In recognition of the large numbers of students who require tutoring assistance, a Tutor Coordinator was recently hired to coordinate tutor training, as well as the scheduling and implementation of all OSD tutorial services. Further, to accommodate the demand for test-taking services offered in the OSD, a formal procedure for proctoring examinations was implemented in September 1996. This system allows for more systematic and timely delivery and pick-up of examinations that assures test security, as well as an orderly monitoring and proctoring.

A variety of program enhancements were implemented in 1995-1996. The Bridge Program, a joint venture between LaGuardia and the New York City Board of Education's Special Education Division, allows high school juniors and seniors to take a
college course through LaGuardia's College Connection Program. A specially designed orientation to college seminar was developed and implemented for 15 students who participated in this pilot project. As a result, a second group of 15 students was accepted; 9 students took classes, and 2 of them were eligible to receive college credit. The OSD staff conducted outreach efforts to special school populations to explore the possibility of providing educational opportunities for their students (e.g., Summit, New York City Board of Education, the Lighthouse for the Blind). As a result, 6 students have been accepted by LaGuardia. A tutor training manual was developed and a workshop was conducted during early September 1996 to provide training for 12 tutors, a number that is fairly consistent across semesters. In addition to general tutor training, the manual focuses on issues of particular concern for those who tutor disabled students (e.g., sensitivity to and awareness of specific disabilities, specific strategies for teaching concepts for disability types). The OSD acquired Able Aid, a newly developed student tracking software package that enables staff members to more effectively document student contacts and services provided, and will allow more effective projection of continuing student needs. The OSD applied for a Borough Capital Expense Grant to initiate a LaGuardia Adaptive Technology Center for Students with Disabilities. A Federal TRIO Grant is also under development. It is anticipated that this grant development activity will significantly increase services and supplement the Learning Project component of the OSD which continues to be funded through a VATEA grant from the New York State Education Department.

If grant funding is obtained, within the next five years the OSD plans to establish a Technology Center for Students with Disabilities. This Center will be equipped with multi-media computer systems having speech recognition, scanning, voice-activated software and hardware, and braille translation printing capabilities. The system will allow blind, visually impaired, physically challenged, and learning disabled students to independently create and edit their own work. It can also be used to allow blind and visually impaired students to receive class registration information in either braille or large print format.

5. Health Center

The full-time professional staff of the Health Center consists of a nurse and an emergency medical technician who provide emergency care, hepatitis "B" clinics, influenza vaccinations, medical treatment and health screening (e.g., hypertension, blood pressure, weight monitoring). The Center is also responsible for processing student medical leaves; for maintaining immunization compliance records, conducting immunization vaccination clinics (measles, mumps and rubella); and for informing students of compliance regulations.

A new initiative, the Health Education Learning Project and Services (HELPS) Program, was implemented during 1995-1996. Developed in collaboration with the New York City Department of Health, North Shore University Hospital, and the New York Hospital Medical Center of Queens, the HELPS Program provides free essential health-related services that include screening for tuberculosis, hepatitis "B," and sexually transmitted
diseases; AIDS/HIV counseling, HIV testing combined with pre-post counseling; and referrals to health and social service agencies. In addition, free HELPS training programs for students (Peer Health Educators), faculty, and staff have been implemented. The trained students will enable the HELPS Program to launch outreach activities and expand health education initiatives within the College, including visiting clubs to talk with students, assisting with providing information, and making referrals for health services.

If grant funding permits the expansion of services, the Health Center staff will establish a fully operational Medical Center with a variety of health professionals. A supplementary component will consist of a computerized multi-media health resource center that will enable members of the College who have access to the Internet to locate medical information and provide referral information to health clinics and facilities. It would also house a library with a variety of CD ROM's which contain medical diagnosis and treatment remedies for a variety of illnesses.

E. COLLEGE DISCOVERY (CD) CLUSTER

This state/city-funded program was established to provide access to college for students who are the most academically and economically disadvantaged. The program is designed to furnish sufficient academic, counseling, and economic support for students to succeed. Student enrollment ranges between 800 and 1,000 each semester. The student-counselor ratio is approximately 145:1.

Based on initial positive student and counselor feedback about the College Student Inventory (CSI), a retention management assessment tool, counselors continue administering it to entering CD students and offering Learning Strategies and Career Exploration workshops. A tutoring component will be added. Since the Spring 1996 semester, the CD Program has implemented a CUNY resolution mandating the development of significant Supplemental Instruction components, which research has shown increase student performance and retention. Accordingly, the CD Director's collaborative efforts with academic departments have already resulted in the formation of study groups in mathematics, precept classes for English and ESL students, and tutors in the classroom for ENG099 students. Expansion of these efforts, as well as one-to-one tutoring services, is planned.

A three-year plan recently approved by the CUNY Central Office of Academic Affairs/Office of Special Programs indicates the following CD objectives: evaluating all group-counseling services; identifying and responding to current issues confronting English as a Second Language students by developing specific counseling and academic support services; strengthening and expanding services related to transfer through the establishment of a liaison who will coordinate transfer efforts for CD students; refining and further developing CD tutorial services by increasing the pool of available tutors for basic skills, ESL, and college-level courses and the number of CD students utilizing these services.
F. CROSS-CLUSTER INITIATIVES

Recent divisional efforts have also focused on developing and refining effective cross-cluster initiatives. In particular, the New Student Seminar Curriculum is being revised and Action Track has been implemented.

(a) New Student Seminar Curriculum
In response to counselor concern raised by the 1992 Middle States team that the New Student Seminar curriculum content was too ambitious to achieve course objectives, a recent survey of students in New Student Seminars was conducted. It revealed that the four most frequently rank-ordered topics, in order of students' perceptions of usefulness, were academic planning, career development, study skills, and college resources and policies. Accordingly, the New Student Seminar Divisional Curriculum Committee has developed a New Student Seminar Program consisting of alternative models designed for ESL, first-time freshmen, advanced standing, and extended day students through which each of the current New Student Seminar topics can be addressed more effectively. These curricula are currently under cross-cluster/Divisional review.

(b) Implementation of Action Track
The Division recently received a $100,000 capital equipment grant from the City Council to purchase and implement Action Track, a comprehensive retention management software/hardware system. The system interfaces with the College Student Inventory's (CSI's) assessment of entering students' needs, and will facilitate the monitoring of cross-cluster student use of counseling services, improve the delivery of academic advisement services, and assist academic departments in planning course offerings by providing data on students' educational plans. It is anticipated that the purchase and implementation of Action Track will promote proactive assessment of student needs and monitoring of their use of College services that will enable the Division to make more informed decisions and implement effective planning strategies.

G. FINANCIAL AID OFFICE

The Financial Aid Office staff is responsible for serving as student advocates through the disbursement of aid in a timely manner. The Office continues to play a critical role in the admission, registration, and retention of students: it does in-depth exploration of students' financial needs before approving student loans, guiding students to borrow a manageable amount and therefore be less likely to go into default and be forced to leave college. LaGuardia's student loan default rate declined from 20.3% in FY87 to 9.1% in FY94 through this aggressive debt management program. The outcome of major efforts was that of the approximately 4,800 students who would eventually be certified as eligible to receive TAP (tuition) awards for Fall 1996 semester, the Office provided 2,558 TAP estimates during registration so that students could register even though they had not filed their financial aid applications on time. Increasing numbers of students are able to purchase books at the beginning of the term through the Book Voucher Program because
their federal Pell grant awards have been processed: 2,560 students were able to buy their books in Fall 1996, compared to 2,429 in Fall 1995 and 2,169 in Fall 1993.

Services to students have been improved through streamlining of office operations, cross-training of staff, reduction in required documentation for student applications, and use of enhanced technology resources. In particular, all financial aid counselors now have direct access to the College's and the University's data systems in their offices. This insures student confidentiality and reduces turnaround time for processing loans and Student Aid Reports. Electronic processing of all changes in a student's federal (PELL) application has reduced the turnaround time for processing from two weeks to three days. A change from participation in the Federal Guaranteed Student Loan Programs to the Federal Direct Student Loan Programs provides students quicker access to loans. The Financial Aid Office has been an integral part of the establishment of the University-wide CUNY Card initiative that will disburse financial aid funds to students electronically.

H. DIVISIONAL LEADERSHIP AND COLLABORATION ROLE IN MAJOR COLLEGEWIDE INITIATIVES

As noted earlier, one goal of the divisional restructuring was to develop a comprehensive enrollment management plan, evidence of the Division's acknowledged leadership role in a collaborative institutional response to meet student needs. At the time of the 1992 Middle States Report, the Registration Task Force, comprised of operational directors from the Offices of Student Affairs, Registrar, Bursar, and Academic Affairs, facilitated a fuller understanding of the implications necessitated by the new academic calendar. Significant progress was made in identifying policy issues to be addressed and specific programs, operational procedures and management structures were implemented to streamline the advisement/registration process.

1. New Student Orientation Program

Examples of enhancements initiated to strengthen the advisement/registration process include the New Student Orientation Program. This Program, which had consisted primarily of counselor-led group activities, has been redesigned as an orientation/advisement model involving counseling, academic and cooperative education faculty, admissions and financial aid counselors, and peer leaders. A student/advisor tool, the Personal Education Plan (PEP) is a new computerized, individualized educational plan recommending required basic skills courses, major courses, and electives that facilitates active student participation in education planning. Another tool, the Personalized Automated Schedule System (PASS), generates a full-time blocked-program schedule for selected student cohorts. Both PEP and PASS documents have greatly simplified the advisement/registration for new students.

Student evaluations administered during Spring 1996 indicated positive responses to the orientation program: of the participating students who completed evaluation forms, approximately 87% felt the programs met their objectives. Most important, however, is the fact that 75% of students who participated in these events registered at the college in
Fall 1996, showing that this program was successful in maintaining students' interest and college attendance plans.

2. Strategies for Success Course

In addition, the College's Pre-Freshman Summer Program, Quick Start, for entering new students who require basic skills now incorporates a five-hour counseling course, Strategies for Success. Included is administration of a counseling assessment instrument, the College Student Inventory (CSI), which surveys student attitudes and behaviors critical to persistence and college success. Designed as a retention strategy that provides an in-depth assessment of students' needs as they begin the educational process, CSI results enable counselors to implement specific interventions that target specific student needs. The effectiveness of this instrument for the College's student population will undergo evaluation.

3. Enrollment Management Structure

Most recently, in September, 1996, the Registration Task Force was disbanded in favor of a dual committee enrollment management structure designed to be more productive in addressing the full range of advisement/registration issues. Chaired by the Dean of Student Affairs, the Strategic Enrollment Management Policy/Implementation Committee is composed of deans and operational directors and is responsible for focusing on broad registration-related policy and implementation issues. Two major responsibilities of this committee respond to the 1992 Middle States team's recommendations: investigating and implementing a new registration technology to result in a comprehensive student information system that will allow on-line processing of all student registration-related activities; and reviewing all academic and college policies impacting on advisement/registration, as well as all advisement/registration systems.

The Registration Process Committee is chaired by the Associate Dean of Student Affairs and consists of operational directors who have responsibility for coordinating the entire registration process, including hiring staff and administering and monitoring a centralized registration budget. A recent decision has already resulted in the use of College Association employees funded through student activity fees during registration which significantly increases services without increasing costs.

A reassessment of the College's advisement models will also receive special attention by the Registration Process Committee. The College continues to adhere to the philosophy that academic advisement contributes to students' growth and development, and increases their academic success and persistence. Current College practices attempt to advise all students each semester through a decentralized advisement system. The Director of the Academic and Career Counseling Cluster (ACC) is responsible for coordinating the various systems, training advisors, designing and training peer advisors, distributing advisement information to both faculty and students, and managing the various advisement tools. Advisement is provided by faculty from selected majors and professional counselors. Because the depth of advisement services varies widely among
systems, the College has implemented a series of initiatives designed to redefine the faculty role in advisement through ongoing faculty training programs and the assignment of ACC Cluster counselor liaisons to specified majors; improve communication concerning advisement and registration through the development of advisement tools, the creation of documents to inform students of changes in policies, and the development and continuous updating of an advisement manual; and implement streamlined registration modifications such as sorting and inviting students to register based on placement skills level and targeted populations, a strategy which has increased faculty involvement, especially faculty from the ESL Program and those in learning communities.

Anticipated outcomes of the newly appointed enrollment management committees include better coordination of the registration process, enhanced collaboration among all divisions, improved student perceptions of the process, and increased cost effectiveness.

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Recommendations

6.1 The Division should refine programs, procedures, and cross-cluster referral systems, as well as implement appropriate ongoing assessment procedures.

6.2 The Division should implement revised New Student Seminar curriculum models.

6.3 The Division should implement Action Track to promote assessment of student needs and monitoring of students' use of College services.

6.4 The Division should explore avenues for increasing the numbers of students who participate in Academic Planning Workshops.

6.5 The Division should explore the use of multi-media technology to address concerns related to limited staffing and greater student demand in the ACC Cluster.

6.6 Through the joint ESL/HRA collaboration, the Division should continue to create internal support structures to outreach and retain students.

6.7 The Division should explore offering services to children not currently being served through the ECLC Programs.

6.8 The Division should articulate and promote the issue of access and retention for student parents within the college community and CUNY.

6.9 The Division should implement and evaluate the three-year College Discovery Program plan recently approved by the CUNY Central Office of Academic Affairs/Office of Special Programs.
6.10 The Division should collaborate in the implementation and assessment of the Strategic Enrollment Management Initiative.
CHAPTER VII: TEACHING AND LEARNING ENVIRONMENT  
DIVISION OF INSTITUTIONAL ADVANCEMENT

The Division of Institutional Advancement consists of several areas that provide diverse services and resources that are integral to successful teaching and learning at the College. These include Admissions, Communications, College and Community Relations, Grants Development, Information Management & Analysis, and Theater and Recreation. While Institutional Advancement has undergone some minor restructuring in terms of shifts in administrative positions and responsibilities since 1992, no major changes have occurred in the tasks assumed by the Division. Its role in strategic planning and self-assessment is indicated in Chapter II of the PRR.

In 1992 Middle States responded favorably to particular aspects of the work of the Division and made recommendations for strengthening certain areas. Having stated that much was being done in the areas of College and community relations, alumni affairs, communications, recreation and theater, the team then encouraged the College:

• to develop a public relations plan that would insure the maximum exposure of College programs and accomplishments and enhance the College’s opportunities for attracting sources of funding;
• to continue to develop and implement strategies to increase the community’s awareness and use of the College’s programs and resources and to increase the College’s responsiveness to community needs;
• to continue to implement the plan to establish an Office of Institutional Research that will centralize systematic institutional research to enable the College to evaluate its effectiveness and develop strategic plans for LaGuardia’s future;
• to develop a plan to improve communication within the institution;
• to explore additional sources of funds for some of the innovative programs of the institution.

This chapter discusses the progress made by the Division of Institutional Advancement in the areas of internal and external communication; information accessibility; grants development; recruitment and enrollment efforts; internal and external collaborations; and cultural and recreational facilities and programming. Its 25th Anniversary leadership role will also be cited.

A. ENHANCED INTERNAL AND EXTERNAL COMMUNICATION

Efforts have been made in the last five years to improve the College’s internal and external communication. A biannual newsletter geared exclusively to faculty and staff, The LaGuardia Insider, was first published in Spring 1995. Its sole purpose is to increase greater awareness of College issues, increase internal communication, and
incorporate the various internal newsletters into one organ, thereby cutting production costs and eliminating duplication of information. Yet another communications organ is The LaGuardia Report. Published twice a year, it serves to inform the College’s external community and especially elected officials and educators.

To enhance the image of the College, a Media Relations Coordinator position was created and filled in December 1996. This individual is charged with identifying, pursuing, and developing positive stories about LaGuardia’s programs, as well as developing and establishing a good relationship with the media. The Media Relations Coordinator has been able to publicize targeted programs such as COPE, NASA, Bridges to the Future, the Family College, the Taxi Program, and others in the print and electronic media, including The Community College Week, The Community College Times, The New York Times, The Christian Science Monitor, Daily News, and other national dailies and educational journals.

The Office of Communications continues to produce flyers, brochures, and posters, as well as major items such as the annual College catalog and Institutional Profile. In addition, LaGuardia’s 25th Anniversary celebration has increased and intensified requests from the College community for flyers, invitations, and posters. The Office also sends out approximately 170 press releases annually, generating a large number of articles each year about the College.

B. CENTRALIZING INSTITUTIONAL RESEARCH

As indicated in Chapter II, the Division of Institutional Advancement has promoted several projects and initiatives addressing Middle States concerns about the need to centralize research within the College. The vacant position of the Director of Institutional Research was filled in the summer of 1992 and the staff in this Office increased from two to five members. The name of the Office was also changed to the Office of Information Management & Analysis to accurately describe the highly technical as well as the analytical nature of the work being performed. LaGuardia is committed to institutional assessment and the use of data to better promote the College.

Critical to the flow of accurate data and information is an annual Institutional Profile, upgraded from The Data Book, and providing a wide spectrum of useful information for LaGuardia administrators and faculty, on admissions and registration data, student outcomes, College revenues and expenditures, student and personnel demographics, and other information. Written and published by the Office of Information Management & Analysis, The Institutional Profile is a useful information tool for grants and curriculum development, student recruitment and enrollment management, and public relations.

To facilitate the generation and evaluation of data, the Office of Information Management & Analysis, as discussed previously in Chapter II, has developed a state-of-the-art Data Warehouse system. It exploits existing data systems to provide fuller data to desktop computers, which will ultimately enable faculty and administrators to have more direct access to the information they need. The Data Warehouse went on-line in 1996 with ten years of enrollment and admissions data and two years of human resources
information. In the near future, student financial aid and College financial data will be included for access by LaGuardia faculty and administrators. Over the next five years, all the data currently reported in the Institutional Profile as well as other data regarding issues not yet defined will be accessible from the Data Warehouse.

The Office of Information Management & Analysis also has recently created and introduced a homepage on the Web. The site is located at WWW.LAGCC.CUNY.EDU. The homepage is presently in its infancy, but there are plans to sharpen the presentation of this tool, and to add a great deal of information to this site. Not only will the number of Web pages increase, but it is also expected to make some Warehouse data available through this technology.

C. INCREASED GRANTS DEVELOPMENT

In the last ten years, state and federal grants awarded to LaGuardia faculty and staff have continued to increase steadily. In 1995-96 the College received approximately $8.2 million in grants. This figure represents an 86% increase over 1988-89 grants acquisition. Middle States noted that in a three-year period grant funding had increased from $3.8 to $5.3 million in 1989-90. Since then, grant funding at the College has almost doubled, with LaGuardia receiving major groundbreaking grants from such sources as NASA and the National Institutes of Health (NIH) to support science programs for minorities; and from the U.S. Department of Education to support school-to-work initiatives. In the future, increased emphasis will be placed on soliciting support from foundations and corporations. The College also plans to increase its drive for public and private grant awards. In addition, certain fundraising projects launched during the 25th Anniversary Celebration will become the foundation for annual fundraising.

D. RECRUITMENT AND ENROLLMENT

By coordinating and encouraging faculty participation in College Nights, Open Houses, Career Days, Admission Workshops, College Fairs, and High School Visits, and by visiting churches, malls, and community centers, the Admissions Office has successfully marketed the College to approximately 131,563 prospective students since 1992. An increased number of prospective students attended these on-campus events last year, as shown in Figure 5.
All admissions and enrollment targets for 1995-96 academic year were met. The University cited LaGuardia as one of three CUNY colleges that met the FTE target set for Fall 1996. During the current academic year, 180 person hours of recruitment activities and events, including outreach and in-house venues, are scheduled. The College will fund two much needed full-time recruiting lines. This addition to the staff will allow for an increase in both the manner and degree of recruitment activities, making possible an expansion of general activities and allowing for sufficient person hours to increase attention on specifically targeted populations.

A two-year recruitment/marketing plan by the Office of Admissions is in the process of implementation. The creation of new and revised recruitment/marketing materials is underway; moreover, the establishment of a WWW site with interactive recruitment components is in progress. Increased use of technology by linking on-line to the University Application Processing Center’s imaging system and connections to computerized marketing will enhance the recruitment and admissions processes. These initiatives will be supplemented by the upgrade of technological delivery of registration services including telephone registration, use of kiosks, World Wide Web, and the Registrar’s Assistance Center using PC’s.

E. COLLABORATIONS, PARTNERSHIPS, AND COMMUNITY RELATIONS

1. Internal Collaborations

In order to facilitate legislative information, the Office of College and Community Relations, working with the College Senate, has taken a leadership role in creating the LaGuardia Legislative Action Committee (LLAC). The Director of Legislative Affairs serves as co-chair of this Senate ad hoc committee; his office helps to disseminate a monthly LLAC newsletter to the College community, and to facilitate dialogue through workshops and forums. The Office of College and Community Relations has also played an important role in initiating the Town Meetings, the first of which took place on
January 15, 1997. Working collaboratively with the College’s Network to Confront Racism, the Office of College and Community Relations helped to design the Town Meetings to provide the entire College community with a forum for a direct dialogue on college-wide issues.

The events celebrating the College’s 25th Anniversary have been good vehicles to connect and reconnect with alumni, and to update the alumni records. The immediate future bring plans to conduct alumni phonothons to increase both fundraising and “friendraising.”

The Division successfully raised $15,681 for the 1996-97 CUNY Campaign for Voluntary Charitable Giving. This total contribution exceeded the 1995-96 LaGuardia gift by 30%, and surpassed its 1996-97 target by 23%.

2. **External Collaborations**

Furthermore, to promote goodwill and support for the College’s programs, it is a continued mission of the Division to increase partnerships and collaborations with local and regional governmental, business, civic, educational, and other groups. To this end, Institutional Advancement has developed partnerships with the Queens City Council, Borough President’s Office, state legislators, community planning boards, and the Queens Chamber of Commerce. The LaGuardia Performing Arts Center, coordinated by the Division, has established a network of community groups and special not-for-profit arts companies that use the facilities to offer their programming to the surrounding community. In addition, by working with the other divisions of the College, Institutional Advancement plays an important role in promoting the College to the business and international communities, as well as establishing deeper ties with educational institutions around the nation and globally.

**F. CULTURAL AND RECREATIONAL FACILITIES AND PROGRAMMING**

The opening of the 740-seat state-of-the-art proscenium Mainstage Theater in Spring 1992 has enabled the College to expand its cultural offerings to its constituencies. The LaGuardia Performing Arts and Conference Center (LPAC) has become a regional setting for a rich array of cultural programs for the campus population, area elementary school students, residents of Western Queens, and the county as a whole. Its purposes are to offer programming that is culturally and intellectually diverse, to pursue new audiences aggressively, and to insure that access to the performing arts is easy and affordable for all.

Each season LPAC presents a variety of programs which include the Schooltime Series of theater, dance and music performances for elementary school children. Since 1992 the Schooltime Series has had a 21% increase in attendance, from 59% capacity in 1992 to a projected 80% for 1997. During its 1996-97 season, LPAC will serve over 15,000 elementary school children and will meet the future demand for quality programming for young audiences by increasing the number of performances offered. LPAC reaches other audiences through its Weekend Family Series of performances and workshops for the...
general public, and a Performance Series of dance, classical music, blues, jazz, and contemporary music concerts for adult audiences. In addition, LPAC has established a network of community groups and special not-for-profit arts companies that use the facilities to offer their programming to the surrounding community. Marketing efforts include the placement of advertisements in local newspapers, the use of residential mailing lists, enhanced contact with community organizations, and continued development of a broader network of media contacts. Over the next few years, the LaGuardia Performing Arts Center plans to further solidify its status as a regional arts center by offering multi-discipline performance series and events.

With the recent expansion of its facilities, the Recreation Department now provides a variety of health, physical activity and fitness programs for people of different age groups, abilities, and interests. The Department also offers league, tournament, and special events for high school and external community groups. With the addition of the NCAA regulation-sized pool, the installation of state-of-the-art fitness and exercise equipment in the newly renovated fitness center, and the refurbishing of the gymnasium floor, the daily usage of the College's recreational facilities has increased from a daily average of 100 persons in 1992 to 900 in Spring 1997. Furthermore, the appointment, in July 1996, of a new director with demonstrated experience in recreation and fitness program administration, development, and marketing has helped to increase membership and revenues for the College.

The Recreation Department offers an attractive aquatics, fitness, and recreation option for the College's local communities with fees, hours, and programs that are appealing. The Department also plans to conduct additional marketing to increase awareness of its facilities. Resources permitting, the physical plant, facilities, and equipment will be upgraded as the volume of users expands.

G. THE 25TH ANNIVERSARY CELEBRATION

The Division has taken the leadership role in the planning and implementation of the College's 25th Anniversary Celebration, involving a series of events around the theme, A Tradition of Innovation. Approximately 70 events have been scheduled for the year, ranging from an Honors Night ceremony, to special commencement activities, to well-attended lectures and concerts. The Tradition of Innovation calendar features numerous well-known performance artists like Bo Didley and distinguished speakers such as William Julius Wilson of Harvard University. Alumni events include the Alumni Matinee on Broadway Series with excursions to Grease, Smokey Joe's Cafe and The King and I; and The Alumni Association Murder Mystery Dinner Cruise. The year-long celebration will culminate with a 25th Anniversary Dinner Dance.

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Recommendations

7.1 The Division should increase the use of technology to provide data to students, faculty, and staff. Services should include on-line connection to the University
Application Processing Center; use of a World Wide Web for recruitment and marketing; and access to the Data Warehouse.

7.2 The Division should make a concerted effort to inaugurate telephone registration, especially for returning students.

7.3 The Division should sharpen its efforts to develop funding from the private sector.

7.4 The Division should develop a capacity for serving as a center for performing arts and of recreational events for the communities of Western Queens.
CHAPTER VIII: EQUITY AND DIVERSITY

LaGuardia has ongoing major structures and is attempting new initiatives to insure equity and diversity throughout the College community.

Three major areas related to pluralism were referred to in the 1992 Middle States response:

- The Team commented favorably on the College’s Affirmative Action Office and plan, but observed that while there is diversity in employment at LaGuardia, efforts should be made for more widespread diversity at all levels of faculty, staff, and administration.

- It noted the Task Force on Pluralism’s role in promoting and interpreting principles of equity and diversity.

- The review spoke positively of the College’s multicultural curriculum efforts.

Accordingly, this section of the PRR addresses revised hiring guidelines, changes in affirmative action policies, and workforce statistics, including data on increases in female employment at upper levels and in the hiring of certain ethnicities; the continuing work of the Task Force and its sub-groups formed since the 1992 report; the creation of a Pluralism Coalition and the initiation of the Town Meeting forum to strengthen equity and diversity in the whole community; in addition to measures established by the Curriculum Committee and procedures taken by the Library to assure and support a multicultural curriculum. Specific programs and courses are addressed in Chapter III.

Since LaGuardia’s rich diversity can best be defined through its student population, that diversity and mechanisms for responding to special needs and interests of the student body as related to pluralism and equity will also be discussed.

A. THE COLLEGE’S AFFIRMATIVE ACTION PLAN AND RELATED ISSUES

1. Affirmative Action Policy and Revised Practices

LaGuardia continues its Affirmative Action Program as part of its wider effort to promote pluralism and diversity. As a unit of the City University of New York, the College’s specific policy is “to recruit and promote employees and to admit and provide services for students without regard to race, sex, age, national origin, religion, disability, or sexual orientation.”

The Affirmative Action Office continues its annual review of all levels of the workforce, one measure aimed at an ongoing increase in diversification. Stricter search guidelines have been imposed since the last assessment. Each search committee is not only charged to diversify its applicant pool, but also, as of June 1996, CUNY modified its affirmative action recruitment documentation form, requiring that the Affirmative Action
Officer review and approve the pool prior to the search committee’s scheduling of candidates for interviews. If the pool does not meet this guideline, the search must be re-opened. Included in this process is the requirement also that the Divisional Dean, Director, or Department Chair certify that affirmative action procedures have been followed. A second change mandated by the University is that this same recruitment documentation form be used for all HEO reclassifications and all faculty and staff substitute appointments. Further, effective September 1996, the Personnel Review Committee (PRC), formerly designated the HEO Screening Committee, which reviews all personnel transactions of the college’s Higher Education Officer Series, grant-funded administrative staff appointments, and selected service actions, became more inclusive. Formerly constituting Deans only, the PRC now includes twelve members, representing broad and inclusive College constituencies. With more voices, greater equity should be involved in the selection and appointment process.

2. Workforce Report

Since 1992 there has been noteworthy progress in the diversification of the workforce, primarily through an increase in the hiring of more Asian Americans and Hispanics. The percentage of female Full Professors has increased, as has the percentage of female administrators identified as minority.

The Affirmative Action Office reports the following data:

- In the years between Fall 1992 and Fall 1996, a significant change has been an 86% increase in the number of Asian American full-time employees. This is evident particularly in the faculty, professional non-faculty, and technical/paraprofessional job categories.

- Another change is the increase in the number of Hispanic full-time employees—an increase of approximately 76.4% from 1992.

- There was also an increase in the number of African American full-time employees by 32.1% between 1992 and 1996.

- The total workforce percent by ethnicity between Fall 1992 and Fall 1996 shows a 7% increase in the number of white (non-Hispanic) full-time employees, a 5% increase in the total number of Hispanic full-time employees, and an increase of 2% in the total number of Asian American full-time employees. The percentage of African Americans and American Indians as part of the total workforce remains constant.

- Among tenured faculty, a comparison of Fall 1992 with Fall 1996 reveals a significant change in the number of tenured female Full Professors—an increase of 46.6%.

- The diversity of the senior administration has changed markedly. In 1992, there were only two senior administrators who were both female and minority. In 1996, there is a total of four female minority administrators. This change is due to the addition of an
Hispanic Dean and an Hispanic Associate Dean. In 1996, 50% of the senior administrators are women, in comparison to 31% in 1992.

- In the non-professional, non-faculty job category, out of a total of new hires in 1996, five were minority.

- The “Termination to Workforce” summary for 1995-1996 indicates that “no finding of adverse impact can be made” or “no adverse impact can be inferred” in any instances in the terminations of women or minorities.

While all levels of employment at the College are not evenly diversified, progress has been made in certain areas, as cited, and the new recruitment and search guidelines, along with goals set each year as the result of the annual review, should result in continuing improvements. In this connection, the Affirmative Action Plan for 1995-1996 stipulates a key future goal: to increase the minority and female applicant flow of potential job candidates. The specific plan is to establish a recruitment program with doctoral programs having a high percentage of women, Hispanics, Blacks, and Asian-Pacific Islander students; to establish a management development program aimed at increasing the promotion of women, Hispanic, Black, and Asian-Pacific Islander employees; and to continue to monitor and refer job announcements to the minority organizations on the College’s recruitment list. If the current guidelines, however, do not prove to be sufficient, more vigorous recruitment and search guidelines may become necessary.

3. 504/ADA Compliance

The College continues its strong commitment to programs, services, and appropriate facilities and accommodations for the disabled. A 504/ADA coordinator, currently a faculty member, has the following responsibilities: monitoring the College for ADA/504 compliance, resolving issues before they become potential grievances, making sure that disabled employees are accommodated, making sure that disabled students receive the same opportunities that other students receive, and providing training for those who must interact with the disabled. In order to educate and to raise consciousness collegewide about people with disabilities, the 504/ADA Committee has planned a series of activities for 1997 Disability Awareness Week. (Special academic and career services for disabled and other special needs students are discussed in Chapters V and VI.)

At LaGuardia, providing and updating facilities and accommodations for the disabled is not only done for compliance purposes, but also is a reflection of a commitment to the well being of all students and an indication of concern for all members of its disabled population. To keep the College informed, a report citing facilities in each area of the College is published annually. Since the last campus assessment in 1992, there has been full compliance with ADA issue resolutions; specifically: all toilet room ADA-approved lockset hardware units on outer inner doors have been replaced with push plates and handles for easier egress; the handicapped entrances of the E Building were redesigned; the L Building door operating sensors were replaced; a new handicapped railing and non-slip floor surface were installed in the L Building; all door entry floor mat operating
sensors at the entrance of the Center 3 Building have been converted to overhead sensor devices to improve continuity of use and minimize downtime; signage has been modified to meet ADA requirements. Significantly, all of these modifications were funded by the College, not by the Dormitory Authority of the State of New York (DASNY). These items have been enumerated because they have been costly undertakings to which LaGuardia has given special priority. Currently, LaGuardia is in the process of gaining DASNY’s cooperation and financial support to arrange for the installation of ADA-approved strobe lights in all toilet room facilities in the E Building and to upgrade all fire alarm bells and strobe lights throughout the remainder of the building to accommodate the hearing impaired.

4. Modified Policies Against Sexual Harassment and Bigotry

In 1995 the University expanded its definition of “sexual harassment” and revised its procedures for implementation of the Policy Against Sexual Harassment. In accordance, the President appointed a Sexual Harassment Panel, chaired by the Affirmative Action officer, to be available to students and employees who wish to make complaints and a Sexual Harassment Education Committee to be responsible for educating the College community on this issue. These committees replaced the Task Force on Sexual Harassment and Assault and the Sexual Harassment Support Network.

The College also complies with the revised anti-bigotry and pluralism guidelines adopted in 1994 by the Board of Trustees of the University.

B. COLLEGEWIDE PLURALISM GROUPS

1. The Task Force on Pluralism

The Task Force on Pluralism continues its role, according to University mandate, “to promote pluralism and confront racism.” One of its key areas continues to be faculty development. Through a Ford Foundation sub-grant entitled Integrating Gender Perspectives into the Curriculum, the Task Force provided a semester of faculty development workshops (Spring 1994) for eleven faculty members across the College (Student Services, English, Cooperative Education, Humanities, Mathematics, ESL, Accounting and Managerial Studies). A follow-up workshop (Fall 1994) was given by the grants group to open the dialogue collegewide. Faculty development teleconferences have been hosted on Learning Styles/Teaching Skills: A Multi-Cognitive, Multi-Cultural Approach to Teaching and Learning (1994) and on the American Association of Community College’s national NEH-funded project, Exploring America’s Communities: In Quest of Common Ground (1996).

The most extensive Task Force activity during the past five-year period was a series of lectures (academic years 1993-1994 and 1994-1995). Twenty-one outstanding outside scholars, creative artists, journalists, lawyers, directors of organizations, and human rights leaders from as close as Manhattan and as far distant as Kentucky and Texas spoke on stereotyping in the United States. These lectures served a dual purpose: to increase awareness of the history and evolution of stereotyping and of its manifestations in the
American society—in literature and the arts, in communications and media, and in the law; and to provide accurate representations of various groups and their contributions to American culture. They brought together administrators, faculty, and students for meaningful dialogue, with audiences of up to 125 persons although they were scheduled in an early evening time slot not before attempted for such events on LaGuardia's commuter campus.

Last year, the Task Force collaborated with the International Studies Committee in sponsoring a day of workshops on infusing an international perspective into the curriculum; this one-day forum brought to the campus a major consultant who held sessions with the President's Cabinet, Department Chairs, faculty from across the College, and student leaders. A total of more than 100 participated in conversations about internationalism in the curriculum, and student relationships with and perceptions of each other in LaGuardia's diverse community. As a related project, the Task Force sponsored a workshop by the California-based consulting group, Just Economics: A Center for Economic Education. The topic, "How the Global Economy Works," provided a business career cluster group, other students, faculty, staff, and administration with valuable lessons not only in economics but also in transnational interactions. Through these two activities, the goal of the Task Force was to go beyond its multicultural focus, into a related dimension of pluralism.

This year, a Task Force Day of Retreat was held to review past accomplishments; to look again at the concept of the multicultural curriculum, with the help of a national consultant in the field; to define the role of teacher and learner in the classroom, within the context that one or both may "live in" and be defined by two or more cultures; and to lay the groundwork for setting short and long range goals for the Task Force and the College. A number of perceptions of pluralism and a pluralistic environment, as well as recommendations, came out of small group discussions of the crosssection of 40 College leaders in attendance, comprising administration, faculty and staff members, and students representing the Student Government and the Student Subcommittee of the Network to Confront Racism. Some of the recommendations have become a part of this report. It is this type of dialogue that keeps issues of equity and diversity at the fore at the College.

Also, during academic year 1996-97, social issues that impact the College and broader community will be explored through book and author discussions open to the whole College community. During 1996-1997 and 1997-1998, an informal assessment of the further infusion of a pluralistic perspective into the curriculum since the time of the calendar change will be done through faculty development workshops, with sixteen presenters from several disciplines. The formal assessment of pluralism is required by each department in the Academic Division as part of its self-assessment.

For several years, the Task Force has considered the assessment of equity to be of significance. In 1992 as planned (see Middle States Report), the Task Force surveyed students on their perceptions of pluralism and human relations at the College. The survey focused on race and ethnicity, gender, disability, and sexual orientation. The categories included Pattern of Participation in College, Diversity in the College Community, Interaction between Students and Faculty, Curriculum, Interactions between Students and
Administrative Staff, Interaction among Students, Access to Programs and Services at the College, Counseling Services and Advisement Issues. It was administered by faculty to selected classes of day and extended day students. A total of 833 students was surveyed: 19% Asian, 22% Black, 37% Hispanic, 13% White, and 9% Other. Among the perceptions were the following:

- 58% of Asians and 53% of Others felt that there were not enough faculty of their ethnicity. 44% of Blacks and only 30% of Whites and Hispanics shared this view.

- 60% of homosexuals felt sexual orientation discrimination existed at LaGuardia, while only 18% of the general population felt this way.

- 38% of Others felt that courses did not contain sufficient ethnic information, compared with 26% of the general population who felt this way.

- 20% of female students surveyed believed gender discrimination existed.

This was a pilot project that provided a profile of student response to pluralism and human relations at the College in 1992. Because of budgetary constraints and unavoidable personnel shifts and related problems, the project, however, became cumbersome for the Task Force. As a result, the data were gathered but analysis was not completed until 1994 and while preliminary reports were made, at the College and in a University Affirmative Action forum, the document remains to be printed for access to the whole College community. Assistance and funding will be requested by the Task Force for its completion, for the results might now serve as comparative data for other student surveys.

2. The Network to Confront Racism

The Task Force fulfilled its goal of formalizing its Network to Confront Racism (alluded to in the 1992 Report), specifically for addressing issues involving questions of bias, racism, and discrimination. The body set the following goals:

- to educate members about racism;

- to create a safe environment for “difficult dialogues” about issues of racism;

- to identify effective strategies in dealing with bias and racial incidents in and out of the classroom;

- to undertake projects and activities to effect institutional and societal change;

- to serve as a resource to the College and the community in addressing issues of racism; and

- to establish links with students interested in addressing issues of racism on campus.
Open to all members of the campus community, the Network has a core group of 15 persons who in 1993 underwent extensive training in intervention, mediation, and conflict resolution, conducted on campus by a major multicultural services group based in Massachusetts. Funding was provided by the Office of the President. An additional ten people were trained through funding from a VATEA grant, awarded to the Division of Adult and Continuing Education. As a result, the Network has become the College's primary mediation and conciliation resource.

It regularly provides a range of collegewide forums for the purposes of education, consciousness raising, and mediation, and it brings campus groups together for brainstorming and strategy sessions on specific bias issues. Its Study and Discussion Group meets five or six times each academic year, using a text on stereotyping or racism, for example, as the focus. In 1993-94, the Network’s Consciousness Raising Group provided three series of sessions, meeting once a week for 12 weeks each, for a total of 30 faculty participants. Sessions have also been held for 20 tutors in the Academic ESL program and for 15 persons in the Division of Administration. Network leaders have given workshops for about 40 LaGuardia student leaders at their off-campus conferences in order to enable the students to facilitate difficult dialogue and to deal with crisis management, and they have given presentations in Social Science classes.

The Network has brought the campus together to participate in videoconferences. One forum to inform and to raise sensitivity on issues of race and gender was “Women of Color in Higher Education,” which included a survey. Seventy-one women (administrative, faculty, staff) responded to questions on professional mentoring and opportunities for advancement within the College—half favorably and half unfavorably. A more inclusive forum, “A Blueprint for Campus Unity,” led to a series of discussion groups collegewide, including a gathering of 80 administrators, faculty and staff and several meetings with student groups, who made recommendations on ways of promoting harmony and preventing and resolving divisive matters. These discussions coincided with a bias issue concerning the student newspaper. All of the recommendations were presented to the President’s Cabinet for feedback. The major outcome was the formation of the Pluralism Coalition (see below).

In 1995-96, as the result of a vigorous recruitment effort, including drawing upon LaGuardia’s new course Conflict and Dispute Resolution (1993), the Network to Confront Racism formed a student committee to address the same issues as the parent group and arranged for professional conflict resolution training for this pilot group in order to prepare the students to serve as peer mediators. Fifteen students participated in this 32-hour training program, financed through the Division of Student Affairs. An equal number of students have been recruited for 1996-97. This year’s activities include a training program for new members, work toward creating and coordinating LaGuardia town meetings, and consciousness raising workshops. This formal linkage of students with the Task Force on Pluralism and the Network to Confront Racism is a welcomed breakthrough resulting from hard work and close collaboration with the Division of Student Affairs.

Since many groups play an integral role in the College’s pluralism efforts, a Pluralism Coalition was formed in 1995. This body is a cross representation of the various constituencies within the college to serve as a clearinghouse for sharing and disseminating information, ideas, and resources in order to enhance and promote the pluralistic efforts of the College. Each of the constituent groups has one or more designated representatives; all members of the College community are invited to attend meetings and raise issues. The Pluralism Coalition is jointly coordinated by the Dean of Adult and Continuing Education and a dean in the Office for Academic Affairs. The efforts of the group may include but are not limited to suggesting policies, recommending institutional strategies, and engaging in collaborative programs and projects.

The guiding principles for the Coalition are embodied in LaGuardia’s Declaration of Pluralism, printed in the College’s catalog. The role of the Network to Confront Racism as a catalyst in its formation is cited above. The Pluralism Coalition is a response to a need for collaboration and communication among LaGuardia groups with the common purpose of strengthening equity and diversity across the College.


In 1996 a Town Meeting Planning Committee, with representation from students, faculty, staff, and administration, was formed. The student component of the Network to Confront Racism assumed a leadership role in establishing this initiative, in conjunction with the parent Network and with the support of Student Affairs and College and Community Relations. The first Meeting, held in January 1997, was a successful beginning, with at least 200 people in attendance from across the College. The overall purpose of these gatherings was achieved: to provide a safe, comfortable, constructive forum for students, faculty, staff, and administration to ask questions, share concerns, disseminate information, and develop greater facility for dealing with difference. The primary goal, similar to that of the Pluralism Coalition, is to enhance communication among all members of the College community. The College has grown to the extent that in its twenty-fifth year, such formalized communication structures are seen to be beneficial.

C. STUDENTS, DIVERSITY, AND EQUITY

1. Student Profile and Recruitment

LaGuardia continues to attract and serve a culturally diverse student population, a natural outcome of its location in the most ethnically diverse borough in New York City and its role as an open admissions college in the CUNY system. (See Figure 6.) It continues to serve a broad age range, and women continue to outnumber men. To preserve this diversity, recruitment efforts continue.
All Students by Ethnic Origin
Fall 1991 to Fall 1995

Figure 6

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>1,186</td>
<td>13%</td>
<td>1,392</td>
<td>14%</td>
<td>1,454</td>
<td>14%</td>
<td>1,483</td>
<td>13%</td>
<td>1,389</td>
<td>13%</td>
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<tr>
<td>Black, Non-Hispanic</td>
<td>2,095</td>
<td>22%</td>
<td>2,262</td>
<td>23%</td>
<td>2,343</td>
<td>22%</td>
<td>2,297</td>
<td>21%</td>
<td>2,225</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,142</td>
<td>33%</td>
<td>3,398</td>
<td>35%</td>
<td>3,667</td>
<td>35%</td>
<td>3,807</td>
<td>35%</td>
<td>3,847</td>
<td>36%</td>
</tr>
<tr>
<td>Native Amer. &amp; Alaska Natives</td>
<td>18</td>
<td>15%</td>
<td>15</td>
<td>15%</td>
<td>18</td>
<td>15%</td>
<td>25</td>
<td>15%</td>
<td>20</td>
<td>15%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1,275</td>
<td>14%</td>
<td>1,510</td>
<td>15%</td>
<td>1,891</td>
<td>16%</td>
<td>1,811</td>
<td>16%</td>
<td>1,692</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>413</td>
<td>4%</td>
<td>424</td>
<td>4%</td>
<td>458</td>
<td>4%</td>
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<td>4%</td>
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<tr>
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<td>14%</td>
<td>781</td>
<td>8%</td>
<td>860</td>
<td>8%</td>
<td>1,075</td>
<td>10%</td>
<td>1,051</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
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<td>9,762</td>
<td>100%</td>
<td>10,075</td>
<td>100%</td>
<td>11,167</td>
<td>100%</td>
<td>11,173</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: LaGuardia Community College Data Warehouse
2. Support Structures: Special Services for Disabled and Other Special Needs Students

All students are "protected" under the structures cited in Section I above. Students with special needs are provided, in addition, with those academic and career-related support services discussed in Chapter VI. The College, too, continues its Deaf Program described in Chapter V.

3. Co-curricular Activities and the Promotion of Equity for a Diverse Student Body

The newly named and structured Department of Student Life and Development (formerly Student Activities) in the Division of Student Affairs continues the tradition of providing numerous activities and opportunities for student leadership within the College's multicultural and international community. A further provision has now also been made for women.

In Chapter VI allusions are made to the multiplicity of ethnic clubs and their programs, as well as other activities, that provide students an opportunity to appreciate and become more knowledgeable about their culture and others while they foster a spirit of inclusion and a better understanding of pluralism. At the same time, collaboration across ethnic and other lines, with their peers, with their advisors in Student Life and Development, with faculty, and with outside speakers and consultants takes place. Students also find opportunities for linkages with groups outside of the College that deal with issues of pluralism. During 1993-1994, the LaGuardia Chapter of Phi Theta Kappa, for example, built its campus projects around the national organization's theme of unity and diversity and participated in national workshops on the topic. Other students attended the conference of the Hispanic Association of Colleges and Universities to explore issues affecting this population and to enhance their leadership skills.

LaGuardia's new Student Center for Women, established to provide support and avenues for information, as well as social, political, and leadership development, opens up greater opportunities for the College's majority female population. In particular, the Center responds to the fact that while a majority of LaGuardia students are women, their participation as student leaders is minimal. Its mission statement includes an explicit overarching philosophy of inclusion of all groups: "...a place that connects women of every culture, time, orientation, and the physically challenged." The Center is jointly directed by a faculty mentor and a small group of dedicated students. The inaugural program in June 1995 appropriately was a panel discussion at which several CUNY women in leadership positions described the obstacles they faced and offered strategies for confronting them. By Fall 1995, the Center had acquired a permanent location in the Main Building. It has expanded its offerings from weekly events to a growing number of activities, materials, and services, including workshops on self-defense and other topics of interest to women; a film series and video library; a Distinguished Speakers Series; and reference materials on multicultural feminist publications. Representatives of the Center presented a workshop at the 1995 Student Leadership Conference, to sensitize both female and male students to special issues facing women who assume positions of leadership. It has established relationships with such college groups as the Women's
Leadership opportunities across interests and ethnicities is the hallmark of LaGuardia's student activities system. Each student organization designates a minimum of two students to serve on a Student Activities Council. Representatives meet weekly to review and approve proposals emanating from the various clubs. This structure has proved to be effective for cooperation and collaboration among groups, creating a working environment of equity and diversity.

D. MULTICULTURAL CURRICULUM GUIDELINES AND LIBRARY SUPPORT

1. Pluralism Policy and Related Governance Issue

As stated in the 1992 Middle States Report, at the time of the calendar change, the Task Force on Pluralism worked in conjunction with departments and the collegewide Curriculum Committee to promote the further infusion of pluralism across the curriculum. A set of guidelines was established and workshops were provided on how to make courses and programs more multicultural in terms of goals and content, pedagogy, materials, and assessment.

When submitted for review by the Curriculum Committee, all existing courses, reconstructed to conform to calendar modification, were required to have a pluralism statement attached to the new topical outline. All new courses submitted at the time of the calendar change were required to have a pluralistic perspective embedded in the course guidelines. That requirement became an established policy. The document Curriculum Development and Implementation: A Procedure and Policy Manual, prepared by the chair of the Curriculum Committee in 1992 and revised in 1996, sets forth this policy and publishes the guidelines. This official handbook serves to communicate curriculum procedures and policies collegewide. It is clearly laid out and functions effectively as a quick reference source for all those involved in creating and reviewing curriculum and for any other interested or affected members of the College community.

All course, program, and certificate proposals continue to require approval by the collegewide Curriculum Committee after having been passed on by the sponsoring department committee. Under the New Governance Plan, passed by the faculty and staff in Spring 1996 and the students in Fall 1996, ratification by the College Senate will continue to be required. The 1992 Middle States response expressed the concern that since faculty do not have majority membership on the Senate, this means that many academic matters are being decided by people who do not have an academic background. The new Governance Plan includes three safeguards: full-time faculty shall represent no less than 70% of the membership of the Curriculum Committee; the Chair shall be a tenured faculty member as is currently the case; and the number of students on the Senate is reduced by approximately 50%, from 23 to 12. While these policies apply to curriculum modification as a whole, not just to the issue of the inclusion of a pluralistic perspective, the question of who sits on College committees and who votes raises the issue of the College's perception of inclusion and its application of its perception.
Faculty members of the Senate Ad Hoc Committee on Governance, charged with identifying and reporting on governance issues of concern to the College community and developing and proposing solutions, were aware of the academic and pluralism-based issues. The safeguards seem to assure that while other members of the College community will have a voice in curriculum matters, the faculty voice will be the strongest.

2. The LaGuardia Library and Pluralism

The Library faculty are aware of the college’s commitment to multiculturalism in the curriculum and this is reflected in all areas of the Library’s collections. For purposes of collection development, the Library uses selection tools which include listings of resources on multiculturalism and pluralism.

In the process of adopting its new calendar in 1992, the College through the effort of the Task Force on Pluralism urged that all College courses and programs be revised to include themes on pluralism and multiculturalism. The Library collaborated with each academic department and program and the Curriculum Committee to insure that materials needed to support the revised curricula were acquired and integrated into the Library holdings. That collaboration continues as new courses/programs are added to the curriculum.

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Recommendations

8.1 Efforts should continue to be made to increase the diversification of the workforce at all levels.

8.2 The College should continue its strong appeals to the University to provide additional funding in a timely manner for 504/ADA compliance.

8.3 A human relations survey of students should be done approximately every four years, because of student population shifts, in order to determine campus climate. These surveys should be undertaken and the results disseminated by the College’s Office of Information Management & Analysis.

8.4 A human relations survey should be done of administration, faculty, and staff similar to the student survey cited above. This assessment also should be undertaken and the results disseminated by the Office of Information Management & Analysis.

8.5 The College should continue to support and expand the Student Center for Women, making it a central resource for its majority population.

8.6 A mechanism should be devised for the sharing of information on ways that the various departments in the Academic Division are infusing pluralism into the curriculum so that faculty may learn from each other and replicate approaches.
8.7 The College should continue to seek additional funding to provide more library resources to support its multicultural curriculum.
CHAPTER IX: FINANCE AND FACILITIES PLANNING

Anticipating growing enrollment, the Division of Administration has been proactive in guaranteeing adequate and secure space for academic programs, student services, and administrative needs. The Division, in cooperation with the other major organizational units at LaGuardia, strives for continual improvements in facilities and institutional support services that nurture and protect the educational mission of the College. These services were the first to feel the impact of the budget cuts imposed on the College in recent years. The 1993-94 State and City budgets provided some relief through the funding of new facility operations and much-needed maintenance and repairs. The 1994-95 Budget Request sought to build on that base with additional resources for new and existing facilities.

Although there have been many changes at LaGuardia since the last Middle States Report—academic calendar, degree requirements, budget cuts, and tuition increases—there have been lessons learned. Through a variety of strategic planning and assessment processes outlined in this PRR, LaGuardia today continually examines its activities in order to respond quickly to the social, cultural, economic, and political changes in New York City and New York State. Two major areas related to Finance and Facility Planning were referred to in the 1992 Middle States Report:

- The Middle States team recommended that the College review security plans and staffing until the move into the E Building and the occupation of a much larger space.

- The team recommended that the College develop a plan to improve communications within the institution so that all employees have the opportunity to know about institutional finances, plans, and directions.

In this final chapter of the Periodic Review Report, these recommendations are addressed and an analysis of space and funding streams provided.

A. STRATEGIC PLANNING

The Division of Administration is integral to the strategic planning process initiated at the College to assure rational decision-making. The process will be ongoing and will permit the College to assess itself within the context of environmental factors that shape mission, goals, and implementation plans. The planning process includes the development of strategic goals and plans over the next five years (1995/96-1999/2000).

As indicated in earlier chapters, LaGuardia has also embarked upon a collegewide self-assessment initiative facilitated by the Assessment Task Force. The charge of the committee is to establish guidelines for a collegewide assessment program. The assessment operation will provide ongoing data for departments, data that will then affect the collegewide Strategic Plan.
The Administration Division, working closely with the Strategic Planning Committee, helps to develop and monitor the following five environmental assumptions, subject to periodic review and adjustment.

**Enrollment Growth**
By 2004, the head count will increase by 3,000 yielding an enrollment of approximately 13,500 students in credit-bearing programs. This headcount enrollment target translates into an FTE target of 12,400. By 2004, the non-credit head count will increase by 4,000 to a total of about 30,000 students.

**Collaborative Programs**
There will be a continuing emphasis on collaborative initiatives resulting in an expansion of programs and services.

**Demographics**
The increasing diversity of our student population along ethnic, economic, and social parameters will continue.

**Economic Conditions**
The next five years will see a continued weak economy with a tight labor market. An anticipated consequence is that the traditional sources of funding for the College will be constrained.

**Labor Market Environment**
An increasingly complex and competitive labor market will put increasing demands on the levels of educational achievement. Many of LaGuardia's goals are budget-driven, and consequently the process of finance and facility planning is ongoing.

**B. COMMUNITY COLLEGE FUNDING TRENDS**
As a unit of the City University of New York, most of LaGuardia's funding for the Unrestricted Current Fund is derived from three sources: State aid, City support, and tuition and fees. Tuition and fees of $142.2 million constitute 43.1% of the total funding for the community colleges in 1996-97 and, since 1992-93, is the largest single funding component.

State support is primarily derived from the application of an enrollment-driven formula that provides base aid per full-time equivalent student (FTE), supplemented by additional funding for building rentals, child care, and College Discovery. For 1996-97, base aid of $1,850 per FTE was provided by the State. Total State aid of $111.7 million comprises 33.9% of total community college funding. In 1996-97, City support was $75.7 million, or 23.0% of total funding.

For 1997-98, the University requested an increase of $17.7 million for the community colleges, representing $7.6 million in mandatory requirements and $10.1 million in
program enhancements. Of the total increases, $10.9 million is requested from the City, and $6.8 million from the State. The State amount is predicated on a $100 per FTE increase in funding, from $1,850 to $1,950. As indicated in Figure 7, the current level of tuition and fees at CUNY's community colleges, $2,596, is the highest of all urban community colleges. It is almost double the national average.

Figure 7

Community College Tuition & Fees
In Major Urban Areas, 1995-96

Source: The Chancellor's 1997-98 Budget Request

C. FUNDING TRENDS AT LAGUARDIA

Between fiscal 1992 and 1996, Current Funds revenues for LaGuardia Community College grew from $57.6 to $85.2 million. This $27.6 million increase included a one-time accounting adjustment in fiscal 1996 of $4.0 million in the category of "Local Appropriations," which did not provide resources to the College. After adjusting for this one-time change in accounting treatment, the actual increase in funding over the five-year period was $23.6 million, or 41%.

As shown in Figure 8 and detailed below, the most significant increase in resources came from tuition and fees, and the combination of State/City appropriations.

Figure 8
During the same five-year period, Current Funds expenditures and transfers increased from $59.8 to $80.3 million, an increase of $20.5 million or 34%. As shown in Figure 11 (p.110) and detailed in the section on Current Funds Expenditures, expenditures increased significantly in the categories of Instruction, Institutional Support, Operation and Maintenance of Plant, and Scholarships and Fellowships.

Current Fund Revenues

The $85.2 million of Current Fund revenues in fiscal 1996 were comprised of $70.6 and $14.6 million in unrestricted and restricted funds, respectively. As shown in Figure 9, both categories have grown over the years.

The growth in the restricted category reflects the increase in financial aid from the Federal government.

The change in unrestricted revenues includes a redistribution of funding for the College's operations. The last five years have witnessed a dramatic shift in the proportions supported by tuition and fees, State and City support.

For LaGuardia Community College, tuition and fees increased from 32% in fiscal 1992 to 41% in 1996 while the proportion financed by both the State and Local appropriations decreased.

Current Funds Expenditures

Figure 9 shows that spending of Restricted and Unrestricted Funds increased during the five-year period. As indicated earlier, the increase in spending of Restricted Funds was largely attributed to Federal financial aid. Pell increased from $6.2 million in fiscal 1992 to $10.6 in 1996.
For the unrestricted funds, there were increases during the years 1992, 1993 and 1994, followed by a leveling off in spending. This latter trend reflected the push by the State and City to limit spending for the community colleges.

A comparison of spending by category for fiscal 1992 and 1996 appears in Figure 11.

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<tr>
<th>Category</th>
<th>1992</th>
<th>Percent of 1996 Total</th>
<th>1996</th>
<th>Percent of Change</th>
<th>Percent of Total Change</th>
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<tr>
<td>INSTRUCTION</td>
<td>$25,155</td>
<td>42%</td>
<td>$30,781</td>
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<td>22%</td>
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<td>PUBLIC SERVICE</td>
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<td>ACADEMIC SUPPORT</td>
<td>992</td>
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<td>51%</td>
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<td>STUDENT SERVICES</td>
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<td>46%</td>
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<td>INSTITUTIONAL SUPPORT</td>
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<td>67%</td>
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<td>OTHER</td>
<td>670</td>
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<td>835</td>
<td>1%</td>
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Between 1992 and 1996, spending on instruction increased from $25.2 to $30.8 million. The $5.6 million increase represented the largest amount of dollar change. However, as a percent of total spending, Instruction decreased from 42 to 38%.
Spending on Public Service and Academic Support did not exhibit any significant dollar changes during the five-year period.

For Student Services the additional $2.3 million in spending reflected two items. First, the University began after fiscal 1992 to include fees collected for the College Association in its financial reports. Thus, over $1.0 million in fees collected by the Association are included in fiscal 1996, but not in 1992. Second, spending for the Registrar, Admissions, Counseling, and other administrative functions increased by over $1 million in support of the College.

The change in Institutional Support at $3.0 million included $1.2 million in costs incurred for the Division of Academic Affairs and the High Schools. The balance of $1.8 million reflected general increases in many areas, with the most significant being in security, telephone services, and postage. Security increased by $.3 million reflecting the implementation of the University's Security Initiative as well as the expansion of the College's facilities; and the cost of telephones and postage increased by $.4 million.

The increase of $3.7 million for Operation and Maintenance of Plant was due to a $1.9 million increase in rental costs for the College's use of additional space in a leased building, $1.1 million for increased costs of heat, light and power (also due to the addition of space, as well as increased cost of service), and $.7 million increase in cleaning and maintenance associated with the additional facilities.

Presently it does not appear that there will be further reductions in State or City aid. As stated earlier, CUNY is making efforts to obtain increased funding from the City and State. Although the economy has shown some improvement locally, there is evidence that State and City revenues from taxes are increasing with potential benefit to the various municipal activities that rely upon the City. There appears to be growing support for distance learning technologies for instruction.

Recent changes in political attitudes on how public funds should be spent have a negative impact on the College. Nationwide the mood is much more conservative. Also, the new welfare reform has affected enrollment. Many of LaGuardia's students are no longer eligible to attend college. In an effort to lessen the impact, the University has instituted a program for students receiving public assistance. LaGuardia is one of two schools involved in this pilot Work Experience Program. This is a mini-workfare program that might permit more of LaGuardia's students to stay in school.

Overall, national trends indicate increased enrollment at community colleges, for it is here that job training and preparation for entrance into the labor force are readily provided.

D. GRANTS

Inasmuch as LaGuardia receives most of its grant funding from the public sector, there has been little change in the type of programs being funded; however, there has been a
College has managed to increase grant funding every year. On the other hand, if funding levels at public agencies had remained the same or grown, perhaps the College could have obtained additional grant funds, initiated new programs, and/or enhanced existing programs further.

Public grant moneys have decreased; this trend will probably continue. In addition, there are major changes projected in how Federal moneys will be filtered to the states and cities.

In the past—and presently—a good deal of Federal moneys are passed on to the states and cities, but they are earmarked for certain populations and for specific types of programs. In the future, much of this money will go to the states and cities; however, it will be passed on as "block" grants, giving the states and cities far more discretion about which populations to target and which types of programs to fund. Until more is known about this aspect, it is difficult to know exactly how LaGuardia will be affected. The following new initiatives have resulted in grant awards of more than $9,000,000 from a variety of funding sources during the past three fiscal years.

- Child and Adult Care Food Programs and "Even Start" Programs
- Academic and Support Programs for Public Assistant Recipients
- Training for Family Day Care Providers
- Creating a new Mathematics Laboratory
- School-to-Work Programs
- LaGuardia/Vassar Upward Bound Program (Transfer Program)
- New York Green Team Initiative (At-Risk Youth)
- Preservation of Historical Records of Settlement Houses
- Interdisciplinary Social History Program
- International & Foreign Language Programs

E. FACILITIES

The LaGuardia campus is accommodating far more students than its facilities were built to educate. The College currently owns facilities of 374,921 net assignable square feet (NASF) and leases spaces of 222,951 NASF, totaling 597,872 NASF. It now has 43% of the permanent space needed. As enrollment reaches the projected goal of 12,400 FTE's in 2004, LaGuardia will need a total of 944,182 NASF, which represents a +346,310 NASF.

Acquisition of the Center 3 property complex was approved and appropriated by the City and State in fiscal year 1995-96 and is in the negotiation stage of being secured. This follows a CUNY-sponsored feasibility study, done in 1994-95, which demonstrates it would be more cost-effective over time to purchase Center 3, rather than continue to lease parts of it. The results of this study led to the successful joint funding of $28.8 million by the City and State for the purchase of Center 3, Center 4, and adjoining parking lot. Once the final price is settled with the owners, a DASNY bond will be sold to carry out the appropriations.
The Main Building consists of approximately 282,000 gross square feet—163,003 net assignable square feet. The building, originally configured for a small number of programs and fewer than 3,000 students, needs to be renovated. Approximately 95,000 square feet need to be renovated in order to accommodate both new and expanding College programs; to accomplish this, existing space in the Main building must be altered and re-configured. The entire heating, ventilation, and air conditioning (HVAC) system will be replaced. Also, the building will be brought in line with current building codes and requirements. This phase should be completed within the next five years.

The City and State investment in renovating and building new CUNY facilities has been significant in recent years and, in some cases, long overdue. The College now requires resources to provide the maintenance, security, and operational services necessary to protect the investment in these buildings and the people who use them. Improvements in the College’s buildings and security not only safeguard the thousands of people who use the campus each day, but also safeguard the State’s and City’s investments in facilities.

F. MASTER PLAN AMENDMENT

The Master Plan for LaGuardia Community College was last amended in 1983. At that time the projected enrollment was under 4,000 FTES. An unanticipated rate of growth since then has resulted in severe space deficiencies. The lack of space has inhibited the introduction of new programs and compromised the use of existing spaces. Presently the College occupies four buildings renovated between 1974 and 1992. The 1994 enrollment of 9,410 FTES occupies 597,872 NASF. The Master Plan Amendment projects an enrollment of 12,400 FTES, occupying 944,182 NASF, an 58% increase in overall campus space.

This expansion of space will be accomplished by the anticipated acquisition of the Center 3 Building, which was approved by the New York State Legislature in June 1995. This acquisition has three components: the Center 3 Building, a nine-story building in which the College presently leases 3 stories and part of the basement; a site to the west which includes a small parking structure and a parking lot; and a site to the south of Center 3 used for parking.

The Master Plan evaluates the current space and academic room utilization patterns of LaGuardia. All Divisions of the College are currently space deficient for the present enrollment. The Master Plan Amendment accommodates the projected space needs for 12,400 FTES, resulting in the following NASF increases:

- 68% Instructional
- 103% Library
- 156% Physical Education
- 55% Assembly
- 152% Student Faculty Services
- 82% Instructional Resource Center
55% Assembly
152% Student Faculty Services
82% Instructional Resource Center
10% Administrative Offices
28% Data Processing
64% Campus Services
61% Public Service

The expansion will be accomplished in two phases. Center 3, which comprises the West Campus, and the L Building--part of the East campus--will be renovated in Phase 1; the entire Main Building (except for the gymnasium) and the E Building, which along with the L Building comprise the East Campus, will be renovated in Phase II. The renovation of Center 3 will be staged: Floors 4 through 9, which are not presently occupied by the College, and the basement, currently used by the College for storage, will be renovated first. Next, Floors 1 through 3 will be renovated. The timing of a new separate athletic facility/parking/student life center structure is not yet determined.

The Master Plan will provide an inventory of academic spaces that will serve the LaGuardia community well into the future. It will also provide interior quadrangles and enclosed outdoor spaces which conceptually and physically integrate the campus' complex structure and impart a true sense of space. These future campus landmarks will humanize the academic environment and provide the armature around which the campus is built.

G. SECURITY

The College has requested support to continue the implementation of the Campus Security Initiative. It was implemented in the Spring of 1992 to establish a University-wide security and public safety program that reflects the values and goals of an academic community--one that is primarily a service and not a law enforcement function. This is achieved through systematic recruitment, training, and evaluation of campus security personnel. LaGuardia now has well educated and trained campus-based officers, who are more sensitive to the needs of the diverse campus population. Crime has noticeably decreased on campus, and the goal is to continue this trend. While much of the funding for this program is generated from savings in contract guard services, some transitional funding remains necessary. Students, faculty, and staff must be provided a safe and well-maintained campus in which to learn and work.

H. LIBRARY

The effect of cuts is evident in the current situation in which the Library finds itself. Staffing is down both on the professional and support staff levels. The 1992 Middle States Report commented that "Occupancy of new quarters seems to require hiring of new professional and support staff to manage the new space, enhance current activities, and introduce new functions." Instead of augmenting the staff numbers, the Library has experienced a loss of positions while at the same time, service requests continue to climb.
Moreover, the Library budget has failed to grow. The Library receives only enough money to cover subscription purchases. It was able to do extensive collection development during the two years when DASNY (Dormitory Authority of the State of New York) funds were made available, but since that time only CCDA (Coordinated Collection Development Aid) grant money has permitted any collection growth. Without even cost-of-living increases, the Library's subscription budget fails to meet increasing costs and requires the cutting of titles.

Since the last Middle States review, the Library space has more than tripled. Requests for services have grown to an all-time high. With the exception of two years of DASNY funding as noted above, no money has been allocated for collection development in terms of new book purchases and new subscriptions. Additional funding is vital to ensure an appropriate learning environment.

The College needs to maintain and enhance its technological infrastructure. Specifically, all faculty and staff should have computers and access to the Internet. The ever increasing pace of changes in technology such as the Internet, distance learning, and telecommunications requires the College to invest large sums of money to keep pace with such technology. The President has committed an increased portion of the operating budget earmarked for these efforts.

LaGuardia has great strengths that justify the College's confidence and optimism as it looks to the future. The entire College community continues to wrestle with the hard questions of academic program planning, equity and diversity, and its essential mission to serve the people of New York City. LaGuardia remains committed to strategic growth and substantive change.

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Recommendations

9.1 The College should continue its vigorous efforts to acquire the Center 3 complex.

9.2 The College should work diligently with CUNY to obtain additional City and State funds that will adequately support the operations and commitments of the College.

9.3 In light of declining CUNY support for security, the College should look to offset declining numbers of personnel by using adequate means to secure the campus—for example, enhanced camera systems, ID card systems, and intrusion alarms.
CURRENT FUNDS REVENUES
FOR FISCAL YEARS 1992 THROUGH 1996
(IN $ THOUSANDS)

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* The Local Appropriation includes a one-time change in accounting treatment of $4,025. Although this adjustment increased total revenues, it did not provide actual resources to the College.

$90,000

$80,000

$70,000

$60,000

$50,000

$40,000

$30,000

$20,000

$10,000

$0


** The category of "Other" includes the following three revenue sources: Private Gifts, Grants and Contracts; Auxiliary Enterprises; and, Other Sources.
CURRENT FUNDS EXPENDITURES
FOR FISCAL YEARS 1992 THROUGH 1996
(IN $ THOUSANDS)

<table>
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The category of "OTHER" includes Auxiliary Enterprises, Research, and Mandatory Transfers.
CURRENT FUNDS REVENUES BY SOURCE  
FISCAL YEAR 1996  
(IN $ THOUSANDS)  

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<th>Source</th>
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* The Local Appropriation includes a one-time change in accounting treatment of $4,025. Although this adjustment increased total revenues, it did not provide actual resources to the College.
CURRENT FUND EXPENDITURES
FISCAL YEAR 1996
(IN $ THOUSANDS)

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* The category of "OTHER" includes Auxiliary Enterprises, Research, and Mandatory Transfers.