Middle States Self-Evaluation

LaGuardia Community College
City University of New York
1992
LAGUARDIA COMMUNITY COLLEGE ADMINISTRATION

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*Coordinator
# LAGUARDIA COMMUNITY COLLEGE: MIDDLE STATES SELF-STUDY

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SELF-STUDY COMMITTEE

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Diane Loweth, Executive Assistant
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Elvis Bramble, Student Government President

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Humanities
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Mathematics
Natural and Applied Sciences
Office Technology
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Janice Karlen
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Student Services/Counseling
Humanities
Student Services/Counseling
Middle College High School
Student Services
Registrar
Student Services/Counseling
Student Services
Humanities
English
ESL
Student Services/Counseling
Humanities
Cooperative Education
Student Services/Counseling
Communication Skills
Student Services/Counseling
Student Services/Counseling
Archives
Student Services/Counseling
Mathematics
Student Services
Accounting/Managerial Studies
Adult & Continuing Education
Office Technology
English
The International High School
Library
Natural and Applied Sciences
Mathematics
Social Science
Student Services
Communication Skills
Admissions/Foreign Students
Adult & Continuing Education
Student Services
Student Services/Counseling
Mathematics
Administration
Adult & Continuing Education
Accounting and Managerial Studies
Office Technology
Library
Natural & Applied Sciences
Cooperative Education
Mathematics
Student Services/Counseling
Computer Information Systems
Cooperative Education
NOTE: dotted lines indicate interim assignments until Assistant Dean position is filled.
PART 1

SECTION 1

INTRODUCTION
SECTION 1

HISTORY OF THE COLLEGE - DEMOGRAPHICS
A. HISTORICAL BACKGROUND

LaGuardia Community College was established by the New York City Board of Higher Education in March of 1970 and opened its doors in the Fall of 1971. The youngest of the CUNY community colleges, LaGuardia was the last of the new public colleges designed to meet the demands in New York City for higher education.

The Context: Community Colleges in N.Y.C.

It was in the mid 1960's, as the college-age population burgeoned and the civil rights movement focused on higher education, that CUNY moved ahead energetically to establish four new community colleges, each to be located in a disadvantaged section of the City. Most of the previously established CUNY community colleges were located in outlying, rather pastoral areas of the boroughs. By 1967, the University was committed to addressing the needs of minority communities. Initially known only as "Community College IX," Fiorello H. LaGuardia Community College, the last to be established, was located in the low-income, polyglot Long Island City area of Queens.

Commitment to Diversity

LaGuardia was launched at a fortuitous moment. It was a time of change, of passion, and of youthful energy. In 1970, CUNY's dramatic, much heralded--and often controversial--policy to provide "Open Admissions" to all New York high school graduates went into effect -- casting its spotlight on all the units of the University. The new institution offered those who enrolled the opportunity to study at a college with an exciting urban mission, committed to an educational program which combined classroom learning and work experience. The intention was: (1) to provide students with the academic, technical, and personal skills needed either for continued education or for entry into the world of work; (2) to help students to learn more about themselves by discovering how they interact with other people, with other cultures, and with their natural environment; and (3) to help students acquire the skills and values needed to live creatively in an urban setting.

The College began with a commitment to diverse learning strategies. All students would be required to participate in cooperative education -- a blend of work and study -- which the new College hoped would capitalize on the motivation and learning style of the blue-collar students from its western Queens environs. All students would be required to participate in three "intensives," week-long, full-time academic courses with an experiential base. The experiential focus was extended through an interdisciplinary spirit: the academic program was organized into four divisions--Language
and Culture (the Humanities), Personality and Society (the Social Sciences), Natural Environment (Mathematics and Science), and Business.

The College was also committed to serving diverse student populations. Even before its official opening in September of 1971, the College had already admitted a small group of students to a newly conceived program for upgrading teacher assistants in conjunction with the New York City Board of Education. At the same time, the College took on the often demanding task of providing a large-scale "Veterans" Program to provide both high school equivalency and brush-up opportunities for Vietnam War veterans. The College moved rapidly to provide evening study opportunities for older students. The College began early to develop special services for the disabled, launching its programs for the deaf in 1974. And, throughout, the College was committed to developing effective approaches to deal with the vast number of educationally underprepared students.

LaGuardia also nurtured diversity within its own staff. Starting fresh, it was able to build a staff with substantial numbers of women and minorities. While individual features were modified over time, the elements that characterized the College in its formative period have continued to shape it. The College is still committed to innovation, a small school atmosphere, and the encouragement of diversity.

Growth and Change

LaGuardia, however, has changed in many ways. In 1971, it had just over 500 full-time students. Four years later, in 1975, enrollment had grown ten-fold to 5000; by 1977, it reached 7,000. Enrollment continued expanding to more than 9,000 in the year 1990-91. Non-credit enrollment, which began to swell early in the College's history is now 28,000.

With such expansion, the College has necessarily changed. Major shifts occurred in ethnic composition of the student body. In 1971, 25% of the student body were minority; by 1977, the numbers had shifted dramatically, with 85% minority. The student body had become somewhat older, more female and more in need of remediation of basic academic skills. Thus, issues relating to basic skills came increasingly to dominate the College's agenda; at the same time, student interest in careers altered what had initially been an even balance between business and the liberal arts majors. As career interest swelled and the economy changed, new, more specific curricula began to evolve. Majors were developed in computer-related and allied health fields, such as occupational therapy and nursing, as well as in food-related fields, such as food services management and dietetics. At the same time, the broad, interdisciplinary academic divisions had become large and unwieldy and were replaced by academic departments, each with a more specific focus.
While the experiential-based "intensive" courses were gradually eliminated, the College's emphasis on experiential learning remained. The College had adapted the Co-op approach—which had heretofore been developed largely by four-year, relatively selective institutions—to its new population. It developed courses and support services which integrated the internship experience in the curriculum, while helping students reinforce their classroom learning in the workplace. The College sought to determine how to make internships in the liberal arts as relevant as those in business. The meaning of Cooperative Education was redefined, and soon visitors from all over the country came to investigate. In fact, the College was selected by the U.S. State Department as a site for visitors from foreign countries. By 1977, the Colleges' leadership in the field of Cooperative Education was recognized by the U.S. Department of Education, and the College was named as the model career education community college in the country.

With growth also came space problems. The College's building had been planned for a capacity of 2,500, which had been surpassed before the third year of operation. Early in its history, the search for additional facilities became a constant theme, with the College having to rent often inconvenient or inappropriate space. Only now, with the acquisition and renovation of the neighboring factory building will the College come somewhat closer to meeting its needs for space.

In the first few years of its existence, the College not only learned how to deal with rapid growth and change and with inadequate facilities; it was also toughened by a sudden and nearly fatal budget crisis. In 1975-76 the City of New York teetered on the verge of bankruptcy. Budgets were slashed, faculty were furloughed for two weeks, and newspaper headlines announced threats of permanent closing of colleges. As the youngest CUNY unit, LaGuardia was particularly vulnerable. But the institution weathered that period and grew.

In the late 1970's and the 1980's, the College continued to grow. Its Middle College High School became a national model of college-high school collaboration and drop-out prevention and it has been widely replicated. In addition, a second high school on campus, International High School, serves recent immigrants. The College's efforts to develop remediation strategies have also produced programs in critical thinking, in reinforcing basic skills across the curriculum, and in the use of computers, all of which have made the College a model. The College's remediation program was recognized as "the best of current practice." In addition the Ford Foundation has provided a major grant to make transfer opportunities central to the institution's operation.

The College's non-credit and community service programs have also expanded dramatically, making the institution one of the largest providers of English Language skills in the metropolitan area and one of the leaders in programs for the deaf.
WHO WE ARE. THE DEMOGRAPHICS OF LAGUARDIA COMMUNITY COLLEGE.

Most LaGuardia students still make their homes in Queens. In 1989, the most recent year for which statistics have been tabulated (see Demographic Survey for Fall 1989, Section 5, Appendix A), 60 percent of the student body came from Queens. In 1986, it was 59 percent. Brooklyn sent 17 percent in 1989, Manhattan accounted for 13 percent and the Bronx for 9 percent. Women make up about 64 percent of our students, though the percentage is down from 66 percent in 1984.

There has been remarkable stability in the numbers of entering students who were graduated from high school versus those who earned Graduate Equivalent diplomas, 77 percent for the former and 23 percent for the latter-- precisely the same percentages as six years earlier. Similarly, the ratio of day to evening student has remained at 72 to 28 for four years.

The number of students in 1989 coming to LaGuardia from the world of work was 47 percent, and from high school plus working 14 percent, from high school studies exclusively 17 percent, from another college (5 percent), or from homemaking (5 percent). In the two years 1987 to 1989, the populations of students under the age of 21 declined slightly and over the age of thirty increased by 3 percent.

The most meaningful demographic data (see Demographic Survey for Fall 1989, Section 5, Appendix A) can be noted in ethnicity, family income, native languages, citizenship, and country of birth. Additional analysis should be forthcoming from ongoing studies by the Office of Institutional Research (see Section 24) housed in the newly configured Division of Institutional Advancement (see Section 20). The new Office of Institutional Research has its genesis at a most crucial moment.

The neighborhoods near the College and the City in general are becoming ethnically diverse. According to the U.S. Immigration and Naturalization Service, four of the eighteen countries sending the largest number of immigrants into New York City (Haiti, India, the Philippines, and Pakistan) speak languages new to this area. The greatest changes in the Fall 1989 cohort would appear to stem from an increase in the proportion of students who are not native born, as indicated by these items:

- The proportion of students who graduated from a high school in the United States declined, from 78% to 72%.
- The proportion of students who are U.S. citizens declined, from 63% to 60%.
- The proportion of students born in the U.S. declined, from 53% to 50%. The proportion born in the Far East increased, from 5% to 8%.
- The proportion of foreign-born students who have been living in the U.S. for less than three years increased, from 9% to 13%.
- The proportion of students reporting that English is the language they speak best decreased, from 67% to 64%. The largest increase is in Oriental languages (up from 4% to 7%).

- Ethnically, students classifying themselves as Asian are the fastest growing group for the second year in a row, increasing from 10% to 13%. Also, of the 6% that checked the "other" category, a majority wrote in either Pakistan or the Philippines.

- More students estimate immediate family income in higher brackets in Fall 1989. Students estimating income from $15,000 to $20,000 increased by three percentage points (from 12% to 15%), while those estimating income greater than $20,000 also increased three percentage points (from 36% to 39%).

- In terms of course preferences, more students indicated a preference in courses that prepare them for a specific career and for transfer to a four-year college (46%, as opposed to 39% the previous year).

- The proportion of students planning to work their first quarter at LaGuardia increased, from 62% to 66%.

- In terms of student concerns, the proportion concerned with having trouble with the English language, or having trouble with difficult courses, increased to 27% (as opposed to 21% the previous year).

Today, the College is highly complex, but with a dynamic that taps the various components and encourages a creative interplay between academic and community service programs, between high school and college, between internal and external forces. Furthermore, as the College looks to the future there is a continuing need to respond and meet the needs of a changing economy and society.
AN OVERVIEW OF THE COLLEGES MISSION

Section 2

AN OVERVIEW OF THE COLLEGES MISSION

LaGuardia Community College is an open admission institution devoted to high educational success and academic excellence. In its varied student populations—many young, working parents, new immigrants, and citizen—the College offers unique opportunities for learning and growth.

Fundamental to the College's mission since its inception have been:

- The role of a structured linkage between the academic and social opportunities for students.
- The flexibility of a student-centered approach to learning.
- The importance of providing a comprehensive education for students.
- The need to be responsive to the College's many communities.

A fifth aspect, made evident by the changing demographics of the City as a whole, incorporates the concept of multiculturalism.

The academic program encompasses a strong liberal arts and sciences focus as well as programs in business, computer information systems, office technology, and health and human services. In addition, there is a structured linkage between the academic program and career opportunities for students, made possible through the College's Cooperative Education experience. Students take three Cooperative Education internships which are linked to the student's curricular choice.

Regardless of program, the LaGuardia student is central to the forums, courses, and methodologies presented by the faculty in all curricular areas. Because the student body encompasses such diversity—reflective of many cultures, backgrounds, and prior experiences—one approach is espoused over others. Collaborative learning, peer mentoring, and tutoring, individualized and small group instruction are all employed in the learning process.

A student-centered approach is evident in the academic as well as in the administrative services provided. These services encompass academic advisement, financial aid assistance, sign language interpreting, and provision for child care. Faculty and staff from counselors to cleaners and instructors to distinguished guests are centered on the student as the center of College functions.

Assistance is supported through a continuum of learning as an integral part of LaGuardia's educational framework. As stated in the College's Mission Statement, this continuum extends to the incorporation of our model high schools on the college campus which represents a unique partnership of the College and New York City Board of Education. Middle College High School creates a new
Section 2
An Overview of the College's Mission

LaGuardia Community College is an open admission institution dedicated to both educational access and academic excellence. To its varied student populations—inner-city youth, working parents, new immigrants, senior citizens—the College offers unique opportunities for learning and growth.

Fundamental to the College's mission since its inception have been four basic precepts:

- The value of a structured linkage between the academic program and career opportunity for students;
- The desirability of a student-centered approach to learning;
- The importance of providing a continuum of education for students;
- The need to be responsive to the College's many communities.

A fifth precept, made evident by the changing demographics of the City as a whole, incorporates the concept of multiculturalism.

The academic program encompasses a strong liberal arts and sciences focus as well as programs in business, computer information systems, office technology, and health and human services. In addition, there is a structured linkage between the academic program and career opportunity for students, made possible through the College's Cooperative Education experience. Students take three Cooperative Education internships which are linked to the student's curricular choice.

Regardless of program, the LaGuardia student is central to the format, content, and methodologies presented by the faculty in all curricular areas. Because the student body encompasses such diversity—reflective of many cultures, backgrounds and prior experiences—no one approach is espoused over others. Collaborative learning, peer critiquing, and tutoring, individualized and small group instruction are all employed in the learning process.

A student-centered approach is evident in the academic as well as in the administrative services provided. These services encompass academic advisement, financial aid assistance, sign language interpreting, and provision for child care. Faculty and staff from counselors to cleaners and instructors to distinguished guests are oriented to the student as the center of College functions.

Access is supported through a continuum of learning as an integral part of LaGuardia's educational framework. As noted in the College's Mission Statement this continuum extends to the incorporation of two model high schools on the college campus which represents a unique partnership of the College and New York City Board of Education. Middle College High School creates a new
educational possibility for students who are at risk of dropping out. International High School focuses on recent immigrants from all over the world whose school work is fully integrated with English as a Second Language instruction. The hallmark of these schools is the creation of a positive learning environment for students which fosters high retention and strong academic achievement.

The learning continuum is further exemplified in the College's strong developmental skills and English as a Second Language programs. Under-prepared students are guided into strengthening their reading, writing, and oral skills as well as computational skills in preparation for introductory college courses. At the other end of the continuum, students are strongly encouraged to transfer to public and private baccalaureate institutions for further academic work.

Responsiveness to its many communities remains a strong commitment of the College with over 28,000 adults served in an array of programs on and off-campus. All sectors of the community are encouraged to see the College as an educational resource and to benefit from its facilities, programs and people.

In all its programs, the College stresses the values of general education -- humanism, inquiry, and the complex challenge of Cultural Pluralism. Furthermore, the shrinking global community mandates an educational awareness that is outward looking. Within this context, the College seeks to establish an entrepreneurial awareness that brings economic development to the forefront of our thinking.
STATEMENT OF INSTITUTIONAL MISSION

Fiorello H. LaGuardia Community College, a branch of the City University of New York, is a dynamic community of teachers and learners. Founded in 1970, the College supports the principles of open access and equal opportunity of all.

LaGuardia serves the immediate surrounding area of Western Queens as well as the larger New York City metropolitan area. A large number of the students who attend the College are recent immigrants from many countries throughout the world. The College, through its array of academic programs, serves matriculated students working toward both associate degrees and certificate programs. The College also serves a large and diverse population of students in its many non-credit continuing education programs both on and off campus. In so doing, the College reaches out through community based programs to respond to the educational needs of such groups as the homeless, senior citizens, prisoners, deaf adults, recent immigrants and the unemployed.

The cooperative efforts of LaGuardia’s distinguished faculty, staff, and administrators provide students with carefully designed academic curricula. The College fosters innovative classroom teaching, strong support services for students and professional development opportunities for faculty. Its thirty academic majors meet the needs of students who want to transfer to four-year colleges as well as those who seek immediate employment.

Special Attention is paid to students who lack fluency in English as well as students with limited proficiency in basic skills through innovative English-as-a-Second Language and developmental skills programs in reading, writing, speaking, critical thinking and mathematics. Students receive additional support through tutorial support services as well as academic and transfer counseling.

The College exploits the dynamic interplay between the classroom and the workplace. Through its academic offerings and its unique Cooperative Education Program, LaGuardia skilfully blends professional and humanistic learning.

Within a pluralistic environment, it prepares its students for a full life of work, service, and personal growth.

Long committed to college and secondary school collaboration, LaGuardia hosts two model high schools on its campus -- a constructive partnership between the College and the New York City Board of Education. Middle College High School creates unique educational opportunities for students who are at risk of dropping out. International High School serves recent immigrants from numerous countries by offering a comprehensive secondary curriculum while developing students’ oral and written English language competence.

As LaGuardia moves into its third decade, it will continue to reaffirm its critical role to provide access to higher education and meaningful employment for the City’s historically under-served populations: the poor, ethnic minorities, women, the disabled and recent immigrants. By continuing to celebrate diversity throughout the College community and sharpening the focus for economic development, our institution will forge new paths of educational opportunity for all students who come to LaGuardia.
SECTION 3

SUMMARY OF WHAT HAS OCCURRED SINCE THE
PERIODIC REVIEW REPORT WRITTEN IN 1984

COLLEGE LEADERSHIP

The founding president of LaGuardia, Dr. Joseph Schoenber, served from the inception of the College in 1970 until 1980 when he resigned to assume the position of president of the Bank Street College of Education. In the interim year 1980-81, Dr. Martin G. Mose, who was the Vice President and Dean of Faculty, assumed the position of Acting President.

Dr. Raymond C. Bowan became the second president of LaGuardia Community College on September 1, 1989. Dr. Bowan was Associate Dean of Faculty at LaGuardia in 1971. He served as Dean of Academic Program and at the College before he accepted the position of President. For Academic and Student Affairs at the same institution before accepting the presidency of Shelby State Community College in Memphis, Tennessee in 1982. He served as president of Shelby State for seven years before returning to LaGuardia.

SPACE AVAILABILITY

LOCATION AND PHYSICAL FACILITY

1. Main Campus

LaGuardia Community College currently occupies 544,000 gross square feet of space located in one owned and three rented buildings. By the Spring of 1992, the mix of owned and rented facilities will change as the College occupies a new second owned building while vacating leased space in one of the rented buildings. The net result will yield 1,010,200 gross square feet of occupied space located in four buildings: two owned and two rented. (See Table 1.)
Summary of What Has Occurred Since the Periodic Review Report Written in 1984

COLLEGE LEADERSHIP

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Dr. Raymond C. Bowen became the second president of LaGuardia Community College on September 1, 1989. Dr. Bowen was Associate Dean of Faculty at LaGuardia in 1971. He served as Dean of Academic Development at the College before he accepted the position of Vice President of the Harbor Campus at the Community College of Baltimore in 1975. Dr. Bowen also served as Vice President for Academic and Student Affairs at the same institution before accepting the presidency of Shelby State Community College in Memphis, Tennessee in 1982. He served as president of Shelby State for seven years before returning to LaGuardia.

SPACE AVAILABILITY

LOCATION AND PHYSICAL FACILITY

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TABLE 1
Gross Square Feet
As of By
April 1989 March 1992

OWNED FACILITIES:
M Building @ 31-10
Thomson Ave. 282,000 282,000
Annex @45-50
Van Dam Street Under Const. 360,000

LEASED FACILITIES:
L Building @ 45-35
Van Dam St. 60,000 60,000
S Building @ 31-11
Thomson Ave. 74,000 (Lease extended until newly
leased spaces at the
C-building is completed and
accepted)
C Building @ 29-10
Thomson Ave. 3rd floor 86,000 Lease expired 8/31/91
7th floor 43,000 Lease expired 11/15/91, free
rent commenced 11/16/91
(lease continues until
newly leased space is
accepted)

C-Building @ 29-10
Thomson Ave. (new lease):
Ground, 1st, 2nd, & 3rd Floors 308,000
Total 545,000 1,010,000

The mix of classrooms and labs is also expected to change by
1992 (See Table 2.). The new space in the C-Building will provide a
significant number of classrooms and laboratories, and also provide
some "swing space" in which to locate the occupants of the Main
(“M”) building during the anticipated renovation of the College’s
oldest property.

Although not yet approved, the College has begun the process
of requesting an additional $50 million of funding which would
enable the Dormitory Authority of the State of New York to provide for
a retrofit of the Main Building, including the construction of a
Student Center. The process of obtaining approval for this project is
under way, and construction would begin when funding is approved.
As of April 1989

<table>
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<td>L Building</td>
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<td>S Building</td>
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<tr>
<td>C Building</td>
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Projected March 1992

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<tr>
<td>C Building (New Lease)</td>
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</tbody>
</table>

Total 144 74 161 108

Parking is one of the paramount concerns of the faculty and staff of the College. Significant increases in the quarterly cost of parking combined with a decrease in the availability of parking facilities close to the main campus create a significant problem. Although an ongoing investigation of parking facilities in the surrounding community has shown some promise, it has not yielded a long-term solution to the parking needs of our community.

It now appears that more novel approaches will have to be considered. Thus, busing from and to municipal and private lots located some distance from the College may have to be employed in order to arrive at reasonable cost and secure, safe protection of community members and their cars.

2. Off-Campus Programs and Sites

As part of its community outreach efforts, LaGuardia has expanded from its original site on Thomson Avenue. It has two “branches” in rented facilities, one in the Astoria section of Queens and one in Chinatown. In addition, it provides numerous offerings at other locations across the City.

NEW COLLEGE CALENDAR

The College, with the approval of the Education Department of the State of New York, has adopted the enhanced semester system as its new calendar to be implemented in the fall of 1992. Each semester will be composed of two modules, one 12 weeks long, followed by a 6-week module. Full-time study requires that a student register for 12 credits or tuition units, either in the twelve week module or over the eighteen week period. Registration will be held in the Fall and the Spring. Change of program periods will also be scheduled in a timely and convenient way to assist students during the Winter and Summer 6-week modules. Faculty work load expectations remain at 30 weeks, though teaching responsibilities may be met during the Fall and Spring modules.

F.H. LaGUARDIA COMMUNITY COLLEGE LIBRARY
An initial Presidential Task Force recommended this calendar as the one most in keeping with LaGuardia's mission and general campus climate. A subsequent Presidential Task Force is coordinating the implementation of the new calendar. Its current tasks are to oversee the generation of revised two-year programs and plans of study, to facilitate the work of the Divisions in meeting their responsibilities to the new calendar, and to provide a forum for the much needed exchange of information that is vital to the success of the endeavor. In particular, the Task Force takes as special items of interest the infusion of pluralism into the changing curricula, the enhancement of the Cooperative Education function, the appropriate communication of the calendar change to the College's constituencies, the provision of necessary academic advisement to students about the new calendar's effect on their studies, and the monitoring of FTE production during the transition.

NEW DEGREE AND CERTIFICATE PROGRAMS

The following new degree and certificate programs have been approved for LaGuardia since 1984:

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<th>Date</th>
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<td>8/88</td>
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</tr>
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<tr>
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<td>Travel and Tourism</td>
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<td>3/85</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>AAS</td>
<td>12/84</td>
</tr>
<tr>
<td>EMT/Paramedic</td>
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<td>6/85</td>
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<tr>
<td>EMT/Paramedic</td>
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<tr>
<td>Paralegal *</td>
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Jointly Registered Program for an Associate Degree and Baccalaureate Degree in Teacher Education

LaGuardia Community College/Queens College A A 11/91

*Currently under review by the State Education Department
EDUCATIONAL PROGRAMS AND STRATEGIES

A. Credit Programs

Prefreshman Summer Program

This program is for students who have not met the basic skills requirements of the University as demonstrated by their scores on the CUNY Freshman Skills Assessment Program exam. The students attend classes in the summer prior to their first quarter of attendance. Course offerings are in four areas: English as a Second Language, mathematics, reading, and writing. Successful completion of the prefreshman program will enable students to complete their basic skills requirements or to enroll in middle or upper level basic skills courses when they begin class in September. The first students entered this program during the summer of 1986.

Freshmen Clusters

Specific courses are grouped together in learning communities and offered as a collaborative effort by the faculty. There are liberal arts clusters, Enterprise Center clusters, and freelance clusters which are developed by interested faculty members.

Super Clusters

These learning communities were sponsored by a Vocational Education Grant. Students with the lowest scores on the CUNY Freshman Skills Assessment Program exam take two or three of their basic skills courses and a New Student Seminar in a cluster. The courses are taught collaboratively by the faculty in order to provide students with a variety of teaching approaches.

Critical and Creative Thinking Studies is a nationally recognized program designed to enhance the intellectual development of over 800 LaGuardia students annually. The program was fueled by a 4-year grant from The National Endowment for the Humanities for the purpose of integrating critical thinking abilities into fundamental areas of the school’s curriculum. The curriculum of the program includes two courses, “Critical Thought Skills” and “Creative Thinking: Theory and Practice.” As the keystone of the program, Critical Thought Skills (CTS) was developed to help provide students with the essential critical thinking, problem solving and literacy abilities needed for academic and career success. CTS is interdisciplinary in concept and is taught by faculty from a variety of subject areas.

B. Non-Credit Programs (See Section 18 for more detailed discussion of Adult and Continuing Education programs.)

Career Opportunity Professional Development Program

These programs link the classroom to the workplace by providing students with immediately applicable work-related skills
taught by professionals currently employed in the field. There is a Certificate Program in Telecommunications, the Real Estate Program, courses in Refrigeration, Electricity, Pneumatic and Electric Controls, and courses at the Private Pilot Ground School which prepare students for the FAA written exam for private pilots.

THE ASTORIA ADULT EDUCATION CENTER
The Astoria Adult Education Center is a recognized education, recreation, and professional preparation center serving the needs of this community. A new computer center was established in 1989 providing word processing and other computer skills training. The Center provides a variety of professional development courses in bookkeeping, small business management, fundamentals of the import/export business, real estate, and travel & tourism. The Center also serves Astoria's younger population with reading and math tutorials, English as a Second Language courses, foreign language classes, and personal enrichment courses.

CHINATOWN CENTER
The principal mission of the Chinatown Center is to provide college credit courses and educational support services to immigrants from China, Hong Kong, and Taiwan.

NEW DIRECTIONS FOR MATURE ADULTS
New Directions administers 24 non-credit liberal arts courses at senior centers throughout Queens, provides on-going support for mature adults taking academic courses for credits on campus and publishes a newsletter for seniors entitled The New Directions Quarterly.

LaGUARDIA/CAMBA PROGRAM FOR FOREIGNERS
LaGuardia and the Church Avenue Merchants Block Association sponsor English language and vocational training classes for refugees at CAMBA headquarters in the Flatbush section of Brooklyn. Students study English to help improve their employment opportunities. They also receive job readiness training to assist them with their career choices and job search techniques.

C. College Now
College Now has been operated by LaGuardia since 1986. High school juniors and seniors are able to take college-level courses at their high schools. Courses are offered either at the beginning or end of the regular high school day and are taught by the high school faculty who meet the requirements for LaGuardia adjunct faculty. Students must take the CUNY Skills Assessment Tests in reading, writing, and mathematics and satisfy the prerequisites for the courses for which they enroll. Bryant, Flushing, Jamaica, Long Island City, and Newtown are the participating high schools.
The International High School opened on the campus of LaGuardia Community College in September, 1985. This collaborative project, jointly sponsored by the Board of Education of the City of New York and the City University of New York, offers Limited English Proficiency students a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond.

All graduates of The International High School are guaranteed admission to LaGuardia Community College. While enrolled in the high school, students may take courses in a variety of areas for both high school and advanced placement college credit. Courses specifically designed for high school students, and taught by college professors, are available. Students at The International High School are members of the College community, enjoying full use of the facilities, including the library, gymnasium, cafeteria and recreational programs.

E. Team Teaching Project (FORD FOUNDATION) - With support from the Ford Foundation, LaGuardia Community College in 1988-89 started a campus-based project to replicate the nationally acclaimed Vassar/LaGuardia team teaching model as a key to facilitating student transfer. The Vassar/LaGuardia Summer Institute based on the Vassar campus already has resulted in numerous transfers by LaGuardia students to such institutions as Vassar, NYU, Columbia, Howard, Hunter and Middlebury. This new project will bring four-year faculty to LaGuardia to team-teach liberal arts courses with LaGuardia faculty. Through collaborative efforts with such institutions as Hofstra University and Queens College, an expanding transfer opportunity will be established for LaGuardia's diversified, largely minority student population. As the academic centerpiece of LaGuardia's transfer efforts, team teaching will establish lasting transfer connections among institutions, re-invigorate the liberal arts at LaGuardia, and positively alter instructional modes of behavior.

THE ENTERPRISE CENTER

The Enterprise Center, supported by VATEA funds and sponsored by the Office for Academic Affairs, began in the fall of 1989 with a year of planning and faculty development seminars. Interested faculty participated in a seminar that enriched their knowledge and understanding of issues and trends in higher education including student development and learning styles, active
learning strategies with an emphasis on collaborative learning and the use of thematically-linked learning communities to structure curriculum.

Participants who wished to do so then went on to develop learning communities of pairs or clusters of courses or "enhanced" courses with study groups. These tend to link general education courses with career education. Courses sponsored by Enterprise (primarily in the business and technical career areas) consciously incorporate a variety of active learning strategies. In addition, Enterprise endeavors to create a sense of community for students by offering them a variety of services including quick Registration and career development workshops. Feedback from faculty and students during the 1990-91 academic year suggests that Enterprise is accomplishing its goals of providing participants with a positive learning experience that enhances learning and increases retention.

Enterprise evolved from an earlier attempt to create a mini-college atmosphere, The Center for Business Careers and Values. The Enterprise model is the basis of the 1991-92 "Freshman Year Initiative" grant which the college received.

**F. Integrated Skills Reinforcement (ISR)** was a faculty development program that trained subject area teachers in strategies that helped students use all their language skills -- reading, writing, speaking, and listening -- as they learn in college courses.

The ISR project was initiated in 1977 to address needs of the growing number of students who had difficulty managing college work. A basic skills program was created, and skill prerequisites for college-level courses were set. Yet this was not enough. Recognizing that students' language skills are interwoven and critical to college work, LaGuardia set out to design a training program through which faculty could develop classroom techniques and curricular materials that would guide students to use language to think and learn in the disciplines. And, in part, through support from the N.Y. State Education Dept. (VOC.Ed.), the U.S. Office of Education (Title III), CUNY's Office of Urban Affairs and the Hearst Foundation, the College developed a training program and text (Integrated Skills Reinforcement: Reading, Writing, Speaking and Listening Across the Curriculum, Longman, 1983). Over 160 faculty at the College were trained as ISR teachers.

**G. Cooperative Education**

**EXPANDING EMPLOYER RELATIONS**

To improve upon and strengthen the vital role employers play in the Coop Program, the Division has recognized the importance of creating opportunities and vehicles to expand and reinforce this relationship.

During the past few years, the Division implemented a variety of strategies to address this concern, for example, the creation of a
Faculty/Employer Exchange Program with our largest internship employer, IBM (see Section 30).

A major development during this period was the creation of an employer advisory group called PICE, Partners in Cooperative Education. The Division, in conjunction with several of its key internship employers, established PICE with the intent of forging a closer collaborative relationship between the Division, the College, and the business community. To date, PICE has been involved in several projects including the establishment of a PICE Incentive Scholarship Award Fund for graduating cooperative education students; the PICE Speakers Bureau, a means for soliciting the participation of companies in Division sponsored career days and events and providing assistance when needed in internship development, retention and expansion activities.

Additionally, many of our PICE members are also strong and vocal supporters of the College and University’s efforts at the municipal level, serving on the special committees or task forces created by the Chancellor or Mayor.

SURVEYS TO EMPLOYERS

As academic departments developed new programs, it became necessary for the Cooperative Education Division to play an active role in determining whether or not a new program would provide realistic career and internship opportunities for students. The Division developed a plan for conducting market surveys that were individually tailored to each new program. The surveys included questions appropriate to a specific occupational field and were distributed to a representative sample of employers (see Section 10, appendix E).

JOB BANK

In January 1989, the Job Placement Office computerized its operation. As part of the Division of Cooperative Education the JPO was part of a local area network of 35 stations. Using LAN technology and data base software the JPO was able to design, program, and implement a "Jobs Management System" (JMS) to help manage the placement operation. The JMS allows the JPO counselors to have access to all jobs on file, record referrals and dispositions, and print out the information selectively. The system also allows counselors to search for jobs by criteria such as majors needed, hours needed, and skill level needed, enabling them to spend more time with students and less time searching the entire file for information.

The JPO is also involved with two external programs which provide the office with additional job openings. The CUNY Job Location Program provides the Office with centrally developed jobs on a daily basis. The Summer Jobs Program, also administered by CUNY, provides the Office with a variety of summer jobs from April through July. Both of these programs are accessed through a
personal computer housed in the placement office which is connected to CUNY central through telephone lines.

H. LaGuardia's Budget

Through 1988 the College enjoyed a period of fiscal stability and was, for the most part, able to fund programs and new initiatives. In fiscal 1989 there were financial cutbacks due to a decrease in city and state revenues. Fiscal 1990's revenue has been reduced by over $800,000 and 1991's reductions were almost $500,000. These severe budget reductions and promised new ones will have a deleterious effect on College programs and new initiatives. However, the College will continue to seek alternatives and also review long-term goals in the light of fiscal realities.
SECTION 4
COMMON GOALS

The Common Goals, listed on page 83 of the 1992 College catalog, are a series of ten educational objectives integrally connected to LaGuardia's mission. Designed to reflect and shape education at LaGuardia, they recognize the influence of art, history, science, and philosophical inquiry on personal self-awareness and creative expression and are intended to foster a heightened awareness of the interconnections within our urban and pluralistic society.

Articulation of the Common Goals reflected LaGuardia's firm commitment to career preparedness and cooperative education, but equally important was the belief in educating the whole student. In part, the Goals responded to concerns that some students had been philosophically shortchanged. The Goals were a way of reasserting a basic belief that liberal education can indeed be the partner of developmental and career education in the community college. The College has reaffirmed its commitment to the centrality of Common Goals. There is also the belief that a recognition of the Goals by all College constituencies will help to assure that students receive a meaningful education within the parameters of a two-year curriculum. As curricula and programs are being reviewed and revised in preparation for the new calendar (1992), the College has urged that awareness of the Common Goals be a guiding force in the curriculum process.
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Common Goals

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PART II

SECTION 5

THE COLLEGE AS EXPERIENCED BY STUDENTS

RECRUITMENT/ENROLLMENT/INFORMATION DISSEMINATION
(PUBLICATIONS, ADMISSIONS, TESTING, AND ORIENTATION)
RECRUITMENT/INFORMATION DISSEMINATION
(PUBLICATIONS, ADMISSIONS, TESTING, AND ORIENTATION)

A major goal of the College is commitment to the New York City community and to its diverse population, from the high school student to the retired person. Demographics from the Fall 1996 New Student Survey (Appendix A, Demographic Survey) indicate that recruitment efforts yielded a new student population which included: Asian, American Indian, Black/African-American, White, Hispanic, Other, and 6% other. Compared with similar statistics from 1995, this breakdown demonstrates a 5% increase for Asian populations, a 1% increase for Hispanic populations, and a 1% decrease for Black/African-American populations.

Over the five year period, the survey indicates that the ratio of male to female students has remained fairly stable, 41% female to 59% male. LaGuardia has seen an increase in the age of new students with a 3% increase in enrollment for students 24 years and older. Most students, 65%, reside in the Borough of Queens.

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Total: 1415

1415 - 1528 = 113
A major goal of the College is commitment to the New York City community and to its entire adult population, from the high school student to the retired person. Demographics from the Fall 1990 New Student Survey (Appendix A, Demographic Survey) indicate that recruitment efforts yielded a new student population which reflects the diversity of New York City. The self-reported ethnic breakdown is 36% Hispanic, 32% Black/Afro-American, 15% White/Caucasian, 11% Asian, and 6% other. Compared with similar statistics from 1986, this breakdown demonstrates a 5% increase for Asian populations, a 1% increase for Hispanic populations, and a 4% decrease for Black/Afro-American populations.

Over this five-year period, the survey indicates that the ratio of male to female students has remained fairly stable, 61% female to 39% male. LaGuardia has seen an increase in the age of new students with a 3% increase in enrollment for students 26 years and older. Most students, 60%, reside in the Borough of Queens.

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Fiorello H. LaGuardia Community College -- Demographic Survey

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The new student population also reported a range of economic backgrounds. Over the past five years there has been a 14% increase in the number of students self-reporting family incomes of $15,000 or more.

In addition, the survey demonstrates:

* a 9% increase in non-US citizens,
* a 2% increase in students reporting that they have lived in the US fewer than three years, and
* an 8% decrease in students reporting English as the language they speak best.

**PUBLICATIONS**

One way in which the College reaches out to these varied populations is described in the College's Transition Report prepared in June, 1989.

The Admissions Office, as one of the major public relations representatives for the College, has primary responsibility to recruit individuals to attend LaGuardia Community College. In its efforts to represent the college as a whole, the office works closely with internal and external groups, such as private and public high schools, the New York City Board of Education, community groups including Veterans Centers and GED Centers, in addition to a number of unions and churches, the Division of Adult and Continuing Education, college departments and the Office of College and Community Relations. The office's wide-ranged outreach efforts include attending high school college nights, college and career days, participating in public speaking engagements, conducting classroom visits, and organizing on-campus tours. Through the recruitment process, the office is able to provide a wide variety of populations with information about college programs and to advise them about career options.

Publications used for recruitment are distributed in such a manner to ensure that the College's message reaches all constituencies of the community. Catalogs, college profiles, brochures, and newspapers are sent to all of above groups. Photos, audio cassettes, and videos, used in recruitment, feature students and staff from varied language and ethnic backgrounds, reinforcing
the College's commitment to pluralism in recruitment and retention. All of the above materials are available for review from the Admissions Office. (See also Section 32: Publications, Promotional Literature.)

In 1990, a review of assertions found in LaGuardia's posters, flyers, audio tapes and videotapes focused on the accuracy of publications used for recruitment. The review affirmed the College's claims:

* LaGuardia offers 35 career and major options;
* transfer to four-year college is a strong possibility if the student is interested;
* three 3-month internships are required for all day students and are optional for extended-day students;
* 350 leading corporations and organizations participate in the Cooperative Education program;
* students will be taught interview and resume writing skills;
* starting salaries average 10% higher than for other community college graduates in the region;
* students may choose to study during the day or at night; and
* many opportunities for extracurricular involvement are available including a student newspaper, a radio station, many different clubs, and recreational facilities.

For example, more than "35 career and major options" are available (Appendix B, The College Catalog). Transfer to a four-year college is strongly emphasized: a separate office dealing with transfer, The Career and Transfer Center, sees more than 10,000 students a year. (For further information see Section 17: Graduation, Articulation and Transfer.) Most day students serve three internships. It is claimed that 350 corporations and organizations participate in the Co-op program, while in fact the latest figures indicate in excess of 400 are participating. Students are taught resume-writing and interviewing skills during their Co-op Prep courses and can receive more help from the Placement Office if necessary. The College has a large simulated interview program where faculty and staff role-play mock interviews as business executives and personnel managers. Afterwards, the student's performance is critiqued and a report is sent to the student's Co-op advisor. In addition, 29 percent of our students are classified as Extended Day students, but many day students also opt to study in the evening. For example, in Spring 1991, 255 sections (34% of the total number of sections) were offered in the evenings or on Saturdays while 483 sections were offered during the day. Although budget reductions have caused a number of offices to reduce hours, most facilities, e.g., library, bookstore, cafeteria, are open for extended day students (Appendix C, Services for Extended Day Students). Opportunities for extracurricular involvement are many--the student newspaper, The Bridge, produced four issues last year and has recently been "computerized" to allow desk-top publishing. There is a radio station, many clubs and gym facilities. In addition, students are encouraged to "design their own activity or club" and are assisted
in doing so by the Student Activities Office (Appendix D, Calendar of Events and Activities).

Certain claims use highly subjective terms and pose a challenge to evaluation. For example, "small class size" has been advertised. In general, class size average has compared favorably with other institutions. During the Spring 1991 quarter, the maximum class size for lower level remedial/developmental courses averaged 22 students. The higher level remedial/developmental classes averaged no more than 25 students. Higher level courses containing lab components such as Oral Communication averaged 25 students per class while an Introduction to Accounting course averaged 32. The size of advanced courses varied, e.g., Computer Logic I averaged 20 students while Computer Architecture averaged 34. Although the College has been committed to keeping class size as small as possible, future budget cuts will inevitably cause class size to increase.

"Personal attention" is promised. Further, students are told they will receive "help and counseling on personal and academic problems." While counselors are currently overburdened and unable to provide as much attention as they would like, particularly in the area of personal counseling, students do receive guidance in their registration as well as personal attention from counselors during their first term when they take New Student Seminar. As mentioned previously, career and transfer counseling is available, and heavily used by students, in the Career and Transfer Center.

The personal attention given by instructors varies from course to course and teacher to teacher as is natural in such a varied and human situation. Office hours, during which instructors are urged to meet with individual students, are mandated by the College. A 1988 Communication Task Force self-evaluation study polled staff and students on their perception of the attention and communication process in service offices. Staff members reported themselves as very confident and effective in communicating with and assisting students. Students reported that they found the information and assistance they received from the staff useful, accurate, helpful and presented in a friendly and professional manner.

**DELIVERY OF SERVICE**

Upon admission to the College, students still need extensive and in-depth information about the College's goals, options from which they have to choose, testing, financial aid, Co-operative Education, and College policies and procedures. Since the various functions operate from several different offices and divisions, a New Student Committee consisting of representatives from Admissions, Testing, Registrar, Student Services, Student Activities, Financial Aid and Co-operative Education meet at least quarterly, and often more frequently, to coordinate activities. In addition, there is frequent communication between individual staff members in each office to assure integration of services. A special effort is made not to
overwhelm prospective students with information. Correspondence is carefully paced and coordinated so that students receive documents in a logical and timely order and so all phases of the admissions to registration process are integrated. In short, much attention is given to offer new students order and process.

In terms of the adequacy of service delivery, the 1988 Communication Task Force was formed to evaluate the oral and written communication that takes place between the College and prospective students. In a survey of student perceptions of the Admissions Office, students were asked to rate it on the usefulness and accuracy of the information they received, and on the treatment they felt they were given. Respondents reported positively on their experiences with the Admissions Office, generally stating that service was friendly, professional, and clear and that the information they received was useful and accurate. Out of a total of 75 students who offered an opinion, 54 characterized their experiences with the Admissions Office as either "excellent" or "good," while 21 described them as "fair" or "poor."

In October 1990, the Admissions Office was again evaluated. First, volunteers were asked to go to the Office posing as prospective students requesting information and assistance for a variety of needs. All of the volunteers were non-native speakers of English. One, a Chinese speaker, spoke very little English. The others were all Spanish speakers with varying degrees of English fluency. They then reported on their experiences and rated the performance of the personnel and the helpfulness of the information and documents they were given. All reported that their questions were answered completely and politely. The Chinese student was offered the opportunity to make an appointment to meet with a staff person who spoke Chinese. The staff member took pains to speak slowly and wrote down all the important information the student needed. The other students either spoke English without problems or were immediately referred to a staff member who spoke Spanish. All reported favorably on their treatment by the staff and said they left with all their questions answered.

Further evaluation was done in late October, 1990. Questionnaires were administered to new students in Basic Skills classes, asking them to recall their experiences in dealing with the Admissions Office and, in retrospect, evaluate its usefulness. The following areas were rated: professional attitude, friendliness, courtesy, efficiency, and quality of the information received. The responses were favorable by a ratio of approximately two to one. Students were asked to write subjective comments on their experiences. The comments included words like "perfect, friendly, and polite." One person wrote, "I was surprised. Usually people who work in school offices are nasty. I was approached quickly and all my questions were answered nicely." More than one respondent suggested that the office needed more people who speak languages other than English. On the other hand, several students complained
that they had to wait a long time to be served and that directions were sometimes unclear. One student who contacted the Office by mail and had to wait three weeks for a response complained that "they gave me the runaroud. It was like they didn't want to help me."

The 1988 Communication Task Force report indicated that Admissions personnel rated their ability to listen carefully to students and their ability to offer help to students as "good to excellent." They stated that they "rarely" do not know how to deal with students' questions or concerns. They also rated the help they received from co-workers and supervisors as "helpful." They are "rarely to sometimes" confused and made uncertain by their own procedures.

One staff member stated that Admissions personnel are very diplomatic and sensitive to the students' cultural backgrounds because they themselves come from a variety of backgrounds: Afro-American, British, Chinese, Colombian, Dominican, Ecuadorian, Haitian, and Pakistani.

It should be noted that Admissions is a non-stop operation, currently admitting students four times per year. For example, during a half-hour observation, there was an average of two prospective students being helped at all times. It is this high volume of service, the many outreach contacts, and the constant exercise of staff skill and knowledge which enable personnel to stay focused on the complex role of recruiting and admitting students. The conclusion from these documents is that, in the main, Admissions staff perceive themselves and are perceived by their clients as knowledgeable and helpful.

TESTING

A very important part of the admissions process is the City University of New York (CUNY) Freshman Skills Assessment Program (FSAP test). This placement instrument consists of two multiple choice sections, one in math and one in reading, and a writing sample. The FSAP, as its name implies, is used to determine at what levels in the critical areas of language arts and mathematics students will begin their studies. This test is taken by all City University students. The only students at LaGuardia exempted from this requirement are students holding baccalaureate degrees from accredited U.S. institutions, LaGuardia graduates, or students who have taken the test at a CUNY institution within the past year. (See also Section 6: Basic Skills.)

The FSAP test also plays a critical role in the transfer of students to other CUNY institutions. Several of the senior colleges may deny admission to community college students who have not passed all three FSAP tests; some colleges require students to repeat basic courses upon transfer. In that LaGuardia requires students transferring into LaGuardia to repeat basic courses in areas where FSAP scores justify such placement, all transfer students are sent, along with their letter of acceptance, a "Transfer Fact Sheet" which
encourages all to retake the exam regardless of whether the test has been taken in the past year (Appendix E, Special Information for Transfer Students). Approximately 65% of transfer students are required to take the FSAP. Of the remaining 35%, less than 10% opt to retake the exam.

Students are notified of the FSAP requirement via a number of routes. The first notification that the test must be taken is addressed in the student’s acceptance letter. Students are then mailed a testing appointment letter in which the rationale for the test is addressed. Students are told where to attend and what necessary articles to bring with them. The duration of the test, approximately three hours, is also indicated.

After students have been admitted they are notified as quickly as possible of the next scheduled test. If they do not appear, they are again notified until they receive a "Last Day to Test" letter. Depending on when students are admitted, they may receive as many as four invitations to test.

Along with the testing appointment letter, which all U.S. based students receive, students receive the "Student Information Bulletin," a CUNY-wide document which provides sample questions as well as a rationale for tests and their scoring (Appendix F, FSAP Student Information Bulletin). In a focus group conducted for the 1988 Communication Task Force, 60 students were surveyed as to the readability, interest level, and their general reaction to the "Bulletin." Fifty-three students indicated that the bulletin was understandable, interesting, and pleasing to read. It was suggested by some foreign students that receiving the Bulletin a few weeks before taking the placement test, instead of receiving it on the test date, would allow time for absorption and a better understanding of the instructions. (Foreign students residing outside the US are given a date by when they must report to the Admissions Office. Upon arrival, the Foreign Student Advisor assigns a test time and date.)

In the same report, many non-native English speakers indicated that they did not understand some of the words which were used in the sample literature. Examples of such words cited by students include: acquaint, bachelor’s, boundaries, enable, lacking, proficiency, randomly, range, and regardless.

Every possible attempt is made to provide a range of testing hours. Evening tests are regularly scheduled to accommodate Extended Day students. The College has also designated a counselor to coordinate all services for students with disabilities. Official documentation usually provides the counselor with information which enables her or him to decide what kind of special aids or adaptations may be needed to eliminate disability as a variable in determining success or failure in tests. However, the same evaluation standards are applied to disabled students as to all other students.

Depending on the disability, the student may be administered the test orally, or be provided the use of readers and/or scribes as well
as extensions of time for the duration of the tests. Some special
devices and equipment provided by the College are:

- a large print copier for the visually impaired
- closed circuit television for the visual and hearing impaired
- A Kurzweil reading machine which reads printed text
  through synthetic speech
- two IBM computers which are adapted with large print displays and speech
- interpreters for students who must rely on sign language.

In late January 1991, students in New Student Seminars were
surveyed as to how accurate they perceived their first term
placements to be (see Appendix G, Student Survey). Results indicate
that 82% of students were satisfied with their Math placements. Of
those not satisfied, 6% indicated that they were reassigned in a
satisfactory way. Similarly, 88% were satisfied with their initial
English placement; of those not satisfied, 3% felt they were
reassigned in a satisfactory way.

The Math Department feels that the FSAP is not utilized to its
maximum effectiveness. Though there is as yet no hard statistical
evidence to validate this claim, it is believed that two very important
drawbacks exist. First, non-native speakers do not perform to
capacity because of the language content of the exam. Secondly,
students can be placed into inappropriately high levels due to strong
arithmetic skills and, thus, high scores. However, they may lack the
algebra background necessary to successfully handle a course.
Replacement processes must be utilized to rectify problems.

ORIENTATION

Another important activity in the Admissions process is
orientation. Traditionally, orientation served as a recruitment tool,
i.e., as a means to encourage admitted students to test and to
register. Orientations were scheduled prior to the FSAP test.
However given scheduling conflicts and dwindling resources, the
orientation has recently been used as a retention tool for those who
have shown some commitment to attending the College, i.e., students
who have already tested. This change in direction enables
orientation to provide instruction on what the College' goals are,
especially Co-operative Education, to provide a sense of intellectual
and social life at the College, and to introduce survival skill
interventions. In many ways, this revised focus has made the
orientation much more informative and incorporates more areas of
the College.

All tested students are invited, with a special effort made to
reach those admitted later in the cycle--a population previously not
well accommodated. Students are notified either by mail or, for late
admits, by invitation distributed in Admissions. The orientation
consists of a number of parts: introduction to the College; survival
skills with problem-solving exercises; micro-lessons given by a
master teacher; and Co-op, Student Government, and informal
sessions. Students also have contact with Financial Aid, student clubs, and Student Activities. The intent is to create a positive impression and personalize contact. Day and evening sessions are always offered. Orientation is always offered in the Main or Satellite Building, thereby insuring disabled accessibility. A sign language interpreter is also available if requested.

In addition, the orientation does not exist in isolation. It is followed in the student’s first quarter of study by a New Student Seminar, a required course for all new students.

The New Student Committee in evaluating the effectiveness of orientations finds both strengths and weaknesses. There is the perception that students who attend orientations are retained and do well. It is not clear as yet if this is because the better-organized and more highly motivated students make the effort to come or because the orientation has helped them get off to a better start.

In terms of areas for improvement, it is generally agreed that there should be more faculty and student involvement and that it should be longer; the College tries to do in a three-hour block of time what should take place over a three-day period. A long-term goal is to develop a program which involves a College-wide effort. This type of orientation would incorporate a series including workshops, testing, and registration.

In addition, all foreign students are invited to attend an all-day orientation offered jointly by the Division of Cooperative Education and the Foreign Student Office. The foreign student orientations are offered in the Fall, Winter, and Spring quarters. Topics include cultural adjustment and culture shock, immigration rules, characteristics of the U.S. university system, cooperative education, college facilities, and academic questions. Also, special activities are incorporated to get students to socialize, thus reducing isolation. Presenters typically include faculty, associate deans, students, and the Foreign Student Office staff.

In general, the collaboration of the various offices responsible for services to newly admitted students has improved greatly. In turn, this collaboration has led to greatly enhanced services for students as well as opportunities for further refinement and enhancement of messages and procedures.
SECTION 6

BASIC SKILLS

Introduction

In May of 1991, LaGuardia's Office of Institutional Research released "The 1988 Cohorts Report" that describes students' progress toward graduation and the variables that affect their achievement. The need for remediation in basic skill--writing, reading, or mathematics--was a key variable in students achieving a degree.

Of the 2,397 first-time degree candidates admitted to the college in Fall 1988, over one-third (34.5%) required remediation in reading; nearly two-thirds (62.4%) needed remediation in writing; and over two-thirds (67.8%) needed basic mathematics. Four-fifths (80.7%) of the group needed remediation in at least one area of the basic skills. Close to one-third (28.3%) required remediation in three areas. The purpose of the Basic Skills Program at LaGuardia is to address these needs.

Each separate department constitutes LaGuardia's Basic Skills Program: English (writing), Communication Skills (reading), Humanities (speaking), and Mathematics. Students are placed into appropriate levels of basic skills courses in these areas according to their scores on the Freshman Skills Assessment Program (FSAP). The FSAP consists of a series of competency examinations in writing, reading, and mathematics; there is no competency exam for speech. Test results are communicated to new students in their "First Quarter Program" which is sent to them before their first registration. This computer-generated document evaluates student scores and prints out the specific basic skills courses each student is required to take in her/his first quarter. The document also indicates other courses the student may take. To facilitate planning by advisors and students for future quarters, a complete list of all basic skills courses required for each student in the second and subsequent quarters is included.

Basic skills courses are offered frequently. In the Fall quarter of 1989, a total of 262 basic skills courses were run at LaGuardia: 97 sections of basic reading; 73 sections of basic writing; 22 sections of basic oral communications; and 70 sections of basic mathematics. During the Fall-to-Winter and Winter-to-Spring Intersessions, one to four week-long "Intensive" or "Express" courses are offered in English, Reading, or Mathematics; these courses constitute the Basic Skills Interim Course Program. The number of sections offered during the regular term remains stable and constant for Fall and Spring quarters when new student enrollment is high; the number drops by approximately one-third to the Winter quarter, with sections serving primarily continuing basic skills students. The number of sections offered decreases by at least 50% in the Summer term when student enrollment traditionally is at its lowest. The year 1989 proved to be the exception to this pattern; 1989-1990 saw the addition of CUNY's budget crisis because fully staffed.
Section 6
Basic Skills

Introduction

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Of the 2,327 first-time degree candidates admitted to the College in Fall 1986, over a third (37.4%) required remediation in reading; nearly two thirds (63.4%) needed remedial work in writing; and over two thirds (67.4%) needed basic mathematics. Four-fifths (81.7%) of the group needed remediation in at least one area of the basic skills. Close to one-third (28.3%) required remediation in three areas. The purpose of the Basic Skills Program at LaGuardia is to address these needs.

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in that academic year, the English Department offered 97 sections of basic writing in the Fall quarter, dropped to an expected 63 sections in the Winter but leveled off to a low of 69 sections in the Spring; 25 sections concluded the academic year in the Summer quarter. The reduced budget did not permit the cost of additional sections.

As noted previously, the Office of Institutional Research charted the Fall 1986 class's progress through the summer quarter of 1990. What percentage of basic skills students had graduated by summer 1990? The report statistically verifies what basic skills instructors know so well:

... The relation between how much remediation is needed and outcome is not only significant... but appears to be linear; that is, those who require no remediation graduate at the highest rate (36.4%), those who require remediation in one basic skill graduate at the next lower rate (30.9%), those who require remediation in two basic skills graduate at an even lower rate (25.3%) and those who require the most remediation graduate at the lowest rate (18.8%). (p. 11)

How does the Basic Skills Program answer this challenge? In the last periodic review report (1979-1984), the activities of a comparatively young Basic Skills Program were described generally. Now, however, the complexity of each department's concerns for both teaching and learning from developmental students demands fuller articulation. The following comments from each component of the Basic Skills program will detail those concerns.

The English Component: Basic Writing

The Basic Writing courses of the English Department prepare students to write clear, well-organized essays that reflect both use of the whole process of writing and careful critical thinking. The English Department has recently revised the goals for all basic writing courses--English 097, 098, and 099--with the intent of strengthening the continuity of both content and pedagogy throughout the entire sequence. Each of the three courses emphasizes substance and structure in essay writing, along with grammatical, mechanical, and stylistic concerns. Teaching from one course to another focuses not only on reinforcing skills already taught and adding new ones but on increasing the rhetorical breadth and the length of essays. A full description of the specific goals of each of the courses is in the Revised Basic Skills Goals, which appears in Appendix A.

Students are placed into basic writing courses according to their scores on CUNY's Writing Assessment Test. The Writing Assessment Test, the 50-minute essay which is part of the FSAP, is a reasonably accurate diagnostic placement measure with a 15% possibility for error. The English Department policy is to place a student with a score of 2 either in the English as a Second Language Program, depending on the length of time she/he has been in the United States, or in English 097. A score of 4 sends the student into English 098, while a 5 places the student into either English 098 or
099, depending on the Reading Assessment Test score. A student with a score of 6 on the WAT goes to 099.

The highest level of basic writing, Basic Writing III (English 099) is the course in most demand and is currently offered in five different modes:

a.) as a regular 10-week-long course;

b.) as a week-long intersession Express course (ENZ 099--five days, 9am to 5pm) that carries credit and offers grades;

c.) as part of the Prefreshman Summer Program--a week-long non-credit intensive (five days, 9am to 5pm) for new students who want to complete their basic skills courses before the Fall quarter; graded pass / fail;

d.) as part of the Supercluster Project;

e.) as part of a pair with basic Oral Communication or Reading courses.

Pass Rates for Basic Writing Courses

Given that the National Council of Teachers of English reports nationwide pass rates in basic writing courses as approximately 50%, the English Department enjoys well above average success in its basic writing courses. The following pass rates, the most current available, are from the Winter 1991 quarter:

Regular 10-week courses

English 098: 60.7%
English 099: 55.5%
ENX 099 (for first quarter students only): 60%
ENE 099 (for first quarter evening students only): 64.3%

The 099 Express

ENZ 099: 91.3% (It should be noted that only two sections were taught in this quarter. However, the pass rates of ENZ 099 are generally high, hovering at the 75% mark: 75% in Winter 1989 and 74.1% in Winter 1990.)

099 in the Prefreshman Summer Program

The pass rates of English 099 students enrolled in this program are impressive. Of a total of 125 students taking the Summer 1990 Prefreshman Summer Program course in English 099, 88 advanced in Fall 1990 to college-level English--English 101--a total of 70.4%. This program, a model in the CUNY system, offers intensive basic skills instruction in writing, reading, and
mathematics to incoming students whose FSAP scores indicate a need for remediation. In addition, the Program provides the incentives of money for food, transportation, and books.

The Supercluster

The Supercluster required students to take Basic Writing III, Basic Reading III, and Basic Math I in intensive computer-assisted modes, with each course in turn running for four hours a day for 3.3 weeks. However, in the Fall of 1990, the Supercluster was reshaped for greater cohesion: Basic Writing III (English 099) was redesigned to function as the thematic ten-week-long "linking" course—the prominent common thread that bound the three courses. All reading and writing assignments were reworked to relate to the issues raised in Basic Reading III and Basic Math I. Such meticulous planning reaped great rewards: the pass rates at the end of the Fall 1990 quarter for both Basic Writing III and Basic Reading III were 92%. The pass rate in Basic Math I was 88%. The composite pass rate for all three courses was 90.7%, compared to composite pass rates college-wide of about 67%, based on 1989-1990 figures.

Pairs

The Departments of English, Math, Communication Skills, and Humanities frequently work together to both integrate and reinforce the basic skills of speaking, listening, writing, reading, computing, and thinking critically. There have been several specific course pairings that serve to integrate these skills: Since 1982, the "Critical Thinking" Humanities course has been paired with the ENX 099 course. Students enrolled in this synergistic pairing have passed the English 099 Exit Examination at a rate of 82% (as compared to 52% college-wide). Since the inception of the Prefreshman Summer Program, there have been pairings of Reading and Writing. In the Fall 1990 quarter, English 099 and Humanities 101 were paired, as were English 098 and Humanities 098 in the next quarter. The latter was an innovative approach stressing idiom, vocabulary building, synopsizing and oral presentation.

While research into pass rates for specific recent pairs at LaGuardia is currently underway, the lessons of the supercluster indicate that pairings focus and reinforce learning across the basic skills curriculum. Past experience and data collected from similar national efforts support this conclusion.

While all of the basic writing pass rates are above average, their improvement is the continual goal of the English Department. What is encouraging, if not exciting, in the face of the new calendar structure is that the more intensive the contact hours per course—for example, the fourth hour of ENX 099 and the five eight-hour days approach of the 099 Expresses -- the higher the pass rates. In addition, the Supercluster Project reveals that the intensity of thematically linked basic skills courses with access to computer
technology speeds students' progress through the basic skills classes and on to college-level coursework. The more time focused on a course in the term, the less time the student spends in basic skills courses. These creative formats should flourish in both the 12-week and 6-week configurations of the new calendar.

**Pedagogy and Faculty Development**

The English Department has made strides in every area from computer-assisted education to collaborative learning techniques. For instance, literature is now more fully utilized as a basis for teaching writing. Basic writing instructors also frequently employ collaborative learning techniques—peer-critiquing and discussion workshops—to make students more responsible for their own learning.

Computer-assisted instruction is frequently employed: in the 1989-1990 academic year, 26 sections of basic writing made use of the microcomputer labs, both the IBM and Mac Labs. While research has not proven that computer-assisted instruction increases pass rates, the qualitative evidence is immediately apparent to instructors: students like to write with the computer. Preparing and revising an essay become more pleasurable activities. The English Department's computer-assisted basic writing courses include those in the traditional 10-week sequence, the 099 Expresses, and the Supercluster Project.

The English Department's Writing Center has been developing new programs and continuing with successful ones. The ENL Labs (one class per week attached to all Basic Writing courses with a lab tutor to reinforce writing skills being taught in the course itself) are being refined and new ones are being added. The Writing Center can be credited with helping those students who might normally drop out or fail by providing one on one or small group tutoring. In addition, the Writing Center has been conducting special ENL labs for ENG 099 Repeaters. (See Section 9 of this report.)

The English Department provides various outlets for ongoing faculty development: the activities of the Basic Writing Committee; publications such as The Basic Writing Handbook; orientation for new faculty, adjunct and full-time; monthly English department meetings; specific faculty workshops, both ongoing and those that perform an ad hoc service, for example, Question and Answer Sessions with adjunct faculty and the Director of Composition; WAT Reader Training Seminars; and the Mentoring Program for adjuncts.

**Student Feedback**

In the ninth week of the 1991 Spring quarter, a survey was distributed to students enrolled in basic writing classes. One hundred students responded. These students represented a cross-section of classes: English 098 (Basic Writing II) and English/ENE/ENX 099; they were both day and evening students;
their instructors were both full- and part-time teachers. On a scale of one to ten, with one being most negative and ten most positive, the following averages were tallied in twelve different categories of concerns:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college level work.</td>
<td>8.6</td>
</tr>
<tr>
<td>2. Skills have improved.</td>
<td>8.4</td>
</tr>
<tr>
<td>3. Overall course rating.</td>
<td>8.5</td>
</tr>
<tr>
<td>4. Comparison with other basic skills courses.</td>
<td>8.4</td>
</tr>
<tr>
<td>5. Quality of class discussion.</td>
<td>8.6</td>
</tr>
<tr>
<td>6. Teacher's presentations.</td>
<td>9.2</td>
</tr>
<tr>
<td>7. Helpfulness of readings and assignments.</td>
<td>8.8</td>
</tr>
<tr>
<td>8. Instructor's openness to different views.</td>
<td>9.1</td>
</tr>
<tr>
<td>9. Professor's availability</td>
<td>8.9</td>
</tr>
<tr>
<td>10. Helpfulness of the lab.</td>
<td>7.1</td>
</tr>
<tr>
<td>11. Helpful in everyday life.</td>
<td>8.4</td>
</tr>
<tr>
<td>12. Recommendation of course.</td>
<td>9.0</td>
</tr>
</tbody>
</table>

The results of this survey are encouraging, particularly the high points concerning instructors' presentations, students' recommending the course, and instructors' openness to divergent student views. The last point is particularly encouraging considering the English Department's commitment to pluralism and its respect for student diversity.

The goals of the College and the CUNY-wide mandate on pluralism are definitely reflected in the basic skills curricula of the English Department. Professor Eleanor Tignor, the Chair of the Faculty Task Force for Balancing the Curriculum for Pluralism and Diversity, prepared a report, based on a questionnaire sent out to all faculty. The Report states:

Currently, the [English] Department teaches probably its richest range of texts which have not been historically "in the canon," ones representing the multiethnic nature of our society and our student population and reflecting the concerns of minorities and women. (3)

**Recommendations**

1. As the survey makes apparent, the ENL tutorial labs need to be strengthened. This concern is echoed in another survey of students who had successfully completed their basic skills courses (see closing remarks). Clearly, the ENL labs need to have more direct and energetic connection to the students' basic writing course.
2. The Supercluster should continue to be offered and should be further refined. (See concluding Basic Skills Program recommendations.)
3. The role of the WAT re-test in English 099 should be re-evaluated. Indeed, the new time-intensive basic writing course configurations may be used to improve pass rates.
4. Class size should be reduced as soon as it is feasible to do so. It should be noted that the National Council of Teachers of English
recommends that basic writing courses include only 15 students. However, at this point, the supermaximum for basic writing course registration has been brought up to 25 students, and in some cases higher, which is clearly quite a hardship both for students and faculty.

In addition, there has indeed been a negative impact on special services in the English Basic Skills area because of the budget crisis. The areas which have been greatly affected are the Writing Center and support services for the Computer Labs. Therefore, the very areas that have been cut are the ones that have been traditionally over-utilized when there are cutbacks in the primary area. Specifically, the Writing Center has been asked to absorb a 25% cut in budget. In essence, the cuts have necessitated eliminating all Saturday hours and closing at 1:10pm on Fridays. Student-tutor ratio is up 3:1, sometimes 4:1. Funds for Hourly Assistants in the Basic Writing Microcomputer Labs have been drastically cut: the labs are only open during class hours, with two open periods, and there are no evening lab technicians.

Tutors in the classroom may be a positive response to increasing class size, if funds are available. Also, innovative and efficient course modes, such as Expresses, the Prefreshman Summer Program, and the Supercluster, may provide solutions for how to use time and money effectively. The English Department will continue to explore these options.

The Communication Skills Component: Basic Reading

Communication Skills is the name of the reading department at LaGuardia whose task it is to help develop reading proficiency to the point that students can handle the majority of entry level college textbooks with an instructor's assistance. In order to do this, the Department must assess a student's ability. Students are placed in one of three classes or a workshop based on reading scores on the DTLS, a standardized reading test. This exam is viewed as a rough screen at best. Instructors do further testing in the first week of class by having students write a summary of an article at each course's appropriate level of difficulty. Students also take another standardized reading test. If the data from these two measures suggest an inappropriate placement, then students are transferred into a different level course.

Program

The CSE 096 Reading Workshop services students with the greatest needs. Individual diagnosis is done through non-standardized measures such as summary writing and cloze tests. Attention is given to reading narratives and literal understanding of appropriate level material. As students progress through CSE 097, 098 and 099, material of greater complexity is introduced. The shift is also away from narrative to exposition and from concrete to abstract. Instructors address study skills and basic textbook structure such as
table of contents, headings, index and glossary. This is the easy part; the difficult task is to broaden students' experience with academic concepts and vocabulary so that college texts are more accessible to them. Thus, vocabulary development is critical. Because of the range of majors, instructors teach "generic" vocabulary unless the course is paired with another area such as accounting. Most importantly, instructors work with ideas, trying to focus on the author's message to determine major points and supporting details. Faculty also introduce students to different genres and work with summarizing. In CSE 099—the final and most complex course—the focus is on test-taking skills and inferential reading. Because of time limitations and the mandated exit criterion of an 11.0-grade equivalent score, the DTLS, students can only be introduced to comparative and critical reading. Higher level literacy is the focus of the CSE 103 Advanced Reading and Study course, an elective.

For the most part, the pass rates in basic reading are consistently above average:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 1988</th>
<th>Winter 1989</th>
<th>Spring 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 096</td>
<td>80%</td>
<td>61.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>CSE 097</td>
<td>49%</td>
<td>70.8%</td>
<td>65%</td>
</tr>
<tr>
<td>CSE 098</td>
<td>65.6%</td>
<td>60.9%</td>
<td>64.8%</td>
</tr>
<tr>
<td>CSE 099</td>
<td>53.5%</td>
<td>46%</td>
<td>48%</td>
</tr>
</tbody>
</table>

It is not surprising that CSE 099—the most difficult basic reading course often taken with college-level work—has the lowest overall pass rate.

Assessment

Effectiveness of instruction is constantly monitored. Instructors are required to pre and post test students using two diagnostic instruments: one a standardized reading exam and a summary of an article. The final set of tests is kept on file in the Department. Both the Testing Committee and the Personnel and Budget Committee examine the pass rates and student performance.

A questionnaire with a scale of 1 (most negative response) to 10 (most positive response) given to 85 basic reading students showed the following results:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college level work.</td>
<td>8.8</td>
</tr>
<tr>
<td>2. Improvement in her/his reading.</td>
<td>8.7</td>
</tr>
<tr>
<td>3. Overall course rating.</td>
<td>8.7</td>
</tr>
<tr>
<td>4. Fairness of workload.</td>
<td>8.8</td>
</tr>
<tr>
<td>5. Quality of class discussion.</td>
<td>9.0</td>
</tr>
<tr>
<td>6. Helpfulness of teacher's presentations.</td>
<td>9.3</td>
</tr>
<tr>
<td>7. Helpfulness of readings and assignments.</td>
<td>9.1</td>
</tr>
<tr>
<td>8. Instructor's openness different views.</td>
<td>9.2</td>
</tr>
<tr>
<td>9. Professor's availability.</td>
<td>9.0</td>
</tr>
<tr>
<td>10. Helpfulness of the lab.</td>
<td>6.7</td>
</tr>
<tr>
<td>11. Helpful in everyday life.</td>
<td>7.7</td>
</tr>
</tbody>
</table>
12. Recommendation of the course.

These findings reveal confidence that students’ work in reading was useful and appropriate. Particularly enthusiastic are the responses concerning the caliber of class discussion, teacher’s presentations, readings and assignments, and instructor’s openness and availability.

However, the weakest component revealed by the survey was the lab component. The mandatory lab component provides an ongoing opportunity to evaluate our tutoring operation. All students fill out an evaluation form every term (see Section 9 on labs). The data from this recent survey conflicts with previous surveys on the lab which were far more positive. In previous years, lab sections were staffed with two tutors rather than one, which is now current practice due to budget cut-backs. The continuity of the reading lab was also interrupted for two weeks in the Spring when the survey was conducted because of the student protest. This disruption in service and the reduced staffing may account for some of the variance discovered.

Strengths of the Program

The Communication Skills Department has evolved in a direction which research suggests is a positive one. That is, the Department has moved away from teaching isolated skills to using a theme-centered approach with attending strategies. (See College Reading and Study Strategy Programs. Flippo and Coverly eds., International Reading Association, 1991.)

In addition to pedagogical progress, the Department has broadened its outreach effort and has offered a number of paired courses with other departments. The Accounting/Reading pair, for example, has demonstrated a consistently better pass rate for students in Accounting I compared to a control group of students taking Accounting and Reading in the usual unlinked mode.

The College’s concern with pluralism has focused attention on curricular revision. Instructors have made a concerted effort to include diverse materials in their approach. Indeed, most were already doing so before the mandate. As a part of the College’s pluralism effort, instructors have also been coached on alternate structures for instruction.

An April 1991 survey of the 10 full-time faculty revealed the following information about teaching practices. Half of the Department regularly uses the discussion circle as opposed to lecture seating. Three other members formerly used this arrangement but have abandoned it until the move to quarters with larger classrooms. Seven out of ten members require a formal class presentation by students. Eight out of ten regularly use media to supplement instruction. Six out of eight show the film version of a novel read in class to compare and contrast with the film. Three out of ten use student panels or debates to examine critical issues studied in class. All of the Department members use small groups at various times.
One frequent use of small groups is peer critiquing of summaries written in response to assigned articles.

Since the adjunct population changes each term, it is sometimes difficult to provide assistance in a timely way. However, the Department does provide regularly scheduled training workshops to promote alternatives to the standard lecture format. It is accurate to say that veteran adjuncts use small groups and media on a regular basis as do full-time faculty members.

**Concerns**

Since even students who theoretically read at college level will experience problems with some of these texts because of technical vocabulary and unfamiliar concepts, understandably students reading below this point will have serious difficulty. Can students who are underprepared and/or underserved ultimately succeed? This answer is a qualified yes. Everyone at the College must remain cognizant of the issue -- higher literacy requires time and resources. To compensate in a term or two for what did not happen through the elementary and secondary literacy acquisition period is an extremely difficult task. The Department argues that higher literacy is only achievable if the following occur:

a. the institution provides the Communication Skills Department with entry level data and establishes a data base.
b. instructors, both in and out of the reading area, continue to provide challenging courses that require considerable reading and writing.
c. class size permits the critical student/instructor exchange both in person and through written assignments.
d. the institution provides adequate funding for tutor/counselor support.

The Department is also concerned that what has traditionally been the cutoff point for exiting courses (11.0 grade equivalent on a standardized reading test) is increasingly inadequate. It should be noted that the majority of texts are written above this cutoff point. Furthermore, the knowledge explosion has multiplied the concepts and attending terminology that are used at the introductory course level. The Department sees two avenues of approach: 1) raise the exit standard or 2) provide additional instructional strategies and support material for students and teachers. Both alternatives require considerable time and resources and thus deserve careful study.

Budget cutbacks seriously affect the Department's ability to provide quality support and instruction for students. This happens in two major ways. First, some of basic reading students require intensive individual assistance if they are to succeed. This support is provided by tutoring in our lab component. The Communication Skills Department has had to cut back to one tutor from our previous staffing of two per class. Tutors report frustration in trying to work even briefly with each of the students. Students complain that they are not receiving adequate attention and that they might as well do the lab work for homework if no one monitors their efforts. The
Extended Day coordinator of adjuncts reports that during the 1990-1991 academic year, 54 students who requested individual tutoring were turned away because of lack of personnel.

Second, increased class size has a negative effect on evaluation quality and quantity. The Department perceives this as valid because of its instructional philosophy. That is, the best way to improve reading is to give students plenty of reading to do, support them in their efforts and constantly monitor their work through written assignments.

**Recommendations**

1. The Department has been preparing for the day when a fully functional computer lab will be available. A Vocational Education Grant was secured that has provided faculty training with computers and some available reading programs. Utilization of a new College facility will permit the Department to compensate for some of the current staff shortages. Computer software is a long way from being adequate in the area of reading, but improvements have been made. Exploration of all possibilities for computer-assisted instruction will continue.

2. The Department has had difficulty doing meaningful research because of the lack of a database. However, the College is rectifying this situation at present, and it is expected that an operational base from which to work will be available in the coming year.

3. Additional outreach efforts with faculty must be made to demonstrate how they may reinforce sound reading strategies in their assignments and directions to students.

**The Humanities Component: Basic Speech Communication**

**Introduction**

Speech/language skills are those remediated by the Humanities Department. Currently, students are placed into HUC 098/099, the basic skills Speech Communication sequence, on the basis of their scores on the FSAP reading test. The program has evolved in this way: from a behavioristic approach to changing atomistic speech characteristics through writing assignments and written assessment to a phonetic approach that emphasizes patterns of speech and their use in varied social and cultural situations and that integrates reading and writing assignments and written assessment, with oral assignments and assessment.

**The Program**

An initial individual diagnostic, performed during the first week of classes of each term, targets pronunciation and oral grammar goals on which students will focus. This diagnostic includes an oral reading test of ten sentences as well as a brief
interview between instructor and student. At the end of the term of HUC 098, the diagnostic is repeated. In order to pass the HUC 098/099 sequence, at the end of HUC 099 students must pass the same diagnostic and present the contents of a two-minute speech, presenting and supporting a point of view on a current issue, in both written and oral form. Assessment of success in basic speech communication is being aided by standardized grading criteria for oral presentations and standardized oral and written exams throughout both HUC 098 and HUC 099.

Assessment of Program

Approximately 50 sections of Basic Communication Strategies (including both HUC 098 and HUC 099) are offered each year. Based on Fall 1990 grade distributions, an estimated 90% of students pass these courses. A questionnaire with a scale of 1 (most negative response) to 10 (most positive response) given to 38 students enrolled in HUC 098 indicated the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college level work</td>
<td>8.3</td>
</tr>
<tr>
<td>2. Skills have improved</td>
<td>8.2</td>
</tr>
<tr>
<td>3. Rating of course</td>
<td>8.5</td>
</tr>
<tr>
<td>4. Comparison with other basic skills courses</td>
<td>8.7</td>
</tr>
<tr>
<td>5. Class discussion</td>
<td>8.4</td>
</tr>
<tr>
<td>6. Teacher’s presentations</td>
<td>8.7</td>
</tr>
<tr>
<td>7. Helpfulness of readings and assignments</td>
<td>8.8</td>
</tr>
<tr>
<td>8. Professor’s openness to different views</td>
<td>9.0</td>
</tr>
<tr>
<td>9. Professor’s availability</td>
<td>8.4</td>
</tr>
<tr>
<td>10. Lab</td>
<td>6.6</td>
</tr>
<tr>
<td>11. Helpful in everyday life</td>
<td>7.4</td>
</tr>
<tr>
<td>12. Recommendation of course</td>
<td>8.1</td>
</tr>
</tbody>
</table>

The survey results are encouraging, particularly the high points concerning helpfulness of readings and assignments and the receptivity of instructors. Conversely, the survey reveals that the Speech Lab needs to be made more integral to students’ experiences in the speech classroom—let alone more meaningful in relation to everyday life. In the framework of the new calendar, HUC 098 and HUC 099 will be combined with the hope that intensive exposure to speech will speed students’ improvement in oral/aural communication. Students failing the combined course in the 12-week semester will need to repeat it in an intensified version during the 6-week term.

Concerns

The long-range goals of the basic skills program in Speech Communication are to refine assessment and placement procedures so that each student in the program can be served most effectively and efficiently. One special project in line with these goals was a video assessment project piloted during the Winter quarter 1990-1991.
A second was a Speaking/Writing pair offered during the Winter quarter 1990-1991. Assessment of these two projects is in progress. Fine-tuned assessment and placement is designed to make basic education in speech articulate more closely with college level educational experiences. This endeavor would be supported by a more accurate diagnostic measure for placement of students into speech courses. The FSAP excludes a speech assessment that would separate out speech characteristics, such as pronunciation and oral fluency, that are important to communication in the oral mode but that cannot be assessed through the visual mode. Basic education in speech could be made to articulate with college level courses more accurately if an oral testing measure were in place to sort students into native and non-native speech groups, ensuring a baseline of oral skills among students entering entry level college courses.

In addition, basic speech skills should be reinforced as part of course content to enhance learning experiences in other academic courses. For example, Standard American English articulation and grammar as a performance goal can be combined with outlining and discriminating between facts and options, in order to foster students' ability to integrate concepts and techniques that can be applied to other academic courses. Reciprocally, throughout the Speech Communication curricula, the basic skills of reading and writing are continually encouraged: this is a major departmental concern. Also, speech is consummately pluralistic. Both the mandate on pluralism and the other goals of the College are reflected in the Speech Communication basic skills goals of preparing each student as adequately as possible to use oral skills effectively in a variety of social, academic, and career situations.

Finally, one factor that most likely contributes to retention and attrition is class size which affects the effectiveness of a basic skills course at LaGuardia because basic skills students require a great deal of individualized attention; and in speech, repetition of the opportunity to practice speaking in a structured context. Currently, attempts to provide individualized instruction and opportunity for practice are being directed toward remediation. The following approaches to speech/language remediation are being implemented:

1. Video feedback of oral presentations
2. Interactive laboratory support services
3. Role play and other drama techniques such as improvisation
4. Collaborative learning strategies such as case study and oral reporting.

All of the above methods emphasize process. In Speech Communication process is assessed at each oral performance by means of forms which provide students with feedback regarding the content of their presentations, their oral grammar, their pronunciation, and their use of nonverbal communication.
Recommendations

1. The Humanities Department will explore external measures of success such as:
   a. Pre- and Post-speech evaluations of students taking a College-wide speech course during their internship. Students could be evaluated by both employers and Speech faculty.
   b. Comparison of pre- and post-speech and writing scores of students having taken HUC 098 in conjunction with ENG 098 to pre- and post-speech and writing scores of students having taken only ENG 098.
   c. Comparison of oral scores of students enrolled in Oral Communication (HUC 101) having taken basic skills as opposed to those in HUC 101 who have not taken basic skills Speech Communication.

2. In order to retain students in the basic skills Speech Communication program, and thus increase their chances of college success, the following steps will be taken:
   a. Increase Speech Center support by developing audio and video materials and by increasing the number of conversation workshops offered.
   b. Combine HUC 098 and HUC 099 in the new calendar structure so that more able students can exit faster and less able students can receive additional intensified instruction.
   c. Offer specialized sections such as HUC 098/099.30 (for deaf students) with appropriately trained faculty.
   d. Increase and individualize support for students with learning and/or language disabilities.

3. As noted, individualized attention is necessary to changing speaking patterns. For that reason tutors are important to basic skills students in Speech Communication. Currently tutors conduct one lab session per week for an entire Basic Communication Strategies class. In addition to one to one tutoring (for which students may set up appointments in the Speech Center), other tutoring models will be tried in the future. Because technology provides a high degree of individualization to motivated students, alternative tutoring models in speech will include:
   a. Increased development of audiolingual tapes specific to the needs of LaGuardia students and course curricula supported by maintenance of audiolingual equipment.
   b. Use of Speechviewer, an individualized visual feedback system to a variety of vocal input.
   c. Increased use of video feedback.

   The effectiveness of these methods may be evaluated by means of students’ post-test performance.
The Mathematics Component: Basic Mathematics

Introduction

The basic skills sequence in the Mathematics Department evolved to meet the academic needs of an underprepared population, i.e., American high school and GED graduates. Most graduates of foreign high schools do not need remediation in mathematics; they can immediately register in entry level courses. The reason for offering a basic skills sequence is to prepare students in mathematics so they can apply those skills in their major courses or in upper level math courses. To achieve that goal, the Mathematics Department is constantly exploring innovative ways to make their offerings more suitable for the students at the College.

Program

Currently, there are two basic skills courses offered by the Mathematics Department: MAT 098 (Basic Mathematics 1) and MAT 099 (Basic Mathematics 2). MAT 098 is a course in arithmetic. MAT 099 is an introduction to algebra course that emphasizes the transition from arithmetic to algebra. Geometry is covered minimally (perimeters and areas only).

Students are placed in the basic skills courses according to their scores on the Freshman Skills Assessment Program (FSAP). A score of 12 or less in Arithmetic and a total of 18 will place the student in MAT 098 and a score of more than 12 in Arithmetic and a total of less than 24 will place the student in MAT 099. In Spring 1991, the Mathematics Department offered approximately 50 sections of 098 and 100 sections of MAT 099 per year. That translates to about 1000 students and 2000 students in 098 and 099 respectively. Each section has between 25 and 30 students.

Students with higher scores are placed in MAT 110 (Algebra) or above. The algebra course is not currently designated as a basic skills course but will be in the Fall of 1992. There are approximately 1800 students enrolled in the algebra course every year. To ensure proper placement in higher mathematics courses, the Department has created a test to use in conjunction with the FSAP test.

Both 098 and 099 have a mandated lab period each week. The students work on materials created by the course coordinator or the class-room instructor and also have the assistance of tutors in the lab. Instructors can request the use of the computer lab where there are programs available for computer-assisted instruction.

The textbook used in MAT 098, written by mathematics faculty at the request of the chairperson, uses strategies from the Integrated Skills Reinforcement program which stress reading and writing. Since this text has been used, there has been an increase of 20% in passing grades.

To help the repeaters, the Mathematics Department offers special courses which focus on topics of particular difficulty. Students in these repeater courses are also provided with support services, such as an in-class tutor and also counseling. In addition,
some instructors volunteered to run the math lab sessions for
students retaking basic skills courses.

Students who need only a review of the mathematics in 098 or
099 are allowed to take Express courses which are given during the
intersessions and also in the summer. The FSAP test—not the Math
Department's final exam—is given for exit purposes. Thus a good but
"rusty" student can move on more rapidly to college-level courses by
taking the MAT 099 Express.

In addition to the expresses, the Mathematics Department has
other special offerings, namely paired courses with other
departments. Basic Math I and II have been paired with
Introduction to Computer for the Enterprise Center; Basic Math II
with Science; and Algebra with English as a Second Language. This
last course has been very useful to foreign students who have good
math skills but need to learn the vocabulary of mathematics in
English.

When the new calendar begins in 1992, the Department plans
to condense MAT 098, 099 and 110 into two basic skills courses:
Course I and Course II. Course I will have the content of 098 and
half of 099. Course II will cover the second half of 099 and the present
110. MAT 098, MAT 099, and MAT 110 will be discontinued when the
new calendar is in place.

The Mathematics Department is fully committed to the CUNY-
wide mandate of pluralism. Instructors use the history of
mathematics to highlight the importance of different peoples and
cultures in the development of mathematics. The Department also
works closely with interpreters for the blind and hearing impaired as
well as with the tutors for the learning disabled. Instructors
regularly point out to students that there are different ways of setting
up computations such as division. In fact, students can use any
method they wish but are nevertheless exposed to the U.S. method so
they can follow instructor's discussions of higher level mathematics,
for example long division in pre-calculus.

Program Assessment
A questionnaire with a scale of 1 (most negative response) to 10 (most
positive response) given to 85 basic math students showed the
following results:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college level work</td>
<td>7.7</td>
</tr>
<tr>
<td>2. Skills have improved</td>
<td>9.7</td>
</tr>
<tr>
<td>3. Rating of course</td>
<td>9.2</td>
</tr>
<tr>
<td>4. Comparison with other basic skills courses</td>
<td>9.4</td>
</tr>
<tr>
<td>5. Class discussions</td>
<td>8.9</td>
</tr>
<tr>
<td>6. Teacher's presentations</td>
<td>9.4</td>
</tr>
<tr>
<td>7. Reading assignments</td>
<td>9.0</td>
</tr>
<tr>
<td>8. Professor's openness to different views</td>
<td>9.4</td>
</tr>
<tr>
<td>9. Professor's availability</td>
<td>8.3</td>
</tr>
<tr>
<td>10. Math lab</td>
<td>6.8</td>
</tr>
<tr>
<td>11. Helpful in everyday life</td>
<td>8.4</td>
</tr>
<tr>
<td>12. Recommendation of course</td>
<td>9.2</td>
</tr>
</tbody>
</table>
It is clear that the students are very satisfied with the basic skills program. The exception is the attitude about the lab. Many students complain that they are forced to go to the lab (it is a state requirement). However, many students who do go to the lab every day for extra help have a totally different attitude. They know that they can succeed if they practice and get help as soon as they have trouble understanding a problem.

A questionnaire sent out by the Enterprise program showed that the students are very happy with the paired courses. They feel comfortable working with the same people in more than one course and believe that teachers in the programs really care.

Pass Rates
The following pass rates for Basic Mathematics were recorded in the 1988-1989 academic year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 1988</th>
<th>Winter 1989</th>
<th>Spring 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 098</td>
<td>64.7%</td>
<td>65.2%</td>
<td>65.5%</td>
</tr>
<tr>
<td>MAT 099</td>
<td>63.5%</td>
<td>62.4%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

The most current pass rates are remarkably consistent with these earlier figures and are well above average. In Winter 1991, the pass rate for MAT 098 was 68%; the pass rate for MAT 099 was 62%.

Recommendations

1. The Department wants to continue the paired courses and expand them to other areas such as reading. A person must be a good reader to succeed in the study of mathematics.

2. The use of the computer lab should be continued and expanded.

3. Adjunct instructors are often high school teachers with no experience with computers. The Department should have training sessions in computer-assisted instruction and simple programming for them.

4. There should be formal training sessions for the tutors in the math lab.

5. Class size needs to be reduced when a reduction is possible so that the instructor is able to give more individual help during the class session.

6. The repeater courses should be continued with tutors available to assist instructors.
7. There should be a follow-up for basic skills students who move on to college-level courses as result of the skills courses they have taken (regular course, express, paired, repeaters or other). Such research should be important in re-evaluating work done in basic skills courses run by the Mathematics Department.

Students' Responses to the Basic Skills Program Overall

In the Spring of 1991, a brief questionnaire was sent to 50 former basic skills students currently enrolled in a college-level Freshman Composition course (English 101). The responses revealed overwhelming enthusiasm for the entire Basic Skills Program as a whole. Students felt that all basic skills courses prepared them to comfortably enter and succeed in college-level classes. No students reported feeling mistakenly placed in basic skills courses, although a small portion (three out of 50) chafed at the length of time they, as repeaters, had to remain in basic skills classes before being allowed to enter college-level courses. Students noted repeatedly that all basic skills courses helped them to "become better thinkers." In particular, basic skills teachers and the English Department's Writing Center were singled out for particularly enthusiastic praise. Here is a sample response:

"The Basic skills courses I have taken have helped me a lot in my other courses. I had to take Reading 098 and 099, Communication Strategies 098 and 099 and Math 098 and 099. In my English class [English 101] I find I am doing well because of the way I read in the reading class. My communication skills have improved a great deal because I now know what to say and when to say it. Also in my Math, I found that I actually enjoyed Math 098; my teacher was very helpful with the class and me."

And in a similar vein: "Each [basic skills] class helps me a great deal to understand the other classes. Like reading improvement enhances my writing skills and my critical skills class helps me in understanding both reading and writing."

When asked to offer advice to the Basic Skills Program chairs, students made the following suggestions, all of which are worthy of serious future consideration:

a. Add more class discussion, in-class notetaking, and in-class use of textbooks to the courses.
b. Emphasize spelling, vocabulary, and grammar in all Basic Skills courses.
c. Give more homework.
d. Use the same grading criteria for Basic Skills courses that are used in college-level classes; articulate and abide by stricter standards.
e. Offer more individualized attention for all students. Reduce class size to accomplish this.
f. Offer waiver tests for all Basic Skills courses to allow better-prepared students to move more rapidly through the program.
g. Allow students to take select, college-level courses with their Basic Skills courses.
h. Emphasize the whole process of learning and improvement and de-emphasize grades in Basic Skills courses.
i. Tighten the structure of Basic Skills labs: the material covered in labs should relate more directly and effectively to class work. Tutors should be better trained to use lab time in a focused and efficient way.

j. Offer more Basic Skills Expresses.

Common Concerns and Recommendations

Key issues reiterated throughout the reports of all components of the Basic Skills Program will be on the Basic Skills Program's agenda for the future:

a. Appropriate placement of incoming students. Is the Freshman Skills Assessment Program enough? Each component of the Basic Skills Program would like to refine or individualize its placement testing. The Speech Communication area of the Humanities Department would like to offer new students a video assessment; the English Department would like to add an oral understanding/speaking element to the placement package; and both the Reading and Mathematics Departments would like to update and develop their own testing procedures. More effective and appropriate placement testing will indeed be part of the Basic Skills program's future agenda.

b. In addition, each department in the Basic Skills Program would like to articulate and share clearly defined exit criteria for all levels of Basic Skills courses. With this will come better sequencing that will speed students' progress.

c. As would be expected, all components share a strong concern for basic skills pedagogy, in particular the encouragement of innovative teaching strategies--collaborative learning, computer-assisted instruction, and course pairings.

d. A desire to best serve the diverse needs of special student populations was also apparent in the reports of all Basic Skills components; discovering ways to facilitate the learning of repeaters, English-as-a-Second-Language students, learning disabled students, and the deaf will be the on-going concern of the Basic Skills Program.

e. Also at the forefront of future program development will be the effective integration of both support services (tutoring and counseling) and technology, in particular, computers, in basic skills pedagogy.

As the complexity of these common concerns reveals, the evolution of the Basic Skills program at LaGuardia since the last periodic review report has been distinguished by energetic innovation in the face of persistent obstacles. The curriculum, pedagogical strategies, and faculty collaboration in the Basic Skills program make it one of the best in the country, winning it a national award in the early 1980's for basic skills excellence. The challenge confronting the program now is surpassing that achievement while enduring budget cuts, cutbacks in services, and long-waits for appointment of a program director. That challenge has also become a recurrent theme in each of the Basic Skills departments' reports.
First, to foresee the ways in which the Basic Skills program is going to grow, the program first must understand its dimensions now. Access to the information necessary to make that determination has sometimes been difficult to obtain. As an English Department respondent noted, the Basic Skills program is "definitely data poor." Although data on grade distribution, full-time/part-time employee ratios, FSAP test results, and pass rates in given courses are relatively easy to obtain, an integrated data base is needed that might reveal, for example, a profile of chronic repeaters or success rates for certain populations of basic skills students after they leave the program. Some Basic Skills departments maintain elaborate information sheets about classes and individuals, but these documents are prepared on typewriters or by hand, making compilation difficult. All of the Basic Skills components remarked that more efficient resources for data collection were needed.

The Basic Skills departments also described three other factors that will determine the dimensions of the program in the future: the new calendar, the budget, and program leadership. In relation to the new 12-6-12-6 calendar, all of the departments reported that plans were in place for designing pedagogically effective basic skills courses for the calendar model. The 12-week mode and a proposed 18-week mode for Basic Skills courses may be welcome alternatives to the hasty succession of current 10-week classes. All departments noted the desire to experiment with the calendar: to let the program invest the calendar with meaning instead of assuming a reactive position to the imposition of a new design. Nevertheless, the brevity of the intensive six-week mode has left some departments anxious. As one reading instructor asserted, "Literacy needs time!" Only experiencing the new calendar will show the Basic Skills program just how that time should be apportioned.

In addition to time, the Basic Skills departments reported anxiety over the issue of money: how will budget cuts and cutbacks in services affect the Basic Skills program? All departments are fearful. Some see the budget crisis as undercutting LaGuardia's continuing commitment to basic skills. As the chair of the Communication Skills Department lamented, "Budget issues put a constraint [on] that commitment."

To endure the budget crisis and maintain the commitment to basic skills, all departments expressed the need for stronger leadership and representation for the Basic Skills Program. All departments requested the appointment of a Director of Basic Skills, a post left vacant during the current hiring freeze. As one department representative elaborated, "When the College won a national award for basic skills' excellence, the College had both a dean and a basic skills task force. The dean chaired the task force, it met on a regular basis and served as a forum for coordination and initiation of College efforts. Since most students initially fall under the aegis of basic skills' programs, it seems that the College would view funding a leadership position at the dean's level as a priority."

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A Search Committee for a new Director of Special Programs; with primary responsibility for the Basic Skills Program was active during Spring 1991 and a candidate has been chosen and hired. We expect her to join the College during the Fall of 1991.

Basic Skills departments make the following recommendations:

- a decrease in class sizes in basic skills courses, or, if that is impossible, tutors for classroom assistance or the development of strategies for student study groups;

- a more thorough-going evaluation of tutorial labs and refinement of them, based on student feedback;

- a more thorough-going evaluation of course pairings, based on student feedback and pass rates;

- an increase in the number of contact hours in basic skills courses to accommodate the needs of developmental students (already implemented in most of the new course configurations for the new calendar);

- an expansion of support services, for example tutors and counselors, and updating of computer labs and software;

- continuation of the Supercluster. All students in the Fall 1990 Supercluster felt that they had become more comfortable with college work as a result of the course. Over 90% felt the use of the computer was beneficial. In fact, 100% of the students felt the Supercluster was a stimulating and worthwhile experience they would recommend to other students. (Figures from "Supercluster Evaluation: Fall 1990" p. 1.) [Plans for an improved Supercluster in the Coordinated Studies model called New Student House are underway, with an implementation date of Fall 1992]

- more support for faculty development and collaboration in the Basic Skills Program.
SECTION 7

THE ESL PROGRAM

In the Fall of 1985, the number of students in the academic ESL Program was 1,017; in the fall of 1986, the number was 1,038. Demographic projections suggest that ESL instruction will remain a vital component of education at LaGuardia, although the specific needs of ESL students appear to be changing in several aspects (see Appendix 2, 4). Enrollment, in particular, is expected to increase at least, to remain at its current level. From 1987 to 1988, the academic ESL program had an enrollment of about 1,050 students. After a drop to about 750 in 1987, the population increased to about 1,100 in the Fall of 1988 and to about 1,050 in the Fall of 1989. The Fall 1990 enrollment of about 920 is consistent, apparently reflecting a decrease in contact hours due to budget cuts rather than a decreasing placement.

While ESL enrollment has remained relatively stable, LaGuardia's non-native, English-speaking population is clearly increasing and, therefore, an increase in the ESL population is also likely. For instance, while the College has experienced a rather stable growth-rate since its inception, the rise in the numbers of foreign students (those who are not permanent residents) has been dramatic, far exceeding that of other CUNY campuses. This group numbered 325 in the Fall of 1986 and rose steadily and dramatically to 797 by the Fall of 1990. It is, however, important to note that many foreign students, like non-native English speakers in general, bypass ESL and go directly into basic skills or credit-bearing content courses, often by passing the beginning-level course.

LaGuardia's foreign student advisor reported that data about the foreign student population is currently being coded for evaluation. One finding of the research thus far has been the observation that most foreign students select LaGuardia for the following reasons: 1) for its location, 2) upon the advice of friends or family, and 3) for its reputation in providing services for foreign students, including advanced and English instruction.

ESL is also expected to experience a shift in its ethnic and gender composition. For instance, the ESL Asian population is increasing (though not as dramatically as the general increase in Asian enrollment at LaGuardia), and, while a majority of ESL students are still Hispanic, the proportion of Hispanics in ESL is expected to decrease. Reflecting a general trend at LaGuardia (foreign students hail from 74 countries), the ESL population is also likely to become increasingly diverse (see Appendix 4).

Finally, there seems a shift in the skill levels of entering ESL students. Enrollment into ESL, 1986, the earliest level course in the sequence, has been consistently on the decline. Whereas 475 students took ESL 1016 in the Fall of 1986, enrollment was down to 332, or re-
Section 7
The ESL Program

In the Fall of 1989, the number of students in the academic ESL Program was 1017; in the fall of 1990, the number was 920. Demographic projections suggest that ESL instruction will remain a vital component of education at LaGuardia, although the specific needs of ESL students appear to be changing in several aspects (see Appendices 2 - 4). Enrollment, for instance, is expected to increase or, at least, to remain at its current level. From 1983 to 1985, the academic ESL program had an enrollment each fall of about 950 students. After a drop to about 700 in 1986 and to 750 in 1987, the population increased to about 800 in the Fall of 1988 and to about 1,000 in the Fall of 1989. The Fall 1990 enrollment of about 920 is consistent, apparently reflecting a decrease in contact hours due to budget cuts rather than to decreasing placement.

While ESL enrollment has remained relatively stable, LaGuardia's non-native, English-speaking population is clearly increasing and, therefore, an increase in the ESL population is also likely. For instance, while the College has experienced a rather stable growth-rate since its inception, the rise in the numbers of foreign students (that is, non-permanent residents here with temporary student visas) has been dramatic, far exceeding that of other CUNY campuses. This group numbered 325 in the Fall of 1988 and rose steadily and dramatically to 881 by the Fall of 1990. It is, however, important to note that many foreign students, like non-native English speakers in general, bypass ESL and go directly into basic skills or credit-bearing content courses, often by passing the beginning-level courses.

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ESL is also expected to experience a shift in its ethnic constituencies. For instance, the ESL Asian population is increasing (though not as dramatically as the general increase in Asian enrollment at LaGuardia), and, while a majority of ESL students are still Hispanic, the proportion of Hispanics in ESL is expected to decrease. Reflecting a general trend at LaGuardia (foreign students last year came from 74 countries), the ESL population is also likely to become increasingly diverse (see Appendix 1).

Finally, there seems a shift in the skills levels of entering ESL students. Enrollment into ESL 096, the lowest level course in the sequence, has been consistently on the decline. Whereas 275 students took ESL 096 in the Fall of 1983, enrollment was down to 133, or over
50%, in the Fall of 1989. Conversely, a correlative increase was seen at the 099 level, the highest in the sequence. Whereas 180 students were placed into 099 in 1983, placement was up to 299 in the Fall of 1989. Thus while students with minimal preparedness are on the decline, the higher levels are increasing almost correlatively. This suggests that students are coming to LaGuardia better prepared, having stronger high-school or college-level training within their native countries (see Appendices 2, 3 and 4).

THE CREDIT AND NON-CREDIT PROGRAMS

The English Language Center (TELC) in the Division of Adult and Continuing Education was begun in the Fall Quarter of 1974, and housed both the credit and non-credit ESL Programs. However, beginning in the Fall Quarter of 1989, the ESL credit program moved to the Academic Division of the College. During Opening Sessions 1989, the new President announced, "I see a need to bring all credit-bearing courses under the umbrella of the Academic Division. Accordingly, the (credit) ESL Program will be transferred to the academic area."

The shift from the Division of Continuing Education to the Academic Division has had relatively little effect thus far on the continuity between the credit and non-credit program because the large student populations in each program had already led to some disconnection. The non-credit program serves approximately 4,900 students per year, whereas the credit area serves approximately 2,000 students annually. Although both programs had worked under separate calendars, curricula, schedules and budgets, the two programs shared office space, materials, equipment and some faculty. Over the years, staff from both programs have collaborated on professional development activities including the annual TELC conference. The credit ESL curricula necessarily focuses on developing students' academic English skills at all levels. The non-credit intensive and part-time programs are designed to prepare students to enter the credit bearing program as well as other college and professional programs and to improve the English proficiency of the non-college bound.

Working cooperatively with the credit program and the Admissions Office, the non-credit program has developed a "feeder" program which encourages students from the non-credit area to matriculate into the College. Each quarter, an average of 40 students enter the credit area in this way. Approximately two-thirds of these students place into the upper levels of ESL 098 or 099. The remaining third place in either ENG 098 or 099.

CURRICULUM

Entering freshman are placed in the academic ESL sequence of courses on the basis of the CUNY writing assessment after which they are further tested and re-leveled accordingly into a four-level
program and a special designated course, ESR, for those scoring 17 or better on the CUNY reading test (see Appendices 5 and 6). A small percentage of the ESL students know little or no English, while at the other end of the spectrum are those who require only one quarter of instruction before entering the College’s mainstream.

The overall design of the Program (the four-level sequence) is modeled on Krashen’s theory of second language acquisition, commonly known as the Monitor Model, which holds that for students to acquire a second language, they need a great deal of "comprehensible input." This means they must be exposed to usage of the language they are trying to learn in a variety of contexts at a slightly higher level than what they are capable of producing. The model also emphasizes receptive skills (i.e., listening and reading) before addressing productive skills (writing and speaking). The lower levels, 096 and 097, stress receptive skills, while the upper levels, 098 and 099, the productive aspects (see Appendices 7 - 12). Major approaches are listed below:

a) The "whole language" approach, in which students are provided with global exposure to the language through films, authentic audio-taped materials, and readings.
b) The "integrated skills" approach, in which language presented in one modality is reinforced by others. For example, information presented orally is then presented again through reading material.
c) The "reader response" approach, in which students are presented with a reading and asked to generate questions about the text. Through a discussion of these questions, the class, as a community of learners, seeks meaning in the text.
d) The "process" approach to teaching writing, by which the instructor tries to make the students aware of strategies good writers use to collect ideas, develop and organize them, focus their writing and edit it.

SUPPORT SERVICES

Counseling has recognized the needs of the growing non-Hispanic population among ESL students by recently hiring a Greek-speaking counselor and a Chinese-speaking counselor in addition to the one Japanese-speaking counselor on staff. However, the needs of Extended Day, non-Hispanic students are not being met fully since the aforementioned counselors are day staff.

Although many students who have left the ESL sequence take it upon themselves to seek help from the ESL lab or their former ESL teachers, no formal support systems in ESL are currently available to them. Despite the current fiscal severity, support development must be explored. For instance, students can be referred to the Speech lab by any content teacher, whether or not the student is enrolled in a Speech course, and the Speech Referral Program should be more frequently utilized. Nursing faculty, in particular, report the success
of such referrals. The utility of labs and lab tutoring has been noted by speech instructors who report greater progress by students utilizing these services on an individual basis. The English Department offers excellent tutorial labs. The Reading Department, currently provides labs in conjunction with specific courses. While these labs are also constrained by budget considerations, they are often especially helpful to ESL students.

ASSESSMENT

Incoming students are placed into ESL courses on the basis of the FSAP Test which is used CUNY-wide. This is a reading and writing test which is administered to native speakers and non-native speakers alike. There is no listening or speaking component to the test. This is common at large universities because speaking tests tend to be time-consuming and expensive. However, there has been a move, supported by the CUNY ESL faculty, to increase the time allocated to these tests for non-native speakers of English.

Once students are placed into one of five levels of ESL, instructors evaluate the students' skills in reading, writing, listening and speaking, and assign students to higher or lower levels as appropriate. The proportion of students who are re-assigned in this way may be as high as 30%.

At the end of each level of ESL, students are required to write a composition to exit the course. In addition, they are tested on their listening, speaking, and reading skills. The Department issues guidelines for the achievement tests at each level to ensure uniformity of tasks and testing conditions. The exit compositions written by students passing ESL 099 are read and graded by the English Department faculty.

WHAT IS WORKING

ESL is achieving substantial results. Using the Fall, 1986 entering cohort of whom 14.4% took at least one ESL course, a recent study showed that ESL students performed as well or even slightly out-performed non-ESL students with regard to ratio of credits attempted to credits earned and to G.P.A. (see Appendix 12).

In addition, the ESL faculty participate in national and international conferences and publish widely in the field. Committed professionals, they are innovators in instructional design and methodology. One innovation concerns their search for predictors indicating good language learners, which resulted in the development of ESR (English for Selected Readers).

ESR was instituted in 1983. Specifically, students whose reading scores indicate that they are superior readers, but who place into either ESL 097 or ESL 098, based upon the FSAP essay component, are placed into a special section of ESR. A comparison of repeater rates in ESL 098 and ESR 098 shows dramatically greater success for ESR students. For instance, in the Fall of 1989, 28% of
ESL 098 received an "R" (Repeat) grade as compared to only 4% of ESR 098 students. In the Spring of 1989, the ratio was 25.7% in ESL as compared to only 9% in ESR. In the Fall of 1990, the ratio of repeaters was 27.3% in ESL 098 as compared to 11.2% in ESR 098. In addition to experiencing a higher pass rate, the Department reports that many ESR students are waived from one or more subsequent levels as a result of their ESR experience. In this case, students' ability to perform on the DTLS has proven to be a good predictor of language-learning ability. This suggests that other predictors of superior language learning should be identified.

STUDENT FEEDBACK

There was a recent attempt to evaluate how English as a Second Language (ESL) students perceive their language studies at LaGuardia (see Appendix 13). Findings are based on the results of a questionnaire administered to 117 ESL students in the Fall of 1990. In an effort to ensure that students had enough knowledge of English to complete the questionnaire, only the two higher levels of ESL participated; the third level and the final level of the ESL sequence, 098 and 099.

Students (95%) agreed that ESL classes have helped prepare them for their majors and that ESL classes were necessary to complete their majors. A majority (91%) reported that they practice English outside of class, a finding which supports the assumption that students function in English in their communities and at their jobs.

A preponderance of students (99%) reported that ESL classes had helped them with their writing skills, whereas slightly fewer students (91%) reported that ESL classes had helped them with their listening and speaking skills. This may be explained by the fact that the curriculum in both the 098 and the 099 levels emphasizes writing more than oral skills. While students must pass a Departmental writing exam to exit the level, no Departmental oral exam exists. Moreover, it is generally agreed among ESL faculty that students are passed or retained based on their writing skills, not oral skills.

Notably fewer students (85%) reported that the ESL classes had helped them with their reading skills. That students reported less satisfaction with reading skills may indicate that the ESL Program should place a greater emphasis on reading, especially since reading is an academic skill which will be required of students throughout their studies at LaGuardia.

Most students (70%) reported that they knew enough English to begin studying in their majors. While this finding seems to contradict the assertion by students (91%) that ESL classes are necessary to complete their studies, this may not be the case. Many students recognize that they may spend long periods of time in ESL and basic skills English classes before being allowed to study in substantive, college-level courses. For many students, the ESL
sequence and the English sequence will take two to three years to complete.

In the final section of the questionnaire, students were asked to explain in what way the ESL classes could be more helpful. Not all students responded to the question. Students who did answer reported that they would like more help in speaking (14%), grammar (10%), writing (10%), pronunciation (.5%), listening (.2%). By and large, such findings are reflective of students' idiosyncratic needs, strategies and opportunities for language learning. On the other hand, it may be important to note that students perceive their greatest needs in the productive skills of speaking and writing. Moreover, the suggestion of providing more instruction in grammar seems to imply that ESL students are interested in learning "correct" usage of English.

CONCERNS

Several areas warrant scrutiny. These are, as identified by ESL faculty, procedures for placement of ESL students, the prescribed course sequence wherein students complete ESL and enter English basic skills courses, and the restricted number of content courses which an ESL student may elect to take.

Regarding placement, most ESL faculty feel that the current placement instrument, the essay component of the CUNY FSAP, is inadequate, a judgment which was also expressed in a report to the Vice Chancellor of CUNY written by Richard Otheguy. The report on "The Condition of Latinos in the City University" challenges the validity of the FSAP on the grounds that the test was designed for native speakers of English, and, moreover, not for the purpose of placing incoming students. The report also suggests that the test is given without distinguishing native from non-native speakers, and is, therefore, administered under the same conditions and judged according to the same uniform criteria as those applied to native speakers. As a result, an unnecessarily large number of non-native English speakers may be inappropriately placed into remedial classes.

The ESL Department finds that approximately 20-30% of students placed into the ESL sequence through the FSAP essay need to be reassigned to a different level of the sequence. This is deemed a serious problem since, because this re-leveling takes place during the first week of a ten-week quarter, precious instructional time is lost.

Another problem reported by ESL faculty is the fact that ESL students proceed directly to English basic skills courses before their entrance into most content courses and the College's mainstream. Such students move into a writing-intensive program which often proves difficult. Should ESL continue preparing students until their entrance into the College's mainstream, the results might be different. ESL faculty, for instance, might teach advanced-level courses after which students would take ENG 101. The English
Department, however, opposes this position, arguing the necessity for concentrated developmental work in a writing context.

A related issue is the deferment of ESL students into content courses until their basic skills courses have been completed. ESL faculty maintain that many ESL students have the background knowledge and cognitive skills to take and pass content courses taught in English. A change in policy would, of course, necessitate a commitment on the part of instructors to use various means of making course material comprehensible. Interesting in this context is the fact that two departments have routinely granted waivers to ESL students lacking prerequisites. Humanities grants waivers to students lacking a single prerequisite if the department offering the pre- or co-requisite agrees to the waiver. Natural and Applied Sciences routinely grants waivers of prerequisites in Physics under the same arrangement. The NAS chairperson reports that although NAS now prefers to grant waivers on the basis of individual interviews, such waivers, if determined by a specific course's content, may well be justified, and that, moreover, the students so admitted usually performed satisfactorily.

RECOMMENDATIONS

The ESL Program should consider devising a placement instrument for students whose native language is not English. It should assess all for language skills - reading, writing, listening and speaking, if possible. The ESL faculty should investigate the model developed by the ESL faculty at CCNY. The approach is premised on the notion that fluency in reading is linked to fluency in writing. At the beginning level, students are given massive amounts of reading (five to seven novels) to develop fluency with no grammar instruction or correction.

The College should look at what courses already offered at LaGuardia would be suitable for students to take while they are enrolled in ESL courses. ESL students typically take Mathematics and introductory courses taught in the Bilingual mode such as Speech courses taught in English. Other possibilities should be explored.

More course pairings should be attempted involving ESL and departments offering content courses. The notion of the bridge course (which has been tried and abandoned) might be reexamined for students who seem to fall into the "underprepared" category. Such courses might be incorporated or expanded on the basis of a notetaking project developed by a member of the Communication Skills faculty.

A promising predictor currently being looked at is "academic preparedness." As a result of a proposal set forth by the ESL Program and considered by the Collegewide Curriculum Committee this Winter, ESL proposed to identify a cohort of students who came to the College with college degrees from two- or four-year post-secondary institutions in their native countries. These students
would be allowed to take specific content courses while still enrolled in ESL. As the experiment is now envisaged, student progress would be tracked through teacher reports and assignment portfolios. Student performance would be evaluated over three successive quarters. If the students prove successful, selected prerequisites for these students would be waived, allowing them to enter the College's mainstream before completing some of their basic skills courses.

Such experiments are currently being implemented by the ESL Program and the Nursing Program, and by the ESL Program and the Humanities Department. While the addition of non-native English speakers to the Counseling staff is critical, it has also been suggested that the Counseling staff should have someone trained in language acquisition. Also, because the idea of counseling is often culturally alien to many students, it may also be necessary to develop more effective outreach programs so that students become more aware of the importance and functions of counseling.

Finally, the College should consider re-establishing collaborative Counseling/ESL projects that have worked in the past. With analysis leading to modifications, some of these—particularly if they are cost effective—might be reinstituted in the future.
SECTION 8
Programs of Study

PROGRAMS OF STUDY

Currently the College offers twenty majors and options leading to the Associate in Applied Science (A.A.S.) degree, five majors and options leading to the Associate in Arts (A.A.) degree, and eight majors leading to the Associate in Science (A.S.) degree. In addition, the College offers three Certificate programs. Details about the specific course requirements for each major/minor and certificate are found in the current Course Catalog. This report will focus primarily on the broad issues which affect all the programs of study and the students and faculty, such as overviews, recent trends, and accomplishments and highlights of each program. Some information can be found in the supporting documents submitted by the Subcommittee (see Appendices A.6-8.18 App. B:1-188).

SECTION 8: DEVELOPMENT OF NEW ACADEMIC PROGRAM OFFERINGS

New Program Developments

The development of new programs of study, certificates, and options at the College is preceded by careful analysis of academic, national, student enrollments, and industry trends. Formal and informal feedback from the Division of Cooperative Education as well as specialized industry groups provides current data on trends in the work arena which help departments identify areas for program development. Many programs, specifically those in the Applied Sciences, are licensed or certified by government or professional associations and thus must adhere to tightly controlled guidelines. The following paragraphs will highlight new programs, options, and Career Preparation Patterns introduced or implemented at the College since the biennial review of 1977-1978. Since 1988, over 54 new courses have been introduced at the College. (See Appendices A.11-14 App. B:1-188.)

Programs in the Liberal Arts and The Liberal Arts and Sciences

The A.A. in Liberal Arts and the A.B. in Liberal Arts and Sciences involve the coordinated efforts of five departments at the College: English, Humanities, Mathematics, Natural and Applied Science, and Social Science. These departments individually and jointly shoulder several responsibilities. First, they develop the curriculum and provide appropriate course offerings for students enrolled in Liberal Arts (A.A.) and Liberal Arts and Science (A.B.) degree programs. Second, these departments offer the liberal arts courses as required by students enrolled in the other eighteen programs of the College. Third, three of the departments, English, Mathematics, and Humanities, provide developmental courses in writing, mathematics, speech, and critical thinking. Fourth, these departments (Humanities, Natural & Applied Sciences, and Social...
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SECTION I: DEVELOPMENT OF NEW ACADEMIC PROGRAM OFFERINGS

New Program Development
The development of new programs of study, certificates and options at the College is preceded by careful analysis of academic resources, student enrollment and industry trends. Formal and informal feedback from the Division of Cooperative Education as well as specialized industry groups provides current data on trends in the work world which help departments identify areas for program development. Many programs, specifically those in the Applied Sciences, are licensed or certified by government or professional associations and thus must adhere to tightly controlled guidelines. The following paragraphs will highlight new programs, options and Career Preparation Patterns introduced or implemented at the College since the Periodic Review of 1979-1984. Since 1986, over 94 new courses have been introduced at the College. (See Appendix 8.16 pp. 187-188.)

Programs in the Liberal Arts and The Liberal Arts and Sciences
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Science) coordinate additional programs of study such as Bilingual Education, Nursing, and Teacher Education. Thus curriculum development in the A.A. and the A.S. programs takes place in the context of these five departments meeting multiple commitments to the entire College community.

The liberal arts program has instituted a number of changes since the last Middle States visit. These program improvements include (1) an increase in elective offerings; (2) a provision of administrative support structures and personnel to enhance responsiveness to student needs; (3) a revision of the advisement system, and (4) additional attention to the transferability of course offerings. The program has enjoyed a 30% increase in the number of majors.

The liberal arts and science programs have several distinctive features. For both the A.A. and A.S. programs, LIB200: The Liberal Arts Seminar: Humanism, Science and Technology is required. For A.A. students, a cluster and core courses constitute important elements of the program. The Cluster is a learning community consisting of four courses - ENG101: Basic Composition I; ENG103: Writing the Research Paper; and two additional liberal arts courses drawn from Humanities or Social Science which are taken in a single quarter by the same group of students. Clusters are organized to emphasize a common theme such as "Freedom and Society." This course grouping is a requirement of all day liberal arts students. There are no clusters for Extended Day students since evening students for the most part cannot manage the cluster configuration of four courses per quarter.

Clusters enjoy the enthusiastic support of the Chairs in English, Humanities, and Social Science. The offerings are faculty-driven, sparked by teams of faculty who want to work together to offer courses built around a common theme. The number of potential introductory clusters has increased from six to eleven, although two are rarely offered. It is relatively easy to create a new cluster, so teams of faculty have this creative outlet for multi-disciplinary work together. [Liberal Arts clusters have collected student feedback through end of term questionnaires since their creation in the late 70's. This feedback is consistenly positive; students consider the cluster a transformative experience of great value in their development.] Enrollment in the Cluster has grown slowly but steadily.

During the 1991-92 academic year, two new clusters will be introduced. "Time Travel: Getting to Know New York" will include ENG101, ENG103, SSS100: Introduction to Sociology, and SSN240: History of New York City and is scheduled to be piloted during the fall quarter. The cluster "How Women See Women, How Men See Women" will be introduced during the winter quarter and will include ENG101, ENG103, HUP101: Introduction to Philosophy, and HUA101: Introduction to Art. A third new cluster called "Politics, Society and Citizenship" has been proposed and its introduction is
planned for the 91-92 academic year. This cluster will include ENG101, ENG103, SSS100: Introduction to Sociology and SSN192: Practical Politics in New York City.

"Career Preparation Patterns" in both A.A. and A.S. programs are developed to help students focus on an area of interest and prepare them for transfer to a four-year college and major in that area. (Career Preparation Patterns are recommended selections of courses which make transferring to a senior college in a specific major easier.) Students declaring an interest in a career pattern obtain advisement from faculty schooled in their area of interest.

New Career Preparation Patterns have been developed to reflect areas of student interest or shifts in the job market. The Social Science Department offers three Career Preparation Patterns which prepare students majoring in Liberal Arts for transfer into specific majors at the four-year college level. The "Legal Studies Career Preparation Pattern" is designed for students who are interested in law, politics, or community activism as potential areas of study and work. The "Social Science Career Preparation Pattern" provides students with a solid preparation for more advanced study at a four-year college as majors in one of the disciplines in the social sciences. "The Latin American Studies Career Preparation Pattern" is cosponsored by the Social Science and Humanities departments. The curriculum is designed to provide students with a broad understanding of the language, culture, history and central ideas surrounding major Latin American nations and Hispanic groups in North America. This course of study is interdisciplinary in nature and prepares students to transfer to a four-year college as majors in Latin American Studies.

While the College does not have "mathematics majors" as such, the "Career Preparation Pattern in Mathematics" within the Liberal Arts A.S. program is under the supervision of the Mathematics Department. At the present time, this pattern has approximately 30 students. The Department recently received approval of a Letter of Intent for an Engineering Science Program resulting in an A.S. degree in that field. The Department Chairperson has reported that further progress in implementing this promising new program had been halted for budgetary reasons, but new program development is once again being encouraged.

The Humanities Department now has six areas (Bilingual Education, Critical Thinking, Foreign Languages, Performing Arts, Philosophy, Speech Communication, and Visual Arts). The A.A.S. in Commercial Photography, first implemented in Fall, 1987 through a Title III grant, aims at providing students with entry-level jobs in this fast-growing field. The Bilingual Education Area has designed a certificate program for Bilingual School Personnel (Greek and Spanish Components) which is a career ladder program designed to increase the number and level of training of bilingual professionals and paraprofessionals specializing in the needs of the Greek and Hispanic limited English proficient student in New York City.
The Social Science Department will be offering an A.A. in Liberal Arts as part of a Jointly Registered Program (JRP) in Teacher Education (the first JRPM CUNY) between LaGuardia and Queens College to prepare students for careers in education. After transferring, the student will earn a B.A. in one of several education majors at Queens College. The goal of this program is to increase the number of minority students who teach in urban primary and secondary schools. "Minority student enrollment in these schools now approaches 78.7%...while representation of minorities within the teacher workforce is approximating 27%" (Recruitment and Support of Minorities in Teacher Education Programs, a report by the University of New York and the State Education Department, September, 1988). This fully articulated Teacher Education program, the second one in the State to use the JRP model, will meet state certification requirements for teaching in a primary or secondary school. The program has been approved by the CUNY Board of Trustees and New York State Department of Education. Publicity and recruitment into the program will begin immediately.

While the five departments directly involved in coordinating the Liberal Arts and Liberal Arts and Sciences programs have created new career preparation patterns, it has been found in the past several years that most liberal arts students in the first two years of college are in an exploratory stage. They take a broad range of courses and do not choose to commit to a career pattern. For the A.A. student in this situation, the "core courses" are program requirements which are structured to distribute elective choices in ways that ensure a broad understanding of the liberal arts and provide maximum articulation with senior college requirements.

New Program Developments in Allied Health Fields.

The A.A.S. in Nursing, implemented in 1985, is coordinated by the Department of Natural and Applied Sciences. The program (accredited by the National League for Nursing) prepares students to function as registered nurses (R.N.'s) in acute and chronic care facilities. Consisting of 68 total credits, with a balance between nursing and general education courses, the curriculum requires 7 quarters of study at LaGuardia (not including any basic skills remediation or English as a Second Language course work which the student might be required to complete). The first two college level quarters of the program are considered "pre-nursing" and contain a portion of the general education credits required by the curriculum. Students who are accepted into the nursing program begin the first nursing course in the third quarter and continue in the nursing sequence through the seventh and final quarter of the program. Classroom instruction for each nursing course is complemented by campus laboratory experiences and actual clinical practice in area health care facilities.

The Physical Therapist Assistant Program, which leads to an A.A.S. degree and is housed in the Department of Natural and
Anriied Sciences, was implemented in 1985. Students are trained to work under the supervision of a registered physical therapist in a variety of settings such as nursing homes, general hospitals, rehabilitation centers, school programs, developmental centers, orthopedic and sports medicine programs and private offices of physical therapists. The program consists of classroom and laboratory courses at the College as well as clinical placements (affiliations) in different types of settings where physical therapy services are provided.

New Program Developments in the Business Areas

The Accounting/Managerial Studies Department has developed three new majors/options. The A.A.S. in Travel and Tourism, introduced in 1986, co-sponsored by the Social Science Department, offers an expansive interdisciplinary approach which includes an excellent computer-simulated airline reservations systems course. Enrollment in this major has grown rapidly. The new Business Finance Option in the A.A.S. in Business Management, first offered in 1988, is an extensive reworking of the previously existing Credit Management Option. The curriculum has been revised to offer courses at LaGuardia which previously had to be taken at the New York Institute of Credit. The newest program developed by this department is the A.A.S. degree program in Paralegal Studies.

Paralegal studies has been rated by the U.S. Dept. of Labor as the number one career growth area for the 1990's, and the program at the College will comply with the American Bar Association's standards for program approval. This program has been approved by appropriate College committees and by the University [and is awaiting approval by the State Education Department]. In addition, the department is planning to offer a one year non-credit certificate in Paralegal Studies to students already holding an associate degree in another field. The Paralegal Studies program will be offered as soon as State Education Department approval is received and budgetary constraints are lifted.

The Computer Information Systems Department (formerly called the Data Processing Department) developed a new A.A.S. degree program in Computer Technology which offers two options: Computer Repair, which accepted its first students in 1985, and Telecommunications, which accepted its first students a year later. The Computer Repair option differs from other electrical technology courses of study offered by other CUNY schools, Queensborough Community College and New York City Technical College, by deemphasizing engineering aspects and by stressing "hands on" operations. It has soared in student enrollment since its inception (see enrollment figures in Appendix 8.17, pp. 189). The Telecommunications Option is expected to show similar growth, since New York City is the hub of the country's telecommunications industry.
The Office Technology Department has implemented two new programs: the Court Reporting Program (1988) and the Medical Office Assistant Option (1989). Progress in these programs is currently being evaluated.

Cultural Life at the College

Education does not take place just in the classroom. While New York City offers many cultural resources, the College’s students often have little time or money to take advantage of all that is available. The Urban Study requirement, which must be completed by each degree candidate for graduation, is one way the College focuses its students’ attention on the city and its resources. The Urban Study requirement will be fulfilled by courses offered by virtually each department at the College. Urban Study courses focus primarily on different aspects of urban life and help students understand some aspects -- cultural, historical, political, sociological, economic, ecological -- of New York City. Field trips in the city are required as the city is used as a learning laboratory.

Beyond the classroom, the academic departments have created a cultural life at the College which exposes students to artistic, social and political trends. Students at the College also have the opportunity to work on The Bridge, the student newspaper, with the benefit of guidance from journalism faculty members from the English Department. Student drama productions such as John Guare’s The House of Blue Leaves, are directed by Humanities Department faculty. An artistic presence at the College has also been maintained by making creative agreements with professional performing arts groups. For instance the Jubiliee Ensemble, a chamber music group, has offered many programs, including one on American music, another on women’s works, and also a Mozart Bicentennial commemoration (see Appendix 8.07 for program publicity). The Lobby Gallery presents monthly exhibits by community artists, faculty, students and staff, and a descriptive brochure on the artist(s) and the exhibits accompanies each exhibit.

The Social Science Department has been active in a variety of forums, discussion panels, and teach-ins on issues of citywide, nationwide, and international importance. A recent activity approved by sociology faculty members focused on the current budget crisis. There have also been consistent efforts by the history faculty members to present forums and discussions that focus on election issues on the local and national level. Political Science forums have been initiated by faculty with monies provided by the Dean for Academic Affairs. In addition, Social Science faculty have served as resources around the College for training sessions in cultural diversity.

Trends in Enrollment in Programs of Study

A review of the report called "Headcount Comparison by Curriculum, Fall 1985 through Fall 1989" (Appendix 8.17, pp.189)
indicates trends in choice of major by active students. Close to 32% of the active students in 1989 identified themselves as majoring in one of the programs offered by the Accounting/Managerial Studies Department, with Accounting the most popular choice. 21% of the students indicated that their major was one of those offered by the Computer Information Systems Department. Combined with the almost 8% of the population choosing an Office Technology major, the business area programs represent 61% of the LaGuardia active student body. Within these areas, Accounting has grown 20.9% over the 1985-1989 time period, and Computer Technology has exploded over 4107%. Travel & Tourism, established in 1986, has grown in size beyond the expectations expressed in its proposal for the Title III grant which supported its development. By the Spring of 1990, actual enrollment was 3.5 times the predicted enrollment, and the actual total of graduates was 1.8 times the predicted total. Travel and Tourism has grown to 457 students or 17% of the students in the Accounting/Managerial Studies Department. The Office Technology Option within the Office Technology Department introduced in 1986 now accounts for 41% of the students in that Department.

Programs in the Business areas experiencing significant declines over the same time period include Data Processing (-57%, from 1296 to 557) and the Secretarial Science Option -- Bilingual (-89%, from 109 students to 12) and Executive (-32.9%, from 702 students to 287 in 1989). Since the shrinkage in the absolute numbers of students in CIS department offerings was only 7.2% over this period, the large decline in Data Processing reflects a realignment of students from DP Programming and Operations to the Computer Technology options. The drop in enrollment in the Operations option is attributed by the CIS Department to the decrease in jobs available in the area, due in part to the movement away from large main frame computers to networks and PC's. Similarly, the programming job market has flattened out, and openings for two-year college graduates have dwindled as they face competition from senior college graduates. The Computer Technology options offer students interested in getting into the job market as soon as possible a career-oriented program with little competition from four-year college graduates.

The dramatic shift in student preference for the Office Technology option over the Secretarial Science options offered by the Office Technology Department is attributed to the deliberate design of the non shorthand option which includes extensive training in microcomputer applications. This option was developed after extensive analysis of the current trends in office systems.

According to the "Headcount Comparison by Curriculum," Liberal Arts & Science programs have had a total growth of 25.3% between 1985 and 1989 with the Liberal Arts -- A.A. degree experiencing the largest percentage growth of 31.1%. Students enrolled in the Liberal Arts -- A.A. degree program represent 75% of all students in Liberal Arts & Science. The Bilingual Education
Associate program experienced the steepest decline with 50% fewer students enrolled in 1989 than in 1985. The Applied Science programs have evidenced a percentage increase of 25.9% with largest percentage growth in the Physical Therapy Assistant program (330.6%), Pre-Nursing (45%) and Mortuary Science (31.3%). In actual numbers of students enrolled in 1989, the largest programs in the Applied Sciences are Pre-Nursing with 541 students, Human Services with 443 students, and Physical Therapy Assistant with 267 students. These three programs account for 67% of all students in the Applied Science areas.

Changes of Majors

Students applying to LaGuardia must indicate their choice of major and the specific option within the major on their initial application for admissions. In an interview, the Director of the Admissions Office indicated that students, unsure as to their preference of major at the time of application, are interviewed by the Admissions Office staff. Based on career interests and academic strengths indicated during the interview process, Admissions Office personnel advise students to select Liberal Arts or Liberal Arts and Sciences as program options which will offer them a chance to develop academic skills while exploring different disciplines.

Reports requested from Computer Services and received in March, 1991 detail change of major patterns for the students entering fall, 1988 and fall, 1989 (see Appendix 8.18, pp.190-195 summary chart: Appendix 8.19, pp. 196-198). For each class, a computer search identified those students who changed their majors four times or more, 3 times, 2 times, and once. Tables were generated to indicate what the first change of major was for each of these students. The quantitative data indicate changes of majors represent reasonable patterns in both numbers and new major choices.

Out of 3172 students admitted in September, 1988, 540 or 17% have changed their majors. 88% of these students (or 14.9% of the total entering cohort) changed their major only once. The "Changes of Major Summary" charts (see Appendices 8.18, 8.19, pp.190-198) indicate the most frequent changes. Of the changes reported for this cohort, 71 students switched their major from Liberal Arts or Liberal Arts and Science to another area. This is consistent with the advisement given to students during the admission process to select liberal arts or liberal arts and science as an exploratory major. 39 other students moved from the Pre-Nursing option to Nursing, a standard change of major processed as students qualify for the demanding Nursing Program. As indicated on the chart, the shifts in majors seen most frequently are within majors or are recommended by the departments as logical moves for students experiencing academic difficulties in their original choice of major. Such moves minimize the loss of credits for students and allow students to continue in related fields.
Interestingly enough, between January 1991 and October 1991 a total of 107 students left the liberal arts major while 74 students changed into the major. The 107 who left were spread out among all majors, with the top three being 11 to Nursing, 13 to Business Management and 11 to Human Services.

As expected, the student cohort entering in fall, 1989 shows fewer changes of major. It is assumed that since these students have been at the College a shorter period of time, many of the changes have not been implemented or formalized yet. Out of 3407 admitted, 371 students or 10.9% have changed their major at least once, with 91% of those changing their major only once. The patterns of changes remain consistent with the previous year. Once again, movement out of Liberal Arts and Liberal Arts and Science represents the largest number of changes; 46 students made this change of major. 33 students moved from Pre-Nursing to Nursing. Thus, 79 students or 21% of the total number of changes are represented in these two changes. As indicated on the chart (see Appendices 8.18, 8.19, pp.190-198, the largest numbers of changes are those suggested by the departments as good strategies to maximize credit transfer and continue preparation for a related career field.

During registration for winter quarter, 1990-1991, a survey was distributed randomly to students waiting on line for the terminal area. (See Appendix 8.20, pp.199-204.) The survey asked students to indicate whether they had changed their majors and if so, what had prompted the change. 103 students completed the survey form; of these, 30 students (approximately 30%) indicated that they had changed their major.

The most frequently cited reasons for selecting the current major are listed below:

This major leads to a career field which pays better or has more jobs. 42
I like the courses. 41
The new major transfers more easily to a 4-year college. 19
I do better in the courses. 18
This major requires less math. 9
My teacher or counselor recommended this major. 7
My friend recommended this major. 7

New options within departments have provided alternatives for students experiencing difficulties or doubts about career directions to shift their focus while maintaining their credit accumulation. The Accounting/Managerial Studies Department reports that unlike the situation in the past when students would move out of accounting into a field such as Data Processing (now Computer Programming & Operations) because of the promise of more lucrative jobs, students
are now changing into the new Joint Accounting/Data Processing curriculum. The new Business Finance option is attracting students who are more interested in working in collection agencies. This option was not available a few years ago, and many students who now select it would have gone into either Business Management or Business Administration.

**Gateway Courses and their Impact on Choices of Major**

Several departments report that students change their majors when they experience difficulty in specific "gateway courses" -- those courses whose successful completion most often indicate that students will be able to complete the advanced work in the major. The obstacles cited in these courses are most frequently deficiencies in math, science, or reading skills. The Director of the program in Bilingual Education identified fulfilling the basic skills requirements in reading, writing, and mathematics prior to entry into college-level courses as "a major problem" for students in the program. The Accounting/Managerial Studies Department reports that students who have severe problems in reading skills encounter significant barriers in passing courses with high reading levels such as Introduction to Business (AMM101) just as students with poor computational skills seem to have significant problems passing Principles of Accounting I (AMA101) and sometimes Principles of Accounting II (AMA 102). If students make it through these initial courses, they move along through the rest of their courses and complete their degrees. The Office Technology Department reports that "students who have difficulty passing the 'gateway' courses (Keyboarding I and Stenography I) are most often students who have poor basic skills. This becomes apparent for several reasons: lack of ability to follow written instructions, word recognition problems, inability to proofread accurately, and inability to generate documents correctly."

Computer Information Systems reports that the "gateway" course for students in the Computer Programming option is BDP109: Principles of Programming, the first intensive programming course. An estimated 20-25% of students do not succeed in this course. Of those who do succeed, about 30% do not complete BDP195, the first course in COBOL programming, successfully. Programming depends on logical problem-solving skills and abstract reasoning. Students who fail at either of these points tend to transfer into other areas in the Department. The easiest transfer is to Computer Operations since there is considerable overlap in the early quarters of these two options.

The Computer Repair and Telecommunications options within the same department appeal to students who enjoy working with their hands. The "gateway courses" are those in Electronics and Computer Architecture, courses which deal with scientific theory and involve mathematical proofs. Similarly, some students selecting Computer Science find the heavy math orientation of this program a
stumbling block. When calculus is a deterrent, students are most likely to move into the other options offered by the Department.

The Chairperson of the Computer Information Systems Department offers information from the Cooperative Education Division indicating that employers cite deficiencies in written and oral communication skills as problems for students on internships and, ultimately, for those who obtain permanent employment. Internships involving use of personal computers seem to require these skills even more than internships in the past. Reading technical manuals to maintain technical currency is also important, so that students with poor reading skills have difficulty in the internships and, eventually, also in the job market.

The nursing program has a competitive admission process for students moving from pre-nursing into the major since typically there are more applicants than spaces; in April, 1990, there were 77 applicants for 60 places. To be considered as eligible for admission to the nursing program, students must have earned at least a 2.50 GPA based on four "key" courses: SCC140: Biological Chemistry; SSY101: General Psychology; ENG101: Composition I; SCB203: Fundamentals of Human Biology I. The selection of students into the Nursing Program is determined by a rank order scoring system which is based on doubling the GPA in the four key courses (Pre-Nursing) and adding to this the GPA of all required general education courses taken to date (including the key prenursing courses).

Students not selected for the nursing program are permitted to reapply for the next admission. At that time they are again ranked according to the previously described scoring system. During the waiting period, students can complete coursework in the other areas required by the program. Students who are unsuccessful in gaining admission to the nursing program after several attempts are counseled to transfer to other majors in the College. The other options recommended to such students are Physical Therapy Assistant (which shares some of the same required courses with the nursing program) and Occupational Therapy Assistant.

Admission to the nursing program has become even more competitive in recent quarters. Because of the hiring freeze imposed by CUNY, three faculty positions remained unfilled. The spring quarter 1991 nursing class size was reduced to only 30 students.

The program director identified two major academic areas in which student deficiencies impair student progress or success. ESL students have English language difficulties which affect their ability to succeed in nursing courses and to pass state board exams. Mathematical skill deficiencies also hamper students taking the Medical Dosage course, a math course taken with the first nursing course. Another "gateway" course is the Psychiatric Mental Health course. Here too it is difficult for the ESL student to focus on abstract concepts of mental health/illness. The program director stated that ESL students found this course difficult, both because of its language
orientation and the cultural context in which mental health must be discussed.

Some programs of study report that students have misconceptions about the skills required in their fields and are shocked by the demands of the "gateway" courses or the level of math or science required. The Director of the Veterinary Technology Program reports that the Comparative Vertebrate Anatomy and Physiology course is the "gateway" course where students experience failure and must rethink their goals. Once a student has passed this course, the attrition rate in the program is close to 0. Candidates for the Mortuary Science program believe "that since there is no math requirement it must be an easy field to pursue." Nevertheless, students have problems in the Fundamentals of Biology I course. In the Associate of Applied Science in Commercial Photography, students are also surprised by the mathematical requirements. Photography is a science as well as an art, and arithmetic calculations are very important in understanding its basic principles. Instructors must use valuable class time to explain ratios, cross multiplication, fractions, and equations. The Human Services Program within the Natural and Applied Sciences Department reports that a recent survey of 90 students found that 36% of the students identified "difficult" courses as an obstacle to graduation, with math and science as the areas where they had the most trouble.

SECTION II: EVALUATING PROGRAMS OF STUDY

The methodology, frequency, and formality of the evaluation of programs of study at the College vary widely and depend greatly on whether a program is certified or licensed by a professional or governmental organization. In general, the allied science programs are the most stringently evaluated. For example, the Nursing Program is evaluated every eight years by the New York State Education Department. The evaluation process includes a written report, an onsite campus visit, visits to clinical settings and student and faculty interviews. The NYS Education Department establishes program guidelines which include such items as hours required in clinical practice and theory. Changes in the state guidelines have a direct and immediate impact on the program’s content and structure. The nursing program also voluntarily participates in the accreditation process of the National League for Nursing which includes a self-study; in June 1987, the program was granted initial accreditation for eight years.

Graduates are eligible to sit for the National Council of State Board Licensure Examination for Registered Nurses (NCLEX-RN). The program receives feedback from the test results which help it target areas for improvement. In January 1989, the State Education Department requested that the College submit an action plan that addressed strategies to improve its graduates’ performance on future
NCLEX-RN licensing exams. The College submitted the plan and because of the newness of the program and the uneven NCLEX results, a site visit was made in November 1989. The report from the visiting consultant stressed the need for ongoing remediation for students throughout the program. It also encouraged the development of ESL strategies that dealt with speaking and listening as the majority of students come from countries other than the U.S.

Nursing faculty have worked on three areas they believe will help to improve results: revision of curriculum, testing processes, and remediation efforts. Currently nursing faculty are involved in two remedial projects funded by grants. These are the Learning to Learn Project which involves Counseling and the LENS (Language Enrichment for Nursing Students) Project which is coordinated by ESL. Faculty are optimistic about progress made in all three targeted areas. In February 1990, the NCLEX pass rate was 95%: the highest level achieved by the program. In July, 1990, the pass rate was 69%. These percentages appear to be the beginning of a positive trend.

The Veterinary Technology Program, the only one of its kind in New York City, is accredited by the American Veterinary Medical Association. Accreditation procedures require an annual evaluation report, a yearly self-study report, and on-site visits. The program prepares the students to meet the requirements for New York State licensure as Veterinary Technicians and to take a certifying exam given by the American Association for Laboratory Animal Science. Since Veterinary Technology is a small program, the program director is able to keep in close contact with the students and solicit their input into program policies and curriculum.

Many programs of study at the College, while not certified, follow the guidelines established by professional organizations. For example, the programming option offered by the Computer Information Systems Department follows the recommendations of the Data Processing Management Association (DPMA). The Telecommunications option is certifiable by the AB Engineering Technology (ABET), but there has been no attempt to obtain accreditation from ABET because of its stringent academic requirements. The Computer Science option was designed as a transfer option. Therefore, to facilitate transferability, its program follows the Association of Computing Machinery (ACM) guidelines. The Department looks to the colleges which offer four-year programs in computer science (CCNY, Queens, Brooklyn, Adelphi, for example) and continues to develop a curriculum making transfer feasible.

Several programs have instituted self-studies to evaluate their programs. In the Bilingual Education Associate program, a self-study was initiated in 1989 by the chairperson. A multidisciplinary committee of faculty drawn from around the College has been guided in its work by the recommendations of the CUNY Board of Trustees Task Force on Education and Curriculum, Report 1, January 1988. The continuing Self-Study is investigating program effectiveness.
through surveys of program graduates, principals, and school district superintendents. At the College, the Liberal Arts Program has undertaken two major self-assessments since 1984. An examination of student enrollment in the Cooperative Education component of the Liberal Arts program was completed in 1987 and a comprehensive self-study was completed in the summer of 1989. Follow-up on the self-study recommendations has taken place under the leadership of Associate Dean for Academic Affairs Roberta S. Matthews.

Student feedback is solicited formally by many programs by means of questions which can be added to the formal instructional evaluation form called "Student Instructional Report" or SIR. Among the programs using formal student feedback forms to evaluate courses and/or programs are Liberal Arts, Nursing, and Human Services. The Enterprise Center, while not a formal program of study in itself, uses student course evaluation forms in each of its offerings (see Appendix 8.21, pp. 258-266). These evaluations target specific methodologies or concepts identified by the instructors as significant. Several departments have reported that the Enterprise evaluations are important feedback mechanisms on specific courses.

A request to faculty asking for information on ways in which they evaluate individual courses received responses which described a variety of creative approaches to evaluation. A faculty member in Humanities includes a blank sheet on her final which students are to use as an "essay" describing their view of the course. Students are assured that all answers are "correct". In one of the Liberal Arts cluster classes, a faculty member asks students to write anonymous statements about the strengths and weaknesses of the offering. Similarly in Office Technology, one faculty member described her use of a self-assessment form to give students an instrument to describe their feelings about the course and about their own progress.

Despite these innovations initiated by individual faculty, many departments need to develop more formalized ways to identify their programs' strengths and weaknesses. In an interview, the Dean for Academic Affairs stated that the College's current administration is very interested in helping all departments develop new approaches to evaluation of courses and programs of study. Such support is possible now because the Office of Institutional Research has recently been reestablished, and departments will now have access to a network database of registration and student information.

SECTION III: IMPACT OF BUDGETARY PRESSURES ON TEACHING AND LEARNING AT LAGUARDIA

All directors of programs of study or chairpersons of departments offering programs of study were asked in interviews to identify the barriers to student success in their programs. Across the College, departments reported that measures taken to reduce expenditures because of budgetary pressures have created additional
barriers for student success. Several departments highlighted new programs of study whose implementation has been halted due to budget pressures. Other successful programs (for example, Nursing) have had to limit student admissions because of unfilled faculty lines. There is serious concern throughout the College that these severe budget measures will cause the College's programs to become stagnant and out-of-date. Other commonly described problems caused by budget constraints were increased class size, reduced advanced level offerings, fewer elective offerings, insufficient laboratory space or equipment, and reduced or eliminated tutoring services.

Several departments directly correlate student attrition to increased class size. While the Daily Registration Summary reports (see Appendix 8.22, pp. 277-280) indicate that the "average" class size in many departments has not dramatically increased since Fall 1986, according to anecdotal reports and interviews, these figures belie classroom realities. Averages disguise the fact that introductory class sizes may have increased dramatically, but the upper level classes still run "lean" because of the great attrition of first year students. Indeed, throughout the College, faculty and chairpersons report that class size is causing a variety of problems.

The Chairperson of the Accounting/Managerial Studies Department reports that some classes have over 40 students in them and comments: "Budget cuts in the recent past have affected class size, and these have had a definite impact on student progress due to crowded conditions in the classroom. As a result, there is less individual attention to students and higher attrition results. Also, as the number of students who take each course increases, the size of groups that use the lab at different times also goes up and the ability to provide adequate support services diminishes." In some disciplines, class size exceeds the recommended class size set by professional organizations. For example, while the National Council of Teachers of English recommends 15 or fewer students in developmental writing courses, the College has increased the class size in such courses to 22 or more. In the case of Basic Composition, the recommended class size is 20 students; at LaGuardia, the maximum class size is now 30 or more.

Inadequate and outdated laboratory equipment can affect the readiness of students to handle class assignments and Cooperative Education internships as well. As the CIS Chair states: "The lack of hands-on experience, due in part to not having enough equipment in the Department and the difficulty in maintaining state-of-the-art equipment, impacts on the Coop experience. Limited lab space also makes it difficult for students to complete their degree programs in a timely fashion. For example, in the Physical Therapy Assistant Program, laboratory courses are limited to 24 students each. Three sections of each course are offered during the day (during each quarter), and one section of each PTA lab course is offered in the evening, six months later. If a student fails one of these courses,
there is a six-month waiting period, at which time the course can be repeated in the alternate time slot. However, the student may choose to wait one year in order to repeat the course in the original time slots. Having only one lab facility limits the students' progress and options.

The Veterinary Technology Program Director states, "The major weakness of the program is the limited space available for animals and specialized instruction." The class size is limited to 16 students for some courses. For this program the quarters in the new building will provide expanded laboratory facilities which should eliminate some pressures. However, in the Commercial Photography Program, the Director finds the program caught between having to meet the College's minimum class size requirement (currently at 15) and the confining lab space which can accommodate only up to 18 students. He finds this narrow band of acceptable class enrollment difficult to meet.

The number of sections of courses offered by each department has also been reduced as a result of budgetary pressures. Consequently, students are closed out and often blocked from progress in their studies. This bottleneck increases each quarter as more students vie for ever shrinking numbers of seats. In some programs, students who fail a particular course find several quarters must elapse before they can retake the course and continue their studies. In the Applied Science programs, this becomes a critical issue. For example in Veterinary Technology, each course is a prerequisite for the one that follows it. As a result it is possible for students to enter the program only during the fall quarter. Many of the courses in the Veterinary Technology program are offered once a year. Therefore, if a student does not follow the sequence pattern, he or she will have to wait a year before taking the course again. In the Emergency Medical Technician Program, the medical phase of the program requires coordination with the schedules of the two area hospitals used for training. Only fifteen seats are available for students each cycle. A student missing the start of a cycle will have to wait three quarters before the next cycle begins. Progression through the cycle is contingent upon a student's passing all of the courses in a given quarter. Students who fail even one course must recycle to the beginning, no matter how far into the cycle they have progressed.

SECTION IV: INNOVATIONS IN TEACHING AND LEARNING AT LAGUARDIA

The various departments at the College have responded to the needs of the students and the difficulties caused by budget pressures in creative and innovative ways. Across the College, faculty have developed new ways to help students master the skills needed for success in both the academic and work worlds. Many of these innovations have survived the "trial by ordeal" of also being cost-
effective and enhancing the delivery of the academic program to the students. Computer technology and collaborative learning are just a few responses to the needs of students.

These innovations in teaching and learning at the College include: the incorporation of computer use into the academic life of the College; innovations in curricular design and pedagogy; multidisciplinary approaches, collaborative learning, study groups; varying responses to the changing demographics of the student population; and the enhancement of the cultural and intellectual life of the students through the activities of the various academic departments in the College.

**Incorporating the Computer in the Classroom**

The College has continued to work to acquire and apply technological tools--particularly microcomputers--to both help students keep pace with the rapid changes in their career fields and to enhance the development of fundamental skills. This section will highlight some of the new ways in which computer technology has been incorporated into the academic life at the College.

The English Department offers a strong "writing on the microcomputer" program. Sections of all writing courses, including those in creative writing and journalism, are taught on the microcomputer. The English Department now has two microcomputer labs which are totally dedicated to use by the English Department. The two English courses in the Liberal Arts clusters (ENG101 and ENG103) are taught in the computer labs, and many students have two additional required hours per week in the computer lab.

Use of the hand-held calculator is encouraged in all mathematics courses. This permits instructional time to focus on problem-solving concepts rather than on computations. LaGuardia began this practice about ten years ago, ahead of many other colleges. Recently, the College Board SAT program began to require the use of calculators in its Level IIC achievement tests. A number of Mathematics Department faculty have developed courseware (computer software) for use in advanced elective classes such as "Precalculus," "Statistics," "Calculus," "Differential Equations," and "Discrete Mathematics." The courseware is used for both demonstration and student drill.

The Natural and Applied Science Department offers courses in natural sciences (biology, chemistry, general science, health science, and physics) and applied sciences for the programs it manages in the Allied Health area. The tremendous growth in enrollment in the Allied Health programs (VT, DT, MS, Nursing, PTA, and OT) has driven course offerings and support services. Courses in Human Biology and Biological Chemistry dominate the Department's offerings. The Department has addressed the needs of students who have difficulty in mastering scientific subjects by obtaining tutoring
support services through a number of grants. Much of this tutoring support incorporates creative use of computer technology.

**Technology Transfer Center:** The Technology Transfer Center at LaGuardia Community College was created in response to the need for training and support for faculty and staff computing, both in our college and in our geographical area. The center is decentralized and houses an IBM Personal Computer laboratory consisting of IBM PS/2 computers, printers, optical scanners, and a wide variety of software including the Wisc-Ware library and Ncriptal award winning programs. Services offered include workshops in the use of the Advanced Academic Computer System which operates on a Windows platform and features programs such as Toolbook, Excel, and Word for Windows. Training in non-windows applications is also provided as well as seminars on general topics such as an introduction to computing, integrating computing in the academic disciplines, and selecting and purchasing hardware and software. In addition, users have access to the on-line services of ISAAC, CompuServe, Prodigy, and the libraries of public domain and shareware programs.

The CStep grant provides tutorial services for introductory science courses. Faculty members have developed course-related computer software for Biological Chemistry, Fundamentals of Biology II, and Human Biology I. A Science Study Center has been established which houses the computer programs, laboratory specimens, tapes, and anatomical models as well as other supplementary materials.

The MSIP — *Minorities Science Improvement Program*, a three-year renewable grant for $250,000, has been awarded to the College to assist students in both the natural and social sciences. The grant will enable LaGuardia to set up a study center whose main component will be a computer tutorial program, ICISS. This software package provides a self-study, self-drill program for students and generates a data base for faculty on individual student progress. The data base on student progress will be used in conjunction with a psychological inventory, the Myers-Briggs Type Indicator, to make full use of student performance in science and social sciences. The grant will also enable faculty to link up by computer to both the CUNY network and an eastern U.S. network. This linkage will provide access to academic shareware (uncopyrighted software) and bulletin boards of educational resources.

**Collaborative Learning and Study Groups: Students Working Together**

LaGuardia faculty have been recognized as leaders in the use of collaborative learning methodologies to improve student academic achievement and to develop a sense of community among students which has been shown to increase retention. Indeed, innovations in collaborative learning are seen throughout the College. Most
recently, the Enterprise Center has sponsored faculty development seminars to train faculty in collaborative learning methodologies and active learning strategies. Over 72 faculty members have been trained over the last two years. Many of the faculty thus trained have begun experimenting with using these new approaches in their classes. In other cases, entire departments have made collaborative learning the preferred approach in their offerings.

For example, members of each of the five liberal arts departments have written extensively on innovative and effective teaching strategies such as collaborative learning strategies, use of the microcomputer, and peer tutoring. They are in demand nationwide as presenters at conferences. In the English Department, typically, writing courses are taught with an emphasis on student dynamics, often including the use of collaborative learning strategies. Writing is taught as a process, the various steps of which students practice both in and out of class. In the College composition courses, students are taught research techniques, including the preparation of a secondary source paper. There are regular faculty development sessions covering such collaborative learning strategies such as peer editing, peer critiquing, and group response to assigned readings and plans for essay development.

SECTION V: RECOMMENDATIONS

The programs of study at LaGuardia have managed to maintain their academic quality and vibrancy while under tremendous budgetary pressures. Recommendations which follow are offered as a means by which the College can set priorities during the budget crisis without damaging the academic heart of the institution.

1. Encourage all academic programs to develop a plan for evaluation. Through systematic evaluation, the College can identify specific areas needing support and assertive management. Available funds can therefore be used more productively. Such program evaluation needs to include feedback from graduates, employers, and Cooperative Education faculty to ascertain that students are developing the skills needed for employment in their chosen fields. In addition, data gathering and analysis on movement of students through the academic programs, among majors, in and out of the College, should begin or resume. Additional longitudinal studies are also suggested. (See Section 24 for further suggestions.)

2. New program development must be continued. New programs already approved need to be reviewed carefully before a decision is made on implementation. An institution like LaGuardia, whose programs and student population are so directed to economic development, cannot maintain its vitality and appeal without introducing new programs to meet the changing needs of the world of work.
3. Program structures must be accessible to students at the College. Faculty and chairpersons know that students must juggle full-time work, child care responsibilities, and the demands of school. Programs which offer advanced level courses only at night or only in the day require students to rework their complex schedules. As research on programs and student profiles develops, the College should make every effort possible to provide maximum flexibility in scheduling program and course offerings.

4. Expand professional enrichment efforts to include their familiarity with new directives on qualitative assessment, new pedagogies and initiatives in teaching and learning.
SECTION 9
TUTORING AND LABORATORY SERVICES

TUTORING AND LABORATORY SERVICES

Introduction

In order to fully describe tutoring and lab services at the College, this section of the report is broken down into four parts: (1) Tutoring and Lab Services for Basic Skills Courses, (2) Tutoring in the Content Areas, (3) Tutoring Services with Special Needs, and (4) Comments and Recommendations. Based on findings reported in the first three parts, the writing of this section of the report was facilitated by the development and distribution of a survey (Appendix A) at all departments at the College in which tutoring and laboratory services were surveyed: Accounting, Behavioral Studies, Communication Skills, Computer Information Systems, English, English as a Second Language, Humanities, Mathematics, Natural and Applied Sciences, Office Technology, and Social Sciences. In addition, the writer interviewed administrative, tutoring, and laboratory staff at the College.

Part I. Tutoring and Lab Services for Basic Skills Courses

Approximately 50% of all entering LodiGuardia students require remediation in at least one Basic Skill. In recognition of our students' special needs, the College has wisely invested the major share of its support in providing tutoring and lab services for these entering students. All departments that teach Basic Skills students, English (Writing), Humanities (Speech), Mathematics, Communication Skills (Reading), and English as a Second Language require students, as components of their courses, to attend labs where they are tutored. Each of these departments administers its own lab; consequently, the type of tutoring available may differ from area to area.

A. Communication Skills: Reading

The Communication Skills Department requires students enrolled in all of its developmental level courses (Reading Workshop CSE 000, Basic Reading I, II, and III CSE 097, CSE 098, and CSE 099) to attend its reading laboratory twice a week for 70 minutes where they are tutored. Thus a large number of students are tutored, with an average of approximately 750 per quarter. The tutoring students receive is designed to supplement and reinforce the three weekly 70-minute instructional hours. Since this entire class attends as a group, each tutor is responsible for assigning students for his/her lab, which are then carried out by the tutors in charge.

The lab is supervised by a Senior Laboratory Technician who is a Reading Specialist. Tutoring is provided in ratios ranging from 1:10 for lower level courses (CSE 096, 097, and CSE 098) to 1:15-20 for the upper level developmental courses (CSE 099). At the request of
Section 9
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Part 1. Tutoring and Lab Services for Basic Skills Courses:
Approximately 80% of all entering LaGuardia students require remediation in at least one Basic Skill. In recognition of our students' special needs, the College has wisely invested the major share of its support in providing tutoring and lab services for these entering students. All departments that teach Basic Skills students, English (Writing), Humanities (Speech), Mathematics, Communications Skills (Reading), and English as a Second Language require students, as components of their courses, to attend labs where they are tutored. Each of these departments administers its own lab; consequently, the type of tutoring available may differ from area to area.

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The lab is supervised by a Senior Laboratory Technician who is a Reading Specialist. Tutoring is provided in ratios ranging from 1:11-20 for lower level courses (CSE 096, 097, and CSE 098) to 1:15-25 for the upper level developmental course (CSE 099). At the request of
certain faculty, some Basic Reading II and III classes have been designated as "Microcomputer sections," and their labs have been taught in the Department's Microcomputer Lab. The Reading Lab is also open at designated hours for students to make up missed lab sessions and receive additional small group assistance.

Tutors are selected from recommendations given by the Placement Office as well as the Cooperative Internship Program at LaGuardia (see Section 10) and sometimes by word-of-mouth. Tutors are trained in regularly scheduled sessions and are provided with an information booklet that spells out their role as tutors.

The tutors are evaluated using a form distributed to students at the end of each quarter (see Appendix B). Responses indicate that for the most part students are pleased with the tutoring offered in the lab and believe that the tutorial assistance in the lab has helped them with their class work. Data supporting this conclusion was supplied with reference to the Winter 1989 quarter. A total of 675 students' responses were tabulated, and results indicated that 76% agreed that "the tutor's assistance in lab has helped me better understand my class work" (item #7). In fact, students' responses to all eight items in this questionnaire were generally favorable. Specific responses in percentages are noted on the questionnaire itself in Appendix B.

In addition to this tutoring, additional individual and small group tutoring is available under the auspices of a federally funded grant - the Tutoring Counseling Services Grant for students with special needs (see "Tutoring for Students with Special Needs," in this section).

B. English:

The English Department requires students enrolled in its Basic Writing courses (Basic Writing I, II, and III, Eng 097, 098, and 099) to receive tutoring at the Writing Center once a week. In addition, students who are experiencing difficulties are encouraged to attend the Writing Center on a drop-in or appointment basis. In addition, faculty frequently send students to the writing center and provide specific recommendations regarding their writing deficits. During the 1989-90 academic year, the Writing Center serviced a total of 2850 students (see Appendix C).

The Writing Center is staffed with a Director and an Assistant Director who supervise the tutors. Tutors are selected by means of a rigorous interview and a diagnostic test. LaGuardia students may be eligible to tutor if they have successfully completed Eng.104: Intermediate Writing: The Peer-Tutor Experience. Tutoring is generally in a large group setting (1:22) although there is also some small group and individual tutoring available. Training for tutors is provided during weekly training meetings. Evaluation of tutors includes quarterly student evaluations of all Writing Center services, ongoing supervisory tutoring observations, and quarterly facility evaluations by staff.
Based on the results of a survey completed in June 1991, students are generally pleased with the help they receive in the Writing Center. For example, 84% responded that they found the tutoring they received in this lab "extremely helpful" while 80% responded that their tutor was "extremely helpful." (See Appendix C, "Laboratory-Tutoring Evaluation Form").

In addition, the English Department, like the Communications Skills Department also participates in the federally funded Tutoring Counseling Grant and therefore does provide small group and individual tutoring for selected students with special needs. (Again, for a more complete discussion of this grant, see Part 3: "Tutoring for Students with Special Needs" which appears in this section.)

C. Speech-Communication Center:
The Speech-Communication Center or lab is administered by the Humanities Department which is responsible for all Oral Communication courses at the College. Students enrolled in all basic level communication courses, Basic Communication Strategies I and II, HUC 098 and HUC 099, and Oral Practice for the Non-Native Speaker, HUL 099, are required to attend the Speech-Communication Center at least one 70-minute hour per week where they receive large group, small group, and some individual tutoring. Students are tutored as a class with tutor-student ratios varying from 1:18-1:25, depending on the size of the class. Other higher level courses in the Humanities Department which also focus on improving oral communication skills and require students to attend a weekly lab session include HUC 104: Voice and Diction and HUL 100 Communication and the Non-Native Speaker. Tutoring for basic skills students in the area of oral communications is considered essential because it provides students with an opportunity to practice material presented in class in a variety of experiential settings.

Each quarter, detailed records of attendance are kept. During the fall 1990 quarter, for example, a total of 3,018 students used the Speech Center. This figure includes students who were attending required labs. However, in addition during this quarter, 147 students were provided with individual tutoring on a referral or self-referral basis (see Appendix D, for further information).

A survey of students using the Speech Center was completed in June, 1990, revealing that students are generally pleased with the services they receive. For example, 81% rated the tutoring they received as either "extremely helpful" or "somewhat helpful" and 72% responded that their tutor was either "extremely helpful" or "somewhat helpful!" (see Appendix D, for responses to other items).

The Speech Communication Center has an Audiolingual lab that is equipped with state-of-the-art equipment which can be made audiovisually interactive (AS4M system). At present, it is an audio lab, but in the future there are plans to expand it so that it is also video and computer interactive. The Center is now piloting use of the IBM Speechviewer, on loan temporarily from IBM, which permits
students to incorporate visual feedback in self-monitoring pronunciation and intonation. Faculty and staff have also produced a series of audio/videotapes to supplement lab instruction. Tutors may be former Speech Communication students who excelled, work-study students or students serving a Cooperative Education internship (see Section 10 on Cooperative Education). Tutors are interviewed and then selected because of their oral language skills and their availability. The training of tutors is usually provided during the first week of the quarter in a group training session. In addition, faculty do provide some additional in-house training and continually share new materials and exercises with tutors. Evaluation of tutors is ongoing, as the College Lab Technician works closely with the tutors, providing them with regular feedback on their performance.

Formal evaluations of interns and college work-study students are completed by the College Lab Technician and forwarded to students' counselors. In addition, an annual evaluation of the tutors and the College Lab Technician is conducted by the Speech Center Director. (Appendix D, includes a number of sample forms that reflect the nature of the work performed at the Speech Center and a further breakdown of the number of students served.)

D. Mathematics:

The Math Lab provides students with an opportunity to receive additional support in their Basic Skills mathematics work. Students enrolled in Basic Math I and Basic Math II (MAT 098 and 099) are required to spend one 70-minute hour a week in the Math Lab. Each week, the coordinator of each course prepares a series of problems which students must complete. Students work on their own or in small groups to complete these problems and are assisted by the tutors.

Approximately 2700 students are served in an average quarter by this lab. Of these, 1700 attend as part of their required lab work, while the remaining 1000 are upper-level mathematics students who wish additional help with their courses. As a general rule, 3-5 tutors are available to assist students. There are anywhere from 5-75 students using the lab at any one time. In addition, some Basic Skills mathematics classes meet in the Computer Learning Center where computers are used to complete the week's lab assignment.

Prospective tutors are selected from the student body. They are interviewed and hired by the Senior Lab Technician. In order to qualify, a tutor must have successfully completed Calculus II and be an effective communicator. In addition, former teachers of these prospective tutors are asked for references. The Senior Lab Tech is responsible for on-the-job assistance to the tutors assuring that when problems do occur, the tutors can be helped to become more effective in their work. The Senior Lab Technician is also responsible for tutors' evaluation which is ongoing and informal with the objective of ensuring that the tutoring process is proceeding smoothly and students are being properly assisted with their work.
The Math Lab also provides drop-in tutoring to any students in higher level math courses. This tutoring is described later in Part 2 of this section under "Tutoring in the Content Areas."

A survey of students being tutored in the Math Lab was completed in June, 1991. Results indicate that students are generally satisfied with the tutoring they receive in the Math Lab. For example, 75% of those surveyed, responded that they found the tutoring they received either "extremely helpful" or "somewhat helpful," and 87.5% responded that their tutor was either "extremely helpful" or "somewhat helpful." (Students' responses to the other items in this survey have been tabulated and may be found in Appendix G.)

E. English as a Second Language: (ESL)

The ESL program requires that students enrolled in the following ESL courses receive tutoring twice a week in addition to classwork: ESL 096, 097, 098, 099, ESR 098, ESW 099, (ESL 096 English as a Second Language Workshop, ESL 097 and 098 English as a Second Language I and II, ESR 098 English as a Second Language for Selected Readers, ESW 099 English as a Second Language III).

In addition, students who are experiencing difficulties are encouraged to attend the ESL Lab on a drop-in or appointment basis. Approximately 600 students a quarter are tutored in this lab.

Under the direction of the tutors, students complete assignments that are provided by their teachers. The ESL Lab is also equipped with computers, and students may work on software or word processing if their teachers so desire. Tutoring is usually provided in a large group setting (1:10-12) with two tutors generally assigned to classes that range in size from 20-24 students.

Tutors are interviewed and selected on the basis of various criteria, such as prior tutoring experience, evidence of good interpersonal skills and communication facility. For the most part, they are graduate students seeking M.A. degrees in ESL programs from universities in the metropolitan area. Training and evaluation are performed by the College Lab Technician and is ongoing and informal. A survey in June of 1991 indicated that students were generally positive about the tutoring they received in this lab. For example, 71.7 % of the students surveyed reported that they found the tutoring they received either "extremely helpful" or "somewhat helpful." Responses to the other items in this survey have been tabulated and appear in Appendix E.

The ESL Program, along with the Communication Skills and English departments, also participates in the federally funded Tutor Counseling Grant (discussed later in Part 3 of this section: "Tutoring for Students with Special Needs."). Under the auspices of this grant, additional small group and individual tutoring is provided to selected ESL students with special needs.
Part 2. Tutoring and Lab Services in the Content Areas:

Five departments have post basic skills tutorial services for students: Accounting and Managerial Studies, English, Humanities, Mathematics, and Natural and Applied Sciences. Each department uses a post basic skills model adapted to its particular programmatic needs. For example, tutors are available for courses with scheduled labs, for courses with high failure rates, and for students with special needs. In some departments, tutors are available for extra-help sessions. English, reported the most extensive post basic skills tutorial services. The Department offers services for Basic Skills courses that include labs but also targets students with special needs, schedules tutors for students who drop in for extra help on a regular basis, and provides extensive tutor training and evaluation on a regular basis.

Generally speaking, there are two sources for tutors. They may come from a pool of applicants outside the College, or they may be peer tutors - upperclassman who have successfully completed classes within the Department. For example, in Applied and Natural Sciences, peer tutoring is used. These tutors must demonstrate academic achievement, an aptitude for teaching, and excellent communication skills. Peer tutors are paid through a grant funded by the Collegiate Science and Technology Program (CSTEP) which is designed to increase retention among minority and economically disadvantaged students.

In each department, tutors are either paid by tax-levy funds or by grants. In addition, each department also provides informal tutor training, especially when curricular modifications occur.

Two departments, Computer Information Systems and Office Technology, reported that the hiring of tutors had been discontinued due to current budgetary constraints. However, some tutorial needs are met by lab technicians in the labs in the Computer Information Systems Department. To meet the needs of students in Office Technology, supplementary workshops are scheduled. In addition, audiotapes are available for students to work independently to practice skill building.

Moreover, in Mathematics, Accounting and Managerial Studies, Computer Information Systems and Office Technology, lab technicians serve a tutorial function and are available during lab sessions for individual instruction. This means that lab technicians serve as technical assistants for instructors and as tutors for students during scheduled labs.

The Mathematics Department is currently involved in an exciting experiment (under the auspices of the Enterprise Center) in which peer tutors work with students during a weekly two-hour study group. In the Fall 1990 quarter, a pre-calculus class was designated for this experiment, while in the Winter 1990-91 quarter, a Calculus I was used. Tutors were selected on the basis of their demonstrated ability in higher mathematics. Tutors work voluntarily and are given a small honorarium and an award for
their service on Honors Night. Instructors provided materials while tutors worked collaboratively with students to complete the assignments. Preliminary results are extremely encouraging. The winter 1990 Calculus I instructor reported that students in the "enhanced" section, the section with the assigned peer tutors, averaged 12 points higher on each of the three examinations as compared with a "control" section that was provided with no study groups. This difference was found to be significant at the .10 level.

Part 3. Tutoring and Laboratory Services for Students with Special Needs:

Three programs, The Learning Project, the Programs for Deaf Adults, and the Tutoring Counseling Services Grant (TCS) (which is shared by three departments -- English, Communication Skills, and ESL) provide tutoring for students with special needs. These programs, which are largely grant-funded, substantially augment the tax levy funding provided by the College with The Learning Project providing approximately $50,000 annually, and TCS providing approximately $160,000 annually. The Programs for Deaf Adults, receiving funds from the State Education Department, provides approximately $35,000 annually for tutoring of their special needs students.

In the Learning Project, students who are identified as learning disabled either through their high school records or by an outside agency (i.e., Mt. Sinai Hospital, Vocational and Educational services for Individuals with Disabilities or VESID), or by the Learning Project Staff are eligible to receive a minimum of two to three hours of tutoring per week. The number of hours of tutoring provided depends on the number of classes each student takes and the requirements of each course, and the number of students requesting tutoring. The Programs for Deaf Adults provide tutoring services for any deaf or hearing impaired students enrolled in the College. Students who are tutored through the TCS Grant are referred by faculty in the three departments. This target group is selected from the eligible pool of basic skills students in ESL, Reading, and English (Writing) whose weaknesses are not immediately apparent from placement testing but whose performances indicate the need for special, more individualized help.

Of the 87 students enrolled in the Learning Project in the 1989-1990 academic year, 64 students were tutored in the Fall quarter, 45 in the Winter, and 51 in the Spring. All 34 of the currently enrolled credited students in the Programs for Deaf Adults are provided with tutors. From 400-500 students are tutored each year through the Tutoring Counseling Services Grant. (A copy of The Annual Performance Report for the academic year 1989-90 provides more extensive statistics with regard to these types of participants and services provided. It is included as Appendix F. This report was sent to the U.S. Department of Education as part of the TCS grant requirements.)
The Learning Project provides individualized tutoring for its students. One to one, two to one, or three to one tutoring is provided by the Programs for Deaf Adults depending on subject matter tutored, and the Tutoring Counseling Services Grant provides individual and small group tutoring.

Several methods are used in selecting tutors. The Learning Project distributes fliers on campus, gets in touch with chairs at LaGuardia and other colleges, and recruits Phi Theta Kappa Honor Society students. Tutors must be patient, tactful, and supportive. They must also have received "A" and "B" grades in the subjects they will tutor and have maintained a minimum of a 3.0 GPA. The Learning Project tutors are interviewed by the project's Learning Specialist before they are hired. In the Programs for Deaf Adults, tutors are interviewed and selected by the program's Coordinator of Student Support Services. The items evaluated are American Sign Language skills, ability to tutor, and knowledge of the subject matter. The tutors of the Tutoring Counseling Services Grant are interviewed and selected by each department under the joint guidance of the Director of the Grant and its faculty liaison, a faculty member who oversees the grant in each department.

The Learning Project's Learning Specialist conducts tutor-training on a group and individual basis. Tutors, some of whom are Cooperative Education interns, are taught about learning disabilities and techniques for teaching learning disabled students. They are also taught techniques for handling interpersonal issues. Each Learning Project student is invited to complete a tutoring services evaluation form. Although a relatively small number of evaluation forms have been returned, comments have been generally positive. The tutors in the Programs for Deaf Adults are trained individually by the Coordinator of Student Support Services. All Tutoring Counseling Services Grant personnel receive training in pedagogical skills, both general and subject-specific, as well as some basic counseling techniques. Under the guidance of the project director, assisted by the faculty liaisons to the grant in each department, personnel in the three areas come together for sixteen hours of training each year. In addition, each area conducts a related four-hour training session that can therefore be more subject specific.

All tutors are paid. However in the Learning Project, in addition to the twelve paid tutors, there are two interns who volunteer as well as one college work-study student. Funding for these programs come from various sources. The Learning Project is funded by Vocational Educational funds from the New York State Education Department, CUNY Enhancement funds and Vocational and Educational Services for Individuals with Disabilities (VESID). Tutoring services for deaf and hearing impaired students are funded by the New York State Readers Aid funds and by VESID. The Tutoring Counseling Services Grant is funded by the Division of Student Services of the U.S. Department of Education.
Part 4. Comments and Recommendations:

Given the severe budgetary constraints under which the College is currently operating, the availability of tutoring is surprisingly high, particularly at the Basic Skills level. The College has also been aggressive in seeking grant funding to supplement its tax levy funding of tutoring and lab services. However, since students are required to attend labs as part of their Basic Skills courses, in general more tutoring is available for students in these courses as compared with students in upper level content courses. The following recommendations are therefore offered:

1. Departments should explore possibilities for students to receive additional tutorial help through the use of computer software.
2. Departments should be encouraged to study innovative programs already in existence at the College, such as CSTEP in Natural and Applied Sciences and the Enhanced Mathematics classes which use volunteer peer tutors. These programs might then be replicated to serve the tutoring needs of other departments.
3. Departments should encourage faculty to make greater use of office hours as a means of providing additional support and/or referrals for students if they are experiencing difficulty in a course.
4. Supervisory personnel in each of the labs should be encouraged to adopt more formal qualitative and quantitative evaluation procedures.
5. Ways of funding peer tutoring programs in all content areas need to be further explored, and tutoring services in these areas need to be expanded. Experiments at the College, such as the one currently under way in the Mathematic Department, suggest that upper level students can benefit from tutoring.
6. The College should seek grant funding to establish a Supplemental Instructional Program for specific introductory level content courses.
7. The Director of Special Programs, when hired, should influence the shaping of College policies and practices in relation to tutoring.
SECTION 10

DIVISION OF COOPERATIVE EDUCATION
AND PLACEMENT OFFICE

The Division of Cooperative Education and Placement Office at Paul Smith's College is a cooperative education cabinet that has as its major premise the concept that learning takes place in a variety of settings, both inside and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-degree, intern-toplace learning experiences.

The Division’s mission is to: 1) Assess and develop students’ academic and professional goals; 2) Help students understand and explore career options; 3) Assist students in planning and executing their career plans; 4) Facilitate learning in real-world situations; and strengthening interpersonal and technical skills.

Over the years the Division has continued to refine and develop its model of career education. Academic components have been assessed and redesigned to have the methods of communicating with students, employers, and Co-op staff. In addition, the Division has put considerable effort into expanding its relationships with the diverse populations with which it interacts such as academic faculty and the corporate and not-for-profit business communities.

However, the greatest influence on the Division has come from the changes in the student body that the College has experienced during the last ten years. For example, from 1980 to 1989, new student demographics show:

- The College averaged 1,000 more students in 1980 (2,785) to 2,789, of whom 84% were born in the United States, down from 47% in 1980.
- 28% of students were from the United States for less than 6 years compared to 10% in 1980.
- 35% spoke a language other than English as opposed to 28% in 1980.
- 38% worked in the past year for Fall 1986 admissions as compared to 32% in 1980; of these, 33% worked 30-40 hours or more per week.
- 38% were married.
- 51% had more than 20 credit hours or more per week.
- 20% were between the ages of 20 to 24, while 54% were in the 25 to 29 age group.

These facts have dramatically altered the profile of the population the Division serves. We now have more students in the minority student body for whom English is a second language. These students are unfamiliar with the American work culture, are older than the traditional college student, and have had work experience.

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LaGuardia Community College is a cooperative education institution which has as its major premise the concept that learning takes place in a variety of settings, both inside and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-classroom internship learning experiences.

The Cooperative Education Program, which is administered by the Division of Cooperative Education, is designed to help students determine their individual goals and assist them in exploring various career options or confirming career plans, applying classroom learning to real work situations and strengthening interpersonal and technical skills.

Over the years the Division has continued to refine and develop its model of career education. Academic components have been assessed and redesigned as have the methods of communicating with students, employers, and Co-op staff. In addition, the Division has put considerable effort into expanding its relationships with the diverse populations with which it interacts such as academic faculty and the corporate and not-for-profit business communities.

However, the greatest influence on the Division has come from the changes in the student body that the College has experienced during the last ten years. For example, from 1980 to 1989, new Fall student demographics show:

- the College accepted 1,000 more students in 1989 (from 1,787 to 2,796), of whom only 50% were born in the United States, down from 67% in 1980;
- 52% lived in the United States for less than 5 years compared to 18% in 1980;
- 36% spoke best a language other than English as compared to 24% in 1980;
- 47% worked in the year prior to LaGuardia admission as compared to 29% in 1980; if one adds the number who attended high school and worked at the same time, that figure increases to 61% for 1989;
- 45% were employed more than half time (21 hours or more per week) compared to 21% in 1980;
- 40% were between the ages of 22 to 40, while only 29% were in that age range in 1980.

These facts have dramatically altered the profile of the population the Division serves. We now have more students in the current student body for whom English is a second language. These students are unfamiliar with the American work culture, are older than the traditional college student, and have had work experience
before entering LaGuardia. The ramifications of these changes reach deep into our program.

Throughout this period of change, we have not lost sight of our original philosophy which remains paramount to the success of our program. We consider the cooperative education experience to be an extension of and a complement to the classroom experience. It is an opportunity for students to further develop and strengthen the technical skills and academic knowledge developed in the classroom. It also offers students a clearer understanding of the challenges, operational concepts and opportunities in fields that relate to their current or anticipated major area of study, while helping them to build concrete employment experience.

This report describes the challenges the Division, hindered by diminishing financial and human resources, faced and continues to face given the above student issues, a recessionary economy, a municipal budget crisis, and business downsizing.

**ACADEMIC/CURRICULAR**

One of the distinguishing features of Cooperative Education at LaGuardia is its integration of academic learning and work experience. The workplace is viewed as an extension of the classroom where students can observe, apply, and analyze concepts they have learned in their academic courses. This belief has guided the development of Internship Seminars through the use of the T.A.R. (Teach, Apply, Reinforce) model. In 1988, a more concentrated period of experimentation began on developing other teaching models that would more effectively address the concerns of the College and Division.

Over the years, structured curricular plans have been developed for the Co-op Prep course and internship seminars. As the Division utilized these materials, revisions have been and continue to be made to improve the quality of the curriculum and address the changing needs of our students. The Division is focusing on basic skills, multi-culturalism, new academic majors and programs, and the problems of the older working adult, and recent immigrant.

As new programs were developed in the College, the Division saw the need for specialized sections of Prep which would address the career-related issues important to students majoring in new areas. Two such examples were the Animal Health Technician and Physical Therapy Assistant programs. As these new areas emerged, which required the infusion of new curriculum and the development of additional expertise among our faculty, there was, unfortunately, no corresponding change in the number of new faculty to the Division. Since 1985, seven new majors or specialized
options* have been developed at the College. During this same period, the number of Co-op Advisors available to meet this increasingly diverse student program and internship need has remained at fifteen. As program areas continue to grow and new majors are developed, a closer look at staffing and faculty resources to support such change is warranted.

The Operations Committee of the Division developed and conducted a survey of Co-op Advisors (see Appendix A) to determine their perceptions of the usefulness of the system for setting predetermined objectives. The data and comments from the survey noted that eighty-six percent of the Co-op Advisors considered the setting of internship learning objectives important to the Co-op experience. However, because the cumulative learning that takes place during the internship, Advisors strongly believed that even if internship tasks are known in advance, developmental goals for individual students may only become clear during the course of the internship. As a result, goal setting is a continuing process which students undertake with the assistance and support of Co-op Advisors.

A longstanding need in the Division has been for a structured method for evaluating and revising existing and newly proposed curricular materials. The Division formed a curriculum committee whose charge was to establish a process for the systematic review and evaluation of the curricular concerns of the Division. Since its creation, the committee has created a Divisional mission statement, established criteria by which new curricular proposals can be presented and evaluated, developed an outline for a generic first level seminar that incorporates specific issues such as pluralism, racism, and sexism, adopted a first level seminar that uses a collaborative teaching method to explore different dimensions of an individual's adjustment to work, adopted a generic second level seminar that focuses on career planning and advancement, and adopted a two-part seminar curriculum that focuses on careers in teaching.

An example of this effort is found in Appendix B, which contains an excerpt from the Second Level Fundamentals of Career Advancement Seminar, developed during 1989, as well as student comments which highlight the effectiveness of this new curriculum.

From 1989 to 1990 the material was piloted in fifteen sections by ten different instructors while being further developed and refined. The seminar, which once grouped students by majors, is now taught in a mixed majors format which permits a broader sharing of internship experiences among our upper-level students. The book and curriculum are used by over 700 students annually.

* [Travel and Tourism, Computer Technician Repair/Telecommunications, the Jointly Registered Teacher Education Program, Office Technology/Microcomputer Systems and Applications, the Accounting/Computer Option, Commercial Food Service Management and Commercial Photography]
An evaluation questionnaire eliciting information on the value and interest in the new material was administered to a Spring 1991 seminar section. On a five point scale in which five represents the highest rating, students rated the value of the text as 4.04. Students rated the interest in the material at 4.13. In terms of reading level, sixteen students rated the level as "just right" (3.0), while three students indicated it was toward the difficult side (4.0), and two students rated it 2.0.

Future plans of the Curriculum Committee include expanded administrating of the questionnaire revising Coop Prep curriculum to incorporate issues relevant to pluralism and older working adults, exploring the feasibility of developing new roles for Coordinators of certain curriculum areas such as a generic third level seminar, and developing an expanded data base for assessing the effectiveness of learning in the seminars and Coop Prep.

CO-OP NOW is the Division's effort to expand its career exploration and development program into a select number of New York City high schools. With a grant from the New York State Department of Vocational Education, the Division has been working with high school faculty and assistant principals in revising and enriching their existing cooperative education curricula. Through the development of an internship seminar modelled after LaGuardia's, the Division hopes to increase retention for at-risk high school students by building their self-esteem and confidence and exposing them to career and college options to a greater degree than has been possible to date. The Division has begun to collect data and will analyze such data in 1992 to determine the degree to which these objectives have been met.

ADVISEMENT

Advisement is a major part of the role that Co-op plays in the lives of our students. Co-op Advisors orient students to the Co-op Program, advise them in the selection of appropriate internships, guide them in the process of developing learning objectives, assist them in evaluating the learning that has occurred through their internship experiences, advise them on career planning and management strategies, and assist them with transfer to senior colleges.

Of the 1301 students responding to a survey (see Appendix C) covering issues of satisfaction with the advisement process and with their internship during the period from Fall, 1990, through Spring, 1991, the following information emerged:

- 74% or 966 of the respondents stated that the advisor took into account their individual needs during the internship placement process in a "good" to "excellent" manner;

- 71% or 929 of the respondents stated that the advisor encouraged them in a "good" to "excellent" manner, to examine their internship options before selecting a placement;
83% or 1082 of the respondents stated they were satisfied with their internship.

Most working adult students, many of whom are in the Extended Day program, are pursuing a degree for the primary purpose of improving their career potential and employment mobility. While Co-op is optional for Extended Day students in most majors, experience has shown that the same benefits reaped by day students who may have limited work experience can be shared by the Extended Day working adult. Co-op Preps are offered in the evenings and on Saturdays, Extended Day students are assigned to a Co-op Advisor in their own major, and advisement hours are extended into the evening. One future direction for the Division will include developing and administering a comprehensive survey to all Extended Day students to assess their college goals in connection with career-related needs. In addition, the Division will explore the feasibility of offering courses for Extended Day students in such areas as career advancement and office politics.

LaGuardia Community College has been accepting an increasing number of international students who plan to obtain their education in the United States and then return to their home countries. These students are usually issued an F-1 visa, which indicates their temporary status. On the whole, they experience the same difficulties as the general student population regarding language and cultural differences that are dealt with throughout this report. However, a situation unique to the F-1 students is their inability to accept paid employment unless registered in a mandatory Co-op Education Program. The Division developed procedures over the years to train faculty and inform employers of students' legal employment eligibility and simplified a referral system with the Admissions Office to denote their eligibility. In addition, an orientation program is sponsored jointly by Co-op and the Foreign Students Office to familiarize foreign students with the American workplace and the Co-op program (see Section 5, Recruitment & Information Dissemination).

A significant problem that students face is in the area of communications skills, particularly oral communication. Results of an employer survey conducted in the winter, 1988, quarter (see Appendix E) indicated that eighty-six to eighty-seven percent of the students on internship used standard English in expressing themselves and communicated clearly. Results of a similar survey conducted between fall, 1990, and spring, 1991, indicated somewhat different figures. The data showed that employers found that between sixty-three and sixty-five percent of students on internship communicated effectively with others. An interesting variable of the later data is that approximately one-third of the employers elected not to respond to this question. The lack of response correlates with anecdotal accounts that advisors receive. This information indicates
that some employers are concerned about the level of communication skills that some students exhibit but are reluctant to comment.

To address this concern, Co-op collaborated with the Humanities Department to create a formal referral system, to the Communications Lab. Through this system students in need of assistance with oral skills can be identified and referred for intensive tutoring to the Communications Lab. The form which is used in this referral system is included as Appendix F.

Additionally, the Division planned a collaborative process with the English Department which was to focus on writing across the curriculum as it related to the integration of writing into emerging curriculum, the design of writing tasks for students, and the identification of ways in which Co-op faculty could more effectively respond to student writing. Unfortunately, because of current fiscal and budgetary constraints, the plan has not been implemented as yet.

The Division applied for and received a grant from the New York State Department of Vocational Education that supplied funding over a period of several years to hire an individual with experience in working with disabled students and implementing other programmatic efforts. Co-op faculty received training on counseling and placing disabled students, disabled students were oriented more effectively to the Co-op Program, and promotional materials were developed and distributed to faculty and internship employers. This growing awareness of the needs of the disabled, and especially the needs of the disabled worker, led the Division to develop a new initiative with the employer community. The Access to Careers Through Technology Program (ACTT), which will provide resources to employers to more effectively utilize current or new workers with disabilities, is discussed later in this report.

Many LaGuardia students face a host of financial and family related problems. These difficulties, obviously, have a negative effect on students who are trying to finish basic skills courses and start their Co-op experiences when normally expected. The positive reinforcement that a basic skills student can have by also becoming involved in content area instruction is being piloted through a program in the Division. It is anticipated that through an earlier involvement in Co-op, students' academic skills will be strengthened, they will have more success in moving through basic skills at a faster rate, and they will be retained at the institution in greater numbers. The "Career Access Program (CAP)," begun during Summer 1989, uses a co-op model which offered a program of early intervention and support by providing students with an expanded twenty session Co-op Prep course, by strengthening liaisons with the academic departments offering basic skills, by developing appropriate resource materials and internships which more fully deal with the special needs of this population, and by seeking help from LaGuardia's Early Childhood Learning Center to assist students who are parents.

Initial comparison of data (see Appendix G) which focused on C.A.P. students and a control group indicate slightly stronger
performance by C.A.P. students in the areas of completion of more degree courses, successful completion of attempted credits, and less of a decrease in G.P.A. during the first year of study. Of particular interest to the Division was the fact that by Spring 1991, sixty percent of the C.A.P. students had completed at least one internship while twelve percent of the comparison group had. The further collection and review of program information will continue in an effort to determine the level of effect Cooperative Education, as opposed to the other supportive components of the program, has had on participating students.

As the Division became increasingly aware of the incidents of sexual harassment that our students were experiencing on internships and in the College, it was clear that a strategy for addressing the problem was required. The Division took the leadership in the College and the cooperative education community in developing the strategies for helping students respond to work-related and classroom sexual harassment. As indicated in Appendix H, these efforts included forming a network of twenty college faculty and staff who were trained by a professional in the field to assist and counsel students who have had sexual harassment experiences; educating college-wide faculty, staff, and students; and conducting faculty training for Co-op advisors that demonstrates techniques for responding to sexual harassment issues on the internship.

As a result of this initiative and level of professional development, Co-op Advisors have been able to more effectively respond to a range of student and employer issues in this area. One of the most significant levels of support and guidance the Division was able to provide was to a major co-op employer. The issue and related situation were handled in a direct, yet mutually comfortable and supportive manner with immediate resolution reached to the satisfaction of all parties. The process as well as level of sensitivity and professionalism involved has enabled the Division to forge an even stronger relationship with this employer.

The growing population of foreign born students has not only altered the face of LaGuardia's student population but has had a significant effect on divisional placement activities. Placement of these students is often hindered by their level of language fluency and ability to be understood. Co-op faculty also need to prepare students for potential misunderstandings that can arise due to cultural differences and make them aware of the values and customs in the American work culture. These Western customs include such behavior as the acceptance of women as colleagues and superiors; the seriousness of punctuality; the concept of taking initiative, the importance of asking questions; and the accepted practice of personal familiarity, eye contact, and handshakes. This vast and complex area of human communication is one of the most challenging aspects of the work that the Division is engaged in at the present time. For this reason the Division has devoted much time to
professional development sessions to familiarize its faculty with other cultures.

EMPLOYER RELATIONS

Internship employers are critical to any of the Division's programmatic efforts, and to improve upon the vital role employers play in the program and in the institution, the Division has developed a number of initiatives. For example, a Faculty/Employer Exchange has been created with LaGuardia's largest internship employer, IBM. This company and others accept opportunities to participate in college-sponsored educational events such as workshops, seminar panel presentations, and guest lecturing. In addition, Employer Recognition Awards are given to those internship companies which are exemplary models of the partnership between the business community and LaGuardia. (See also Section 30 for further information on college-employer relations.)

INTERNERSHIP DEVELOPMENT

Internships are the core of our Cooperative Education program. Their availability is determined by the combination of several complex factors that are both internal and external to the Division with the most significant being employer needs, the Division's ability to develop internships, students' interests and skills, and the economic and political environment of our geographic area.

Each year the Division is able to offer and fill over 2,000 positions with over 400 organizations. While internships can be paid or unpaid, it should be noted that in 1990 LaGuardia interns earned in excess of five million dollars and worked for many of the largest corporations in the world as well as small businesses, non-profit organizations, government agencies, and medical and teaching institutions.

However, there are several factors which contribute to making this activity much more difficult than in the past: more students have limited English ability and are unable to communicate effectively during interviews and/or accept positions which require telephone or customer contact; many major companies (particularly banks) participate in the business-education partnership with the Board of Education and are reimbursed from federal funds for hiring high school students; the recession has resulted in hiring freezes in many companies that normally relied on interns to supplement their regular workforce; and increasing numbers of students are unable to find regular jobs and are relying on Co-op to fill this void; many of these students would ordinarily accept volunteer positions.

There are a variety of strategies that the Division will aggressively explore to address these concerns. Plans are under way to expand the Division's employer base to include more small businesses and growing fields such as health care that are located in Queens (since many of the students live in this borough), to provide a more flexible workload that allows large blocks of time for Co-op...
Advisors to develop internships, and to offer technical assistance or training to employers so they can more effectively integrate the "new" workers (women, people of color, recent immigrants, and people with disabilities) into their environments. Such plans will be especially helpful for smaller and medium-size companies without the training resources and expertise. If at all possible, the Division will also assign a Co-op Advisor to serve as a Resource Coordinator for Internship Development. This individual would review and analyze all placement activities in an effort to identify opportunities and potential problems within an internship organization, conduct training for Co-op staff, and conduct specialized internship searches in areas of need. Especially during a period of weak economy and downsizing, maintaining existing positions is also critical. To this end, the Division is working with the Registrar and looking at the advisement process even more closely to ensure that student scheduling is adequate to provide a continuous supply of students for existing positions.

ADMINISTRATION

As in any organization, the Division must address numerous administrative and operational concerns that arise as students' needs and College conditions change. While many are dealt with as routine issues, others require special attention.

The functioning of a cooperative education division depends upon a multitude of policies and procedures to guide its daily operation. Necessary information relating to such policies and procedures is provided in the Policy & Procedure Manual which is updated regularly and is an excellent tool for helping new faculty better understand the operation of the Division.

To more accurately reflect the advisement relationship between the Co-op Advisor and student, the Co-op Advisor Evaluation Form was revised along with a more efficient system for distributing and administering the evaluations. The revised form (Appendix K) piloted during the 1990-91 academic year and students' feedback will be analyzed in fall 1991 to determine possible revisions in the Co-op program or additional programmatic areas to be assessed. New areas for student response include the degree to which the advisor furthered a student's knowledge of career opportunities, assisted a student in planning a career, provided information on college transfer, and the student's overall level of satisfaction with the current internship.

The procedures and paperwork necessary to operate the Division are not only extensive in quantity, but also in time and cost. To address this problem, the Division developed a computer-based Management Information System. Computers were purchased for the entire staff, including software and an electronic mail system to help reduce the time and effort required for staff to perform their jobs. Through the efforts of the MIS Committee, the entire Division received training in becoming computer literate using various
software applications. While this committee has been dissolved, it has led to the formalization of the role of a Director of MIS who oversees all the computer-based operations of the Division. Applications were developed to simplify the paperwork and recordkeeping that the Division requires. Future plans include exploring ways the Division can make its system more student friendly, such as designing electronically coordinated calendars to allow students greater access to scheduling and seeing Coop Advisors. The Division intends to make more effective use of available technology that will make students better prepared for their internships, such as utilizing resume software packages. Also, a computerized Co-op registration process will be developed to facilitate students' registration. In order for Co-op Advisors to better manage their workloads and placement activities, a system for tracking from referral to placement will be designed. The Division will develop an enhanced research capability to more clearly document the immediate and long-range benefits of cooperative education on students' academic achievement and career mobility. This will include ongoing data collection and research in programmatic areas such as our Career Access Program, student/employer assessment of the internship program, longitudinal studies which focus on post-internship earnings, career change, and continuing education as well as graduate/transfer reports. Additional efforts will also focus on assessments of employment trends and market conditions which can serve as guides for new curriculum.

Like the rest of the College community, the Division of Cooperative Education is conducting an exhaustive analysis of its complete operation in order to adapt to the Enhanced Semester System that will begin Fall 1992. This effort requires accommodating curriculum, advisement, placement and internship development activities into two semester modules of twelve weeks each and two mini-modules of six weeks each. A major challenge for the Division is adjusting the program into the six-week module. Contact hours for Co-op Prep and Seminars were changed and revisions were made in the Division's public relations materials. Given the nine credit, three internship requirement of Co-op, a new program model is being developed taking into account academic course requirements, recruitment, registration, internship employers' needs, and advisement. To accomplish this, the Division will be in constant communications with Student Services, the Registrar and the Admission Office, and academic chairs.

PROFESSIONAL DEVELOPMENT

The strength of a division lies in the quality and energy of its faculty and staff. To this end, the Division has provided a variety of opportunities for professional development, including workshops focused on the diversity of our student population. Topics and titles included Valuing Diversity, Culture Shock, Recent Migrants from Latin America, International Students in the Workplace, Working with Chinese Students, Pluralism and Multi-Cultural Counseling.
In addition to these, numerous workshops have been offered that dealt with Teaching Skills, Career Issues for Students with Disabilities, Substance Abuse, Sexual Harassment, Ethics in the Workplace, Career Exploration, Interviewing, and Resume Writing. Workshops have been led by Co-op and College faculty, by outside consultants, and by internship employers.

Recommendations:

1. Develop an ongoing and global evaluation and feedback system of the Coop internships seminars as well as of outreach efforts such as COOP NOW.

2. Define the Co-op needs of Extended Day students and develop ways to serve those needs.

3. Continue to develop and expand new initiatives ranging from involvement in sexual harassment issues to expanding the MIS system.
OVERVIEW

The Job Placement Office is housed in the Division of Cooperative Education. It is staffed by a Director, who reports to the Dean of Cooperative Education, three placement counselors and a secretary.

The Job Placement Office's (JPO's) primary function is to assist students and graduates in preparing for and finding employment. This encompasses students looking for part-time work, evening students needing full-time work, graduates planning to enter their chosen field, and alumni wishing to change jobs. The JPO does not, as a rule, get involved in the placement of co-op interns which is handled by the Divisions' Co-op Advisors.

Integral to the placement process is the preparation of students for employment. Assisting students with their resume and providing them with guidance with respect to interviewing techniques are also important aspects of the JPO's mission.

SERVICES - STUDENTS

The primary focus of the JPO is job placement. More energy and resources are devoted to job development and placement than any other office function.

Virtually all students and graduates must see a placement office counselor in order to be referred for a job. This is not the case in most other placement offices, where in many cases part-time job information is made available to students who take the information and are left to their own devices to reach the employer and set up an appointment. In some Placement Offices, this is also true for full-time and graduate positions as well. At LaGuardia the counselors meet with the students and graduates individually. During this meeting the counselors are responsible for giving students and graduates a more in-depth description of the position(s) they're interested in, ensuring that the students are qualified, and calling the employer to arrange for the interview. As one might imagine, providing this level of service for all students and graduates is extremely costly and highly labor intensive. Below are the perceived advantages and disadvantages for individualized job placement and counseling.

ADVANTAGES

1. Students receive personalized service from an individual counselor.
2. Any student is allowed to pre-schedule an appointment with a counselor at a mutually convenient time.
3. An office rapport is developed with students enhancing the chance of future use.
. Students get to verbalize individualized fears or anxieties with respect to the employment process and can gain confidence from dealing with the counselors.

. Counselors are more capable of marketing the student to employers than the students are.

. Students are less likely to take jobs which would seriously interfere with their studies after speaking to a counselor.

. Employer job criteria are strictly adhered to giving the office credibility with employers.

. Phone contact between counselors and employer helps develop long-term relationships which may result in more positions being given to the College.

. Follow up on referrals can be conducted and productivity can be measured.

. Information on why students were not hired can be used to enhance employability for future referrals.

DISADVANTAGES

. Students who are not pre-scheduled may have to wait up to an hour to see a counselor.

. The start of any quarter represents a peak period of need for both graduates and continuing students. The Office has chosen not to schedule graduate appointments during the first two weeks of the quarter.

. Because of the above scheduling restrictions, graduates may have to wait 3-4 weeks for an initial appointment.

. Counselors can become overwhelmed during peak periods and have to forego other divisional or college-wide tasks.

SERVICES - EMPLOYERS

A Job Placement Office, by definition, walks a fine line between being an advocate for its students and meeting the needs of employers. The major service which employers expect from a placement office is to have a qualified pool of students (applicants) to meet their needs. If the students are screened and referred by professional placement counselors, as is the case at LaGuardia, the service is significantly enhanced.

In addition to providing this basic service, the JPO also arranges for on campus recruiting for firms seeking to come on campus to interview students. Numerous firms have used the College's annual salary survey as a guide for setting wages, and many call the Office for guidance in setting wage rates for part-time
positions. The JPO has also undertaken the responsibility of facilitating campus visits of military and civil service recruiters.

RELATIONSHIPS WITH ACADEMIC DEPARTMENTS

A job placement office must be able to integrate its services into the overall mission of the College, be sensitive to the ongoing employment needs of students, and be able to respond to both new and changing curricula.

In 1980 the College offered degrees in nine curricular areas. In 1989 the degree offerings were up to 20, with additional offerings still in the pipeline. Among the new offerings are Animal Health, Bilingual Secretary, Computer Science, Computer Technology, Food Service, Nursing, Physical Therapy, and Travel and Tourism. Traditional fields such as Secretarial Science and Data Processing have changed so much since 1980 that one could argue that they too are the equivalent of a "new" curriculum.

In assessing whether the LaGuardia's JPO has met the challenges facing it, one should look past pure placement statistics as they only measure one dimension of effectiveness (see Appendix L, Tables I and II). Placement statistics, in many instances, are driven by labor market demands and can give a distorted view of effectiveness. Nursing and Office Technology are high demand occupations. Indeed, employers seek out the colleges to recruit their students. On the other hand, Computer Science (on the two-year level) and Travel and Tourism are significantly "tighter" fields to place graduates.

Within the College there are two other offices which offer services similar to the JPO for very specific populations. The Adult Career Counseling Center, run by the Division of Continuing Education, offers career counseling for "older students" who are contemplating entering the labor market after a period of inactivity or those who are considering a career change. The Job Locator Program, also run by Continuing Education, provides job placement services for certain non-degree students. The Division of Continuing Education is developing a division-wide job placement services unit to serve divisional employment programs with employment as an expected outcome. The relationship between the JPO and these offices is one of mutual support.

THE PLACEMENT OFFICE WITH RESPECT TO THE COLLEGE’S MISSION

The fact that LaGuardia students work, or want to work while attending college, is clear. The 1989 "Entering Student Demographic Survey" shows that 66% of the entering freshmen planned to work during their first quarter at LaGuardia. While many students already have jobs upon entering, many will use the services of the JPO to help them secure employment.

The JPO's message to students who are seeking to combine work and study is very clear. "This is a college first." JPO counselors scrutinize student schedules carefully to see if their job choices can "fit" in. Students, for a variety of economic reasons, are
willing to burden themselves with overtaxing schedules. The JPO counselors, while being sensitive to their needs, require the students to examine the realities of their choice. When will they study? If research work is required, is there time to conduct it? How much sleep is needed in order to function effectively in the classroom? Some students go so far as to contemplate changing their class schedule to the evening. While the JPO counselor cannot prevent this, counselors require that students must see a student services counselor to discuss the academic ramifications of this decision.

INTEGRATION IN THE CO-OP PROGRAM.

In theory the JPO and the College’s Cooperative Education Program do not overlap with respect to student placement. Co-op handles the placement of students on internships (three-month positions related to their major for which students receive three credits). The JPO handles (1) part-time job placement for students who want to work part-time prior to or in between co-op periods and (2) graduate placement for students who are nearing, or have graduated. In practice, however, these distinctions become less clearly defined.

One historical practice in the Division is using the JPO as a placement resource for students who have only one internship left and are looking for a full-time position. The rationale of this procedure is that rather than placing the student on a three-month internship at the end of which he/she has to begin looking for a permanent job, the JPO will attempt to find the student a permanent position of which the first three months can be used to fulfill the final internship requirement. This practice serves two purposes; it meets the student’s needs for full-time employment, and since the student is working permanently, the college internship position the student would have been using is now available to other students. On the down side, this situation puts pressure on the JPO staff to place students they have just met, very quickly. This practice also requires the JPO counselors to explore the student’s actual availability to continue as a full-time employee beyond the internship period while he or she is completing remaining academic requirements towards graduation. Additionally, prospective employers must be oriented to the co-op process and its requirements as these students will need their employer to complete a quarterly evaluation.

HELPING STUDENTS MEET FINANCIAL NEEDS

NON GRADUATES

Student responses from the 1989 "Entering Student Questionnaire" continue to indicate that a majority of LaGuardia students expect to and need to work in order to support themselves. As noted earlier, 66% indicated that they intended to work during their first quarter at LaGuardia, 32% stated that their main source of income while at the College would be a job, and 61% reported a family income of under $20,000. Of the students who intended to work, 39% anticipated working part-time, 26% were uncertain as to whether
they would work part-time or full-time, and the remainder expected to work full-time.

The JPO is LaGuardia's "front line" in helping students meet their employment needs. On average the Office sees over 1,800 students annually who are seeking work. These 1,800 students generated over 3,500 office visits and were referred to over 1950 jobs in attempting to secure employment (see Appendix L, Table I).

As noted earlier, the JPO works with students on an individual basis. While some measures of the Office's effectiveness can be gleaned from the numbers stated above, other measures of effectiveness are harder to quantify. On average, during 1989-90, the JPO had developed more jobs openings, 1950, than student demand, 1800. The average number of visits per student was 1.95 indicating a willingness by students to return to the Office after their initial visit if that visit didn't result in a placement. This could be interpreted as student confidence in the Office's ability to assist them. In New York City's complex labor market, the JPO tries to impress upon students that while the JPO is there to help them, they should utilize as many sources as possible in their employment search.

GRADUATES

The JPO treats the process of graduate placement somewhat differently from that of non-graduate full- or part-time placement. Unlike the non-graduates who are seen on a walk-in basis and who see the next available counselor, graduates must make an appointment in advance to see a counselor and are assigned a specific individual who will work with them throughout the employment process. Because the placement process is individualized, the counselors get to know the graduates better and can better take into account all of their individual needs when considering potential job referrals. In working with graduates one item remains constant, trying to place the graduate in a position directly related to his/her field of study. There are other variables, however, that differ from graduate to graduate. Some require positions without overtime because of family commitments; others may not want or cannot travel great distances to work; some may be planning to further their education and a tuition refund benefit is of primary importance; and others may be looking for the highest salary possible. Because the JPO has chosen to work with each graduate individually, the graduate's need as a whole are taken into consideration and the job search process is humanized.

A 1989 survey of LaGuardia graduates asked those who had utilized the office in any manner during their career at LaGuardia to evaluate the service they received. 72% rated the service excellent or good (see Appendix L, Table IV). However, it should be noted that with a student body as diverse as LaGuardia's, some dissatisfaction is bound to occur. The JPO has attempted to create a level of service that meets the needs of students within the fiscal constraints of the Office. The focus on the placement process is on target with students' needs based on the demographic survey, and the
deployment of counselors in individualized meetings with students appears on the whole to be a successful strategy in moving students into the labor market.

OUTREACH / EFFECTIVENESS / INCREASED DEMAND

In a survey of 1989 graduates, 79% of those responding were aware that the College had a job placement office (see Appendix L, Table III). Of those graduates who were aware of the JPO, 61% had utilized its service at some point during their career at LaGuardia. This translates into an overall usage rate of 48%.

The JPO has continually attempted, over the past five years, to publicize its service to students and graduates. The computerized "Jobs Management System" (JMS) allows the JPO to display current job openings at a number of key student congregation points on campus. The Office's bulletin boards have been revamped to make them more attractive and readable. Graduates are sent letters after graduation alerting them to the Office's services. The Office also assists alumni regardless of the date of graduation, and will assist suspended students and students on a leave of absence for up to six months from their last date of attendance. Other than graduates, students can see a counselor on a walk-in basis any time during business hours.

In January 1989 the JPO computerized its operation. As part of the Division of Cooperative Education, the JPO was part of local area network of 35 work stations. Using LAN technology and database software, the JPO was able to design, program, and implement a "Jobs Management System" (JMS). The JMS allows the JPO counselors to have access to all jobs on file, record referrals and dispositions, and print out the information selectively. This includes the ability to search jobs by criteria such as major, hours available, and skill level. The system also allows counselors to spend more time with students and less time searching for information.
SECTION 11

The Library and Media Center

LIBRARY

(Involvement in the Academic Process, and Students Learning to Use the Library Media Center)
INTRODUCTION

The LaGuardia Community College Library is committed to providing support for the educational mission of the College. It combines the traditional role of collecting, processing, organizing and disseminating of resources with that of active participation in the reading/learning process. The Library has access to a vast array of materials outside of LaGuardia’s collection through the CUNY COM Catalog, CUNY+Online Catalog, New York Metropolitan Reference and Research Library Agency (METRO) and SUNY Union List of Periodicals. There is also access to the Online Computer Library Center (OCLC), a national resource network.

The College’s new building will dramatically increase space; all functions will operate on the same floor; the on-line Northwest Total Integrated Library System (NOTIS) will be in place; programs in media and bibliographic instruction will be expanded.

This section of the report deals with the Library’s instructional role and also the effects of the current budget cutbacks on programs and services.

Highlights of this report are as follows:

**Instructional Role**
- The Library has a responsibility to encourage the teaching of information literacy across the curriculum.
- The Library seeks to include information literacy in the core curriculum.
- The Library involvement in college curriculum is diverse. It includes collection development, bibliographic instruction (a three-credit course) and computer searches for faculty.

**Funding**

The Library has sustained serious budget cuts affecting material purchases and personnel:
- Media Services has not been able to purchase new films, cassettes and video programs.
- Periodical subscriptions to important journals have been cancelled.
- A professional vacancy cannot be filled.

International High School and Middle College High School have no separate funding. To serve these two high schools adequately, a professional librarian, a library assistant, a media assistant, and a part-time college assistant are needed.
LIBRARY COLLECTION CAPACITY

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<thead>
<tr>
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<th>Present</th>
<th>Max. New Library</th>
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<td>Books (Vols.)</td>
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<td>100,000</td>
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<tr>
<td>Media (items)</td>
<td>3,000</td>
<td>7,500</td>
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<tr>
<td>Periodicals (bound or</td>
<td>3,500</td>
<td>5,000</td>
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<tr>
<td>boxed shelf vols.)</td>
<td></td>
<td></td>
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<tr>
<td>Periodicals (Microfilm</td>
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<td>10,000</td>
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<td>reels</td>
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LIBRARY FACT SHEET

STATISTICAL GROWTH, 1985-1990

Library Collection:

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<td>61,000</td>
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Library Services:

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<td>Reserve books used</td>
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<td>50</td>
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<tr>
<td>Media items borrowed/rented</td>
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<td>Media productions</td>
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LIBRARY STAFFING, 1985-1990

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<td>Student aides (F.T.E.)</td>
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BUDGET HIGHLIGHTS, 1985-1990

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<td>Cataloging services</td>
<td>19,502</td>
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CURRENT COOPERATIVE/NETWORK ARRANGEMENTS

UTLAS
METRO
METRO FILM Cooperative
CUNY +
CUNY Open Access
CUNY Union List of Serials
Queens County Union List of Serials
Govt. Federal Depository Library (partial)

INSTRUCTIONAL ROLE

Information Literacy

The Library is both a resource for and a partner of the instructional staff in its quest to set educational goals and meet them. As it does elsewhere, the Library will offer to the developing areas of general education and the liberal arts and sciences a range of programs and opportunities aimed at helping students learn information gathering and problem-solving skills not only to survive, but also to flourish in the academic community. Indeed, in June 1989 the staff of the Library unanimously proposed in response to the Overview Committee on General Education and Liberal Arts that the course, LRC 102, INFORMATION STRATEGIES, be included among the core courses which the committee suggests that all LaGuardia students take. Indeed, the concept of information literacy is no longer one which can be addressed by the methods of the past.

In general, it is fair to say that the library provides to the Division of Adult and Continuing Education all the services it provides to the students and staff of the matriculating areas. (See Appendix A, "Measurement of Library Services.") Indeed, a full range of services, from textbook acquisition to orientation classes, is utilized by Continuing Education programs. In addition, through ERIC and its other search services, the library is intimately involved with the Division's grant writing activities.

The Library provides the same wide range of services to the Middle College and International High School as it does to the college community at large. (See Appendix B, "Library Services for Middle College and International High School.")

Information literacy is basic to every academic pursuit and endeavor. Just as basic competency in reading, writing and mathematics is needed, more than ever information literacy is a basic requirement for students in order for them to be able to advance to 100 level courses, to go on in their academic career, to be successful on the job, and to solve problems of everyday life.
The Library Department perceives as central to its role the responsibility for imparting basic information literacy or library skills. It is essential that every student has the ability to:

Use a card or computerized catalog to find a book.
Use general and specific indexes to find magazine articles.
Locate newspaper articles through use of a newspaper index.
Locate and utilize appropriate reference works in conjunction with class assignments.
Evaluate materials for appropriateness and authority, using tables of contents, indexes, introductions, abstracts, and reviews.
Identify library materials in other libraries using union finding tools.
Formulate appropriate search strategies for research problems in different disciplines.
Utilize nonprint sources of information such as media and online databases.
Employ bibliographic citation conventions required in academic research.
Identify specific reference works and professional literature within student's major.

To the extent that the student is able to achieve mastery of these skills, he/she will be in control of information and hence information literate (see Appendix C, "Student Questionnaire on Library Use").

Involvement with Curriculum and Student Research Skills

The library endeavors to teach some aspects of information literacy through the library component of the English 101 program. While only 70 minutes in length, this session is valuable in that it is assignment integrated, with librarians focusing on research methods and materials relating to assignment categories as well as to specific student projects. Further strategies include follow-up visits to the Library by the instructor with the class, review of the Library lecture by the instructor, requests for individualized Library instruction and/or requests for additional Library handouts. Several years ago, recognizing the need for a more comprehensive course, the library also designed LRC 102: "Information Strategies," a three-credit liberal arts elective. This course provides students with a fuller perspective on library and Media resources and capabilities.

In conjunction with the Alumni Association, the Library sponsors an annual Research Review Competition (see Appendix D). This competition is designed to reward excellence in student research paper writing. The Library sends flyers to faculty announcing the contest and reminds them to encourage their students to enter the competition. A panel of faculty evaluate the entries, and winning papers appear in a Library publication.

The Library is planning two much more extensive instructional involvements. Contingent upon staffing, budget support, and required approvals, the Library hopes to expand its offerings relating to information. Basically, the Library hopes to
provide a concentrated, 1-credit version of "Information Strategies" which will be sufficient to cover the 10 objectives previously enumerated. Recruiting efforts are also currently underway for a Bibliographic Instruction Coordinator whose job it would be to get such a project off the ground.

A second involvement depends not on instruction within Department, but on infusion of an information literacy component across the curriculum (see Sec. 22). When results from the Questionnaire on Information Literacy are analyzed, the Library will collaborate with faculty on the development of appropriate strategies relating to the infusion of information literacy in specific courses.

FUNDING
Effects of Budget Cuts

The library unfortunately has sustained massive budget cuts. From 1989-90 to 1990-91, the library's hourly personnel budget dropped from $105,983 to $88,012, and its OTPS budget went from $144,279 to $93,145. The total reduction for the Library Department was 26 percent. These cuts have had a substantial impact on the collections.

An example of a media program that could not be purchased is Ken Burns' documentary, The Civil War. This documentary was one of the most exciting and talked-about productions in years. It provided a golden opportunity to convey the excitement of history to our diverse student population. The Civil War also directly addressed subjects that are important to the College's minority population, especially the transition from slavery to freedom and the experience of African-American soldiers. But the library did not have the funds to purchase it.

The library has also been forced to cancel subscriptions to important periodicals. The library has had standing orders of $65,000 for periodicals, including journals, magazines, the New York Times, and indexes. But with the entire OTPS budget cut to $75,000, there were not enough funds for these orders. Among the periodicals that had to be cancelled were important professional journals like the Modern Language Quarterly, minority-interest publications like the Journal of Negro History and the Caribbean Quarterly, and the feminist magazine Ms. It should be noted that these cancellations will leave a permanent hole in the library's collections. For even if these subscriptions are eventually restored, several years' worth of back issues will still be missing. In our experience, libraries rarely make up for these lost years.

The cutbacks have had a major effect in personnel, too. The library has a vacant position on the professional staff, a coordinator of bibliographic instruction, that has not been filled because of the hiring freeze. Perhaps even more damaging has been the impact on college assistants, whose hours have been drastically cut back. These college assistants perform much essential yet unsung library work, e.g., putting the books back on the shelves, checking out books,
assisting students at the microfilm readers, shelf-reading and shelving periodicals.

Much of the impact of the budget cuts is thus invisible. Because there are longer lines at the reference desk this year, students become discouraged and do not ask how to use the *New York Times Index* or how to find an article in the *Reader's Guide to Periodical Literature*. Because the librarians are handling much of the routine work that the college assistants used to perform, students are having a more difficult time finding out how to use the microfilm readers and locating periodicals.

Reference questions not asked and research not completed cannot be quantified very easily; such considerations are hidden from view. Yet the these budget reductions have had a negative effect on the quality of education of students who should be encouraged to make the Library and Media Services an integral part of their education.

**Service to International High School and Middle College High School**

As noted, there are no separate funds for International High School and Middle College High School, either for personnel or materials. The Library now assigns one staff librarian to serve as a liaison with the two high schools. However, this librarian also functions as a liaison with college departments and has additional responsibilities. She is not able to work on a daily basis with the two schools. Moreover, the Library orders materials for both schools out of its own budget, yet these funds are not sufficient, especially considering the ongoing budget cuts.

Students from the two high schools are given bibliographic instruction and library tours. College librarians also prepare subject bibliographies, answer reference questions, and provide a broad range of media services. Library materials for class assignments are placed on reserve.

**New Library Facility**

With 37,000 square feet, the new Library has four times as much space as in the old location. In addition, it integrates all of the Library's functions in one area for the first time, and it allows the Library to greatly expand its existing programs and offer new ones.

The new Library has room for 100,000 books, up from 61,000 currently. It is hoped that at some point the reference collection can be doubled. All the stacks are accessible to the public, including the disabled, and the public catalog area will be expanded, too. It will have sixteen public on-line catalog stations that are part of CUNY's NOTIS system. (In addition to these fourteen stations, there is one in the media center, and fourteen more catalog stations accessible only to Library personnel.) The Library currently has two CD ROM stations, a format for searching magazine indexes, periodical indexes, and other databases; it is anticipated that the new space will have five CD ROM stations.
The new Library features a large library instruction classroom. With this classroom, as well as new seminar study rooms, the Library will have the physical plant to carry out its mission of teaching students how to use the collections and developing independent lifelong learners.

The Media Center will be upgraded. It will have a learning lab, with four interactive work stations, two using IBM and two using Apple, linked to video-discs. At these work stations, students will be able to write programs and learn from computer-aided instruction. There will also be a video encyclopedia, CD and cassette listening stations, and a preview area.

Despite continually reduced budgets due to recent cutbacks in City and State funding to community colleges, Media Services has begun to branch out into new formats such as videodisc and computer software, with initial purchases of programs and equipment. Several of the videodisc programs, supplemented with hypercard, have provided an inexpensive way of demonstrating the use of interactive multimedia applications, and Media Services has provided both formal and informal workshops for the faculty on the use of this material.

New Instructional Technology

The Director of Media Services and at least one other faculty member have attended several workshops and professional development training sessions to expand staff knowledge of the new instructional technology and to make purchasing decisions for the future Media Lab in terms of new equipment and software. The Video Encyclopedia, which was donated without charge to Media Services by the International High School, was immediately publicized and is already available to faculty. The Library also invested in a computer program called CompuLog by allotting money from the regular annual budget to allow for retrospective cataloging of the media collection and subject searches by students and faculty.

In view of continually shrinking annual budgets, our main funding source for the present is projected to be through DASNY funds for furniture and equipment for the new Library Center. Four new multimedia viewing stations are situated in the Media Lab. The remaining stations make all formats of film, video, filmstrip and audio equipment available for individualized student viewing/listening assignments or faculty preview. A public terminal will also be available to search the media database on CompuLog.
SECTION 12

STUDENT SUPPORT SERVICES

The Counseling Program at LaGuardia Community College is designed to actively support the mission of the College. Working collaboratively with instructors and the Admissions Office, the Counseling faculty provides a variety of services which facilitate the academic, career and personal development of all LaGuardia students.

The objectives of the Counseling Department are as follows:

- Orienting students to the college experience, the programs, resources, services, and requirements;
- Encouraging students to their full potential in understanding and adjusting to the demands and opportunities associated with college;
- Engaging students in the process of career exploration and planning, utilizing with the Instructional and Cooperative Education faculty the responsibility for academic and career advisement;
- Effectively assisting students who have individual needs, personal and developmental issues, serious psychiatric problems, marital problems, and adult education;
- And serve as student advocates.

The College Discovery Program (C.D.), coordinated through the Office of the Vice Chancellor for Special Programs, is designed to provide special counseling, financial aid, instructional, and tutorial services for students who meet the following criteria: low high school academic achievement, high economic need, and potential of benefiting from a college education. After eligibility is established, students are randomly selected (through lottery) to participate in the program and are allotted to one of the community colleges. They then become eligible for stipends in addition to the regular financial aid sources. LaGuardia's C.D. Director plans and monitors all aspects of the campus C.D. program and ensures that it interfaces with such College offices as Admissions, Basic Skills, the Bursar, Financial Aid, and the Registrar. The Director of College Discovery also issues periodic surveys to the Board of Education in all aspects of the program. The six C.D. Counselors are responsible for handling the academic, personal, and career concerns of nearly 1000 students.

The common goal of all these services is to provide personalized counseling and advisement to assist students in their personal, academic, and career development. Counselors provide academic, personal, and career counseling, through both individual and group modalities, from entry to graduation. All services offered with the exception of New Student Seminar and Academic Advisement, are based on voluntary interaction on the part of the student.
Section 12
Student Support Services

COUNSELING

The Counseling Program at LaGuardia Community College is designed to actively support the mission of the College. Working collaboratively with instructional and Cooperative Education faculty, counseling faculty provide programs and services which facilitate the academic, career and personal development of all LaGuardia students. (See Appendix A, Counseling Department Organization Chart.)

The objectives of the Counseling Department are as follows:
- orienting students to the college experience in general and specifically to LaGuardia’s programs, resources, policies, and requirements;
- assisting students, where necessary, in understanding and adjusting to the demands and expectations associated with college;
- engaging students in the process of career exploration and planning;
- sharing with the instructional and Cooperative Education faculty the responsibility for academic and career advisement;
- effectively assisting students who have individual needs, personal and developmental concerns, serious psychological problems, decision-making problems, and crisis situations;
- and serve as student advocates.

The College Discovery Program (C.D.), coordinated CUNY-wide through the Office of the Vice Chancellor for Special Programs, is designed to provide special counseling, financial aid, instructional and tutorial services for students who meet the following criteria: low high school academic achievement, high economic need, and potential of benefiting from a college education. After financial eligibility is established, students are randomly selected (through lottery) to participate in the program and are allocated to one of the community colleges. They then become eligible for stipends in addition to the regular financial aid sources. LaGuardia’s C.D. Director plans and monitors all aspects of the campus C.D. program and assures that it interfaces with such College offices as Admissions, Basic Skills, the Bursar, Financial Aid and the Registrar. The Director of College Discovery also issues periodic reports to the Board of Higher Education on all aspects of the program. The six C.D. Counselors are responsible for handling the academic, personal, and career concerns of nearly 1000 students.

The common goal of all three areas/units is to provide personalized counseling and advisement to assist students in their personal, academic, and career development. Counselors provide academic, personal, and career counseling, through both individual and group modalities, from entry to graduation. All services offered, with the exception of New Student Seminar and Academic Advisement, are based on voluntary interaction on the part of the student.
PROGRAMS AND SERVICES (STRATEGIES)

(a) Orientation for New Students - prospective students voluntarily respond to an invitation to attend an activity which results in their first contact with a counselor. Counselors provide a one hour group process activity in which students learn the importance of college resources in helping them achieve personal and academic success. Counselors themselves participate in four orientation programs, scheduled by the Orientation Committee, throughout the year. For the past three years the orientation committee, comprised of counselors, coop coordinators, and admissions staff, has worked diligently to strengthen the orientation program.

(b) New Student Seminar (NSS) - All new students, including transfer students, are required to register in their first quarter, for the New Student Seminar. The course was designed by the counseling faculty to provide an orientation to the College and its resources and to help students, through self-exploration, learn about themselves. The predominant goal of the seminar is to help students acquire the knowledge and skills needed to be successful in college. Students learn about College policies and academic requirements as well as effective study skills and test taking strategies. Students engage in self and career exploration as well as academic planning and advisement. Academic planning includes familiarization with major requirements and their sequences as well as the course offering patterns. The past two years have marked an increase in student attendance and positive feedback from students attesting to the value of the New Student Seminar. (See Appendix B.)

Nearly all new students have personal contact with a counselor through enrollment in the Seminar. Also both Day and Extended Day students are encouraged to see their seminar counselor for individual counseling. College Discovery students are assigned to a counselor on a caseload basis and are expected to see the individual to whom they are assigned. However, in quarters with heavy enrollment the Department must utilize adjuncts who are not available for individual counseling services outside the seminar class. Therefore, students enrolled in seminar sections taught by adjuncts are unable to continue contact with that counselor and must choose another counselor for follow-up services.

The New Student Seminar Curriculum is currently under review for possible revisions. In the Spring 1991 Quarter, the Departmental Curriculum Committee used a questionnaire and interview session to poll counselors about the Seminar curriculum. (See Appendix C.) While most counselors saw the Seminar as providing students with positive contact with counselors and providing important information to students, many also saw the current curriculum as overly ambitious in trying to accomplish its objectives in only ten sessions. A variety of responses regarding the goals of the Seminar, the value of the Learning Guide, and ideas
about other topics counselors would like to cover have helped the Department identify the review of the New Student Seminar as the major departmental goal for the 1991-92 academic year. Included in this review will be a classroom assessment which solicits student feedback concerning the content of the Seminar.

(c) **Career Development Seminar** - The Counseling Department's first credit bearing course, it introduces the theory and process of career development. Students examine personal and societal forces that influence career choice. An assessment of the students' career interest, values, and skills helps students better understand the theory of career exploration. Through the use of career information resources, students are expected to learn the relationship between self-assessment and career choice.

(d) **Individual Counseling** - Counselors are available to see students individually for academic, personal, or career counseling. Through individual appointments the following goals are met: information is provided on issues related to success in school such as motivation, study-skills, and relationships with teachers; assistance is offered in dealing with the College bureaucracy; and advice is available on coping with personal problems. However, the large ratio of students to counselors limits individual counseling to only a few sessions per student usually not exceeding one quarter in duration. More in-depth personal counseling necessitates referrals to off-campus facilities.

(e) **Counselor on Duty** - Counselors are available to see students on a walk-in basis Monday through Thursday from 10:00 a.m. - 8:00 p.m. to discuss short term interventions regarding academic, career, and personal concerns (which require fifteen minutes or less). Students who require more assistance are scheduled for an appointment with a particular counselor. In-depth interactions of an emergency nature are referred to the Director of Counseling or his designee for immediate attention. The table below indicates the number of student contacts through Counselor on Duty (COD) from the Fall, 1989 - Summer, 1991.

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>1989-90</th>
<th>1990-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1266</td>
<td>958</td>
</tr>
<tr>
<td>Winter</td>
<td>1015</td>
<td>1189</td>
</tr>
<tr>
<td>Spring</td>
<td>818</td>
<td>941</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td><strong>3099</strong></td>
<td><strong>3088</strong></td>
</tr>
<tr>
<td>Summer</td>
<td>564</td>
<td>792</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3663</strong></td>
<td><strong>3880</strong></td>
</tr>
</tbody>
</table>
Periodic evaluation of the COD intake form (see Appendix D) indicates that the current concerns of students typically fall into the categories of academic advisement, change of major, and dropping of courses. Services most frequently recommended include referral to the Career and Transfer Center, referral to a counselor for follow-up individual counseling, referral to Financial Aid, and referral to the Registrar's Office.

It is apparent from the COD data that many students use this service as a primary contact with the Counseling Department. Currently the Department has computerized the record of student contacts, and it can produce aggregate numbers of student users on a quarterly basis. Although the Department cannot track individual student users there are plans to develop such a capability. This would enable counselors to know when a student had previously been served and just what the disposition was.

(f) **Probation Workshop** - Students who have been placed on academic probation for the first time are sent a letter by the Dean of Students. The letter indicates their probationary status and the schedule of probation workshops to be offered during the quarter by the Counseling Department. Counselors have developed a probation workshop curriculum to explore factors that may have contributed to probation and to identify strategies students may employ to raise their G.P.A. and get off probation.

(g) **Academic Advisement and Registration** - During the three college-wide advisement days held each quarter, each counselor provides approximately ten hours of academic advisement. During intersession each counselor provides thirty hours of academic advisement to students each quarter. This advisement is done in addition to the on-going academic advisement which takes place in counselors' offices on an individual basis as well as that which takes place in the New Student Seminar where academic planning and advisement are first introduced. Counselors also provide an additional ten hours each of academic advisement during the Late Registration and Change of Program periods.

(h) **Disabled Student Services** - A full-time counselor/coordination for disabled students was hired in September, 1990 who now provides counseling and coordinates the support service needs of all disabled students in credit/degree programs. The counselor/coordination has already identified 46 disabled students (e.g., wheelchair mobile, blind or visually impaired, neurologically impaired, or other mobility impaired). This identification has been facilitated by student self-report on the CUNY application, student self-referral as well as faculty and counselor referrals. The counselor/coordination provides an orientation of special support services for the disabled to new and potential students who are also ensured of timely registration arrangements and appropriate classroom supports (e.g., note takers, readers, and tutors).
COLLABORATIVE EFFORTS

Counselors collaborate with teaching faculty in a number of programs. (See Sections 8 and 9 for a general discussion of these programs.) The overall purpose of counselor interventions in the classroom is to bring counseling services directly to self-contained groups of students in an effort to reach more students than might utilize the traditional individual counseling service.

(a) CSE 103 (Advanced Reading and Study) - For a number of years counselors have been directly involved with probationary and reinstated students enrolled in a special section of CSE 103. This special section of the course is designed for academically at risk students to help them improve their reading skills and to address behaviors and attitudes which can be academically destructive. The counselor integrates the assigned readings with one hour weekly sessions which include: definition and causes of probation, self-sabotaging behavior, self-talk, test anxiety, and test-taking strategies as well as study skills.

(b) The Enterprise Program The program has joined classroom academic faculty, counseling faculty, and students into small learning communities. Counselors continue to be involved with the Enterprise Program through the New Student Seminars which are linked to the program's academic pairs and clusters.

(c) Supercluster Program The counselor works closely with instructional faculty in the design, implementation, and evaluation of the program and functions as a consultant in a variety of classroom situations.

Data collected indicates that students who participated in the program are more likely to succeed in the basic skills courses and persist in pursuing advanced work. (See Appendix E.)

(d) Collegiate Science and Technology Entry Program (CSTEP) - This grant-funded project targeted to minority students interested in careers in science of allied health professions has been administered by a counselor in conjunction with an interdisciplinary team of faculty. Several outcomes have resulted from this project, namely: the establishment of a multifaceted Science Study and Tutoring Center; a "Science Express" intensive mini-course, offered in the summer to help students to develop prerequisite science skills prior to enrollment in their first science course; research into the learning styles of several hundred science and allied health students; and special course sections of basic math and reading, emphasizing scientific procedures and content.

(e) Learning to Learn (FIPSE-Funded Project) - This FIPSE funded project known as Increasing Retention through Learning to Learn was a faculty/counselor collaboration effort. The goals of the project were to introduce collaborative teaching among counseling and instructional faculty, to facilitate counseling interventions in the classroom, to teach students general learning strategies which can
be applied to all academic disciplines, and to reduce attrition among non-traditional students. Through this project counselors were able to work with students in a holistic way. They had the opportunity to see how students interacted in the classroom with the instructor and their peers. They could further discuss, in individual counseling sessions, their classroom observations and provide specific interventions. Consequently, students were again more receptive to counseling since they could more clearly see how the counselor and counseling strategies were linked to academic success.

(f) The Learning Project - The Learning Project is a program of services for learning disabled students, which is funded through a VEA grant from The New York State Education Department. This program has three major goals: (1) that students diagnosed as learning disabled will understand their learning strengths and weaknesses as a result of a comprehensive psychoeducational test battery; (2) that learning disabled students will increase their social, interpersonal, and advocacy skills as a result of participation in Transition to College Support Groups; and (3) that learning disabled students will increase their academic performance as a result of tutoring and classroom modifications.

In 1989-90, approximately sixteen students were tested on campus and an additional six were tested by outside agencies. Four different types of support groups were provided to students of the learning project: (a) one group for new students to LaGuardia who were diagnosed as learning disabled in high school; (b) one group for more advanced students who had been at LaGuardia for multiple quarters and were beginning to plan for their transition to the work environment; (c) one study group where students worked on techniques for writing research papers, and doing other assignments; and (d) a Transition to Work Program for students enrolled in coop-prep.

In terms of retention and performance, the data continues to show success. Eleven of the students in the program graduated in 1990, while 76 continued to make significant progress toward their degrees. The performance data indicate positive changes for the project’s students in almost all areas: improved grade point averages, reduced numbers of students on probation, and fewer repeaters of basic skills courses. The only performance indicator that did not improve was the number of students who failed college level courses. Although project professionals have speculated about the reasons, a formal evaluation needs to be conducted for purposes of assessment.

RECOMMENDATIONS

It is recommended that:
1) the content of the New Student Orientation Program be reviewed, with input from the Extended Day Counseling Area with respect to adult populations;
2) the Department develop new instruments for on-going
counselor and student assessment of programs and services;
3) the Department review and revise the New Student Seminar
and the Learning Guide;
4) the Department do more to track activities of counselors on
duty (by means of a computer).

ACADEMIC ADVISEMENT

The College’s policy on Academic Advisement and the various
systems through which advising services are provided consist in part
of early advisement, advisement during registration, peer
advisement, self-advisement, advisement for special populations
(e.g., new students, first quarter students, and foreign students).
Another special population consists of "special" programs (e.g.,
College Discovery, Career Ladder, Co-Prep, and Enterprise).

In the early part of 1991, an Academic Advising Questionnaire
was designed and piloted. It was administered to all students who
registered on Saturday, March 2, 1991. Students completed a total of
1,677 questionnaires. It was also administered to the rest of the
student population (with the exception of new students) during the
Spring registration period in March, 1991. (See Appendix F.)

New initiatives have been implemented in the past two
quarters to improve advisement services. These include a process
entitled Quick Registration and Group Advisement for Liberal Arts
students who are taking basic skills courses. Training on academic
advisement has been provided to tutors from the Counseling Tutoring
Program. In addition, training was provided to faculty from the
Accounting and Managerial Studies Department last Spring. All of
these efforts are being evaluated to assess their effectiveness.

THE REGISTRAR’S OFFICE

The Registrar’s office is the official keeper of the academic
records of the College and is actively concerned with the process
through which students pass on their way to a degree or certificate.
There are three major areas of the Registrar's office: Registration
and Facilities; Records and Access; New Student Activities.

Registration and Facilities is the area with which most
students, faculty, and staff interact. This area is responsible for
gathering and coordinating the list of classes for each quarter's
academic offering and for the layout and production of the quarterly
schedule of classes. The Registrar’s staff coordinates the
preparation of the electronic files necessary for each quarter’s
registration and oversees the process of registering some 9,000
students in 8 days in a usual Fall quarter. The staff also is engaged
in a similar function during the College's Change of Program which
lasts for the first two weeks of each quarter. During this period 3,000
student transactions are processed.

The actual process of student registration is preceded not only
by the above activities but also by a complex system of inviting
students to registration at a day and time appropriate for the student
and the institution. Briefly, the system is set up to invite students to registration according to the number of credits they have earned. Students closest to graduation are offered first pick of the course offerings. Additionally, for special groups of students, special appointment times and methods of registration are provided. For example, a mail-in registration is provided for Sabbatical Program students in their second quarter, since their courses and seats are reserved solely for them. Recently, a process of "Quick Registration" has been developed for advanced students in a variety of majors so that they can assure themselves of seats in certain courses. Seat reservations are also assured for students in special programs like "Career Ladder" and "Co-Prep" whose programs are pre-determined and whose seats and sections are held especially for them. Other groups accommodated with a special service of one kind or another at registration are the physically and learning disabled; students who have children in the College's Early Childhood Learning Center; students from Middle College and International High School who have been given permission to take college level courses; and all students who participate in the various high school outreach programs, especially College Now! Other College level programs held off-campus, such as the Astoria and Chinatown Programs, also have special registration times and systems provided for them.

As a corollary to its registration functions, Registration and Facilities assigns rooms for all academic purposes and runs a reservation service for all other uses of the classroom space under its jurisdiction. This includes any and all requests, from twenty rooms all day long for a teacher's conference to one room for an hour for a brief meeting.

RECORDS AND ACCESS

The areas of records and access have often been seen as a struggle between two conflicting points of view, yet in LaGuardia's Registrar's Office the two try to act in a symbiotic manner, each supporting the other.

Balancing the demands of filing carefully and accurately of an almost never-ending supply of records with the demands of those who need to have access to those records, is an often daunting experience which takes both administrative skill and political talent. There are 76,000 student folders which increase by approximately 5,000 a year, and a concomitant supply of other vital support documents that number in the hundreds of thousands. These supporting documents are faculty produced records of grades and attendance for each quarter, and they back up and justify the transcript record in each student's folder. These files are vital for the response to university, state, and federal audit procedures. Parallel to this process is the demand to disseminate this information in dozens of ways to students, staff and outside agencies.

The creation and maintenance of records starts with the student folder, the essential and complete record of a student's
academic history at LaGuardia. This folder arrives in the Registrar's office after Change of Program is finished, when the Admissions office provides to the Registrar all the admissions documents on each new student in the College’s admissions file. Registrar and Admissions then perform a joint review of the folder to assure that it has all the necessary documents to ensure compliance with university, state, and federal guidelines. From this point until graduation, every transaction that a student has with the registration system produces a bill which the student signs, and a copy is then filed in the student’s folder. All changes in the student’s record are included so that a paper trail of the student’s life at the institution can be reconstructed, if necessary.

In the typical quarter there are approximately 9,000 registrations, 3,000 changes of program, and 4,000 to 5,000 various data change transactions at the counter. These counter transactions are what many people perceive to be the major day-to-day activity of the Registrar’s Office. While this is not the case, it is the counter that is the most frequent user of the student folders and other maintained files. Questions about grades, requests for attendance records, transcript requests, the distribution of diplomas, applications for permits in and out, and a plethora of other questions are the daily concerns of the counter, and they produce over 4,000 requests for service in the average quarter.

Another back office records task is the quarterly collection of grades. In a typical quarter there will be from 800 to 900 grade rosters outstanding, comprising over 25,000 separate grades. These are collected over a period of three or four days, optically scanned, and transferred to the mainframe on a disk. Since advisement at registration, which happens almost immediately after grade collection, depends on student grades, even one missing roster can create problems for 30 separate students. Consequently, much effort and energy is expended to ensure a 100% return from the faculty. As an ancillary activity to the grade collection process, at the end of the Summer and Winter quarters, those students eligible to move from pre-nursing to the nursing program are ranked by their grade point average, and a check is made to ensure they have completed a list of four core courses. Since there is a space limitation, only the top 30 candidates are allowed entry into the program. Another vital part of the Records area is the work provided in Graduation checking. At registration students sign up on a special roster which announces their intent to graduate at the end of that quarter. Subsequently, their records are pulled and the possibility of graduation is evaluated. Should there be incomplete grades or missing grades, or courses not taken which are demanded by the students’ curricula, or other requirements unmet, the graduation check personnel will notify the students of what still needs to be provided for their records and will help them in negotiating with the various departments to get what they need before the official graduation date at the end of the quarter.
NEW STUDENT ACTIVITIES

The New Student Area of the Registrar’s office is a hybrid, part registration functions and part records. Its main task within the Registrar’s office is to act as an interface with the Admissions office and the various components of the College that offer academic and other forms of advisement to the new students in each incoming class. In addition to this task, the New Students Area is a resource to any constituency within the College that wants to form a special course of study or recruit a special group of students for the College.

The principal occupation of the Office is to administer the Freshman Skills Assessment Program series of tests to all new students. These three tests are mandated by the University for all students, and they are the method by which the University certifies that students have attained a basic competency in the areas of reading, writing, and computation. Like all the other branches of the University, LaGuardia uses these tests for placement into or out of basic skills courses in the three areas. Currently, the College tests over 5,000 students a year. (See also Sections 5, 6, and 7 for further information on FSAP testing.)

After the testing process, students’ tests are graded and the results are keyed into their admissions file in the mainframe computer. These results are used to determine student placement according to the many different qualifications the College has created for its various fields of study. Placement is given to each student by means of a computer generated advisement document called “The First Quarter Program.” This FQP takes into consideration the student's performance on the three tests, the student's major and day or evening study status, and provides a list of courses and a series of suggestions of options that will place the student at an accurate skills level. Though the production of this document is officially the concern of the Office of Advisement, the New Student Area works closely with the Office to ensure timely and accurate production of the FQP from the computer and helps in the preparation and accuracy check of a twenty page pamphlet of instructions which is sent to the student with the FQP.

Evaluation of transfer credit is another service which the New Student Area offers to LaGuardia students. In the Fall 1990 quarter approximately 700 transfer students were admitted to the College. Of these almost 500 eventually registered. The transfer credit evaluation of each of these students is performed by a trained member of the professional staff who examines each student's previous college work and assigns credit where possible. When necessary, the evaluator will confer with the departmental chairperson or designee to determine the suitability of a particular course. Students presenting documents from other countries in a language other than English are required to provide a notarized translation.
STUDENT SURVEY RECOMMENDATIONS

The survey referred to in Appendix G, was given to all continuing students the last two days of Summer registration, June 17th and June 18th, 1991. Since two previous days of registration had already been completed, this population consisted of middle to zero earned credit students, many of whom required basic skills classes. By this point, many courses were closed and because of the budget cuts, no classes could be added. As a result, some students found the experience less than satisfactory.

The majority of the comments at the bottom of the questionnaire suggested the College:
- open more classes and sections;
- give earlier registration appointments;
- cut down waiting time in the theatre;
- make the course screen clearer in the theatre;
- have more printed schedule booklets available;
- have more registration staff and counselors;
- have more advisement and registration dates.

FINANCIAL AID

Students are invited to make individual appointments to get help filling out their applications and to discuss problems, often with bilingual counselors. Workshops are run to discuss general application procedures and regulations as they immediately pertain to the students, and supplemental guides used to further explain rules and process, notably the Federal Guide to Financial Aid (available on the information racks in the Financial Aid Office as well as at the Information Center).

Students are encouraged to make appointments and attend workshops to ensure that there is an understanding of the application process and the delivery system. Students who are required to document their applications are told individually what documents are required and are given an individualized checklist to ensure that nothing is overlooked. Students who have not provided documentation are sent reminders of what is needed. Students who must refile their applications are given written instruction on how to do this.

BURSAR

The Bursar’s Office offers the following services:

1. distribution of Financial Aid checks;
2. clearance for transcripts to other schools;
3. student loan checks;
4. problem solving relating to TAP refunds and PELL tuition deductions.

The College is also building an on-line computerized Bursar system which will provide immediate access to updated information.
about students' accounts. Projected completion and implementation of the new system is late Spring of 1992.

Currently the Bursar's Office uses batch processing to update and correct students' records. An on-line system will provide for immediate updates and also eliminate errors and a large number of manual operations, such as the computation of bills to be sent to the Computer Information Systems Department for later entry. This on-line system will also facilitate an integration with the Accounting System to provide for the immediate posting of information and dissemination of data.

Of prime importance, the new on-line system will make it easier for a student to register. If a student disputes the amount of financial aid, that student may go to the Financial Aid Office which will have the capacity to change and/or grant credit and then produce a corrected bill. The system will also provide information on-line to answer students' questions on the status of their accounts and basis for charges.

**FOREIGN STUDENT OFFICE**

As of Fall, 1990, LaGuardia had a foreign student enrollment of 881, representing 83 different countries. Foreign students constitute 10 percent of the full-time student population at the school and, remarkably, 34 percent of all community college foreign students in the whole of New York State. Employment by LaGuardia of only one Foreign Student Advisor with an administrative assistant and a student helper makes it very difficult to provide the full range of services normally provided by a foreign student office since the Foreign Students Advisor must personally interview every foreign student and meet with many on a continuing basis. The Advisor also provides orientation, counseling, crisis intervention, and advocacy services.

Immigration counseling constitutes about 90 percent of the workload. Cross-cultural counseling is done as the need arises. Crisis intervention in cases involving such areas as deportation or F.B.I. interviews is severely hampered by the time limitation of the Advisor and staff. Advocacy is provided when time allows, and further support is provided through the publication of *Microcosm*, a quarterly newsletter that supplies timely information for foreign students.

Sixty percent of the foreign students at LaGuardia carry the F1 status. They are required to furnish proof of financial support and may work for pay only with the special permission of the Foreign Student Advisor. The Foreign Student Office maintains strict compliance with all government regulations involving issuance of Federal documents and keeps accurate records of all F1 designated students. *(See also Section 10, for a discussion of Cooperative Education internships and other work opportunities for foreign students.)*
The disciplinary process for violation of College rules begins with Security. In response to reports by faculty, staff, or security guards, the Director of Security issues a summons to an alleged offender. The average number of summonses issued per year is approximately 100. The great majority of these deal with "disorderly conduct," and most are issued to students of LaGuardia's two special high schools.

The summons indicates a date for an initial hearing before the College Adjudicator, who acts on behalf of the Dean of Students. The Adjudicator informs the student of his/her rights (a printed list of student rights is available at the office of the Dean of Students). He or she then asks the student to enter a plea. The student, with the aid of counselors who are available for this purpose, may plead "guilty" or "not guilty" to the charge. If the plea is "guilty," the Adjudicator may render an immediate decision in the case. The student receives written notice of this decision by certified mail and his/her ID is withheld pending receipt of the notice. The spectrum of possible decisions is as follows: warnings, temporary elimination of certain rights, physical separation of pairs or groups of students, probation, suspension, or dismissal.

In the event the plea is "not guilty," the student is sent a notice to appear at a hearing before the Student-Faculty Review Board (SFRB). The SFRB consists of a Chair who acts as prosecutor, three faculty members appointed by the President and approved by the Faculty Senate, and three students. The SFRB makes the final decision in the case. If the student is found guilty of the violation, the range of possible penalties is as described above.

The SFRB also handles cases of alleged violations of the Policy on Academic Integrity. These are cases in which a student wishes to challenge an instructor who accuses him/her of one of the following violations: academic fraud, bribery, cheating, misconduct on internships, or plagiarism. The decision of the SFRB is sent to the office of Academic Standing and the Dean of Students. If the student is suspended, the Chair notifies all relevant parties. The Policy on Academic Integrity works well since the number of cases of academic dishonesty handled by SFRB is minimal.

HEALTH CENTER
Description of Past Services:
In the past, LaGuardia Community College had a very professional and active Health Center. At the time of the last Periodic Review Report in 1984, the Center was staffed by a full time Nurse/Director, an Assistant Director, and several Emergency Medical Technicians (EMT's) who provided emergency care. All of these individuals were funded from the Student Services Division's tax-levy budget. At that time, the Health Center was committed to a program which promoted those physical, emotional, social, and environmental factors supportive of health in its broadest...
interpretation. In addition to emergency care, many services such as health screening (e.g., hypertension and weight monitoring, vision, urine, and Pap testings) and educational forums were provided.

During the past six years, however, there has been a constant erosion of staff and funding for the Health Center, beginning with the resignations, several years apart, of both the Director and Assistant Director. These positions have remained vacant.

In September 1990, the Student Services Division obtained grant funding to have a person from the high schools available to conduct drug and alcohol abuse prevention programs. That grant has not been refunded. Consequently, that individual has not been rehired.

Most recently, in September, 1991, the College was required to implement a state-mandated immunization program which involved collecting medical data and providing information about measles, mumps, and rubella. At the beginning of the year, funds were made available to fund a part-time clerk to input the immunization data into the computer. That person has not been rehired, and an individual from another area of the Division has been assigned to the Health Center to be responsible for that function.

PRESENT SITUATION

To say that the Health Center has been seriously affected by the budget cuts of 1990 - 1991 is an understatement. The current status of the Health Center is as follows: An Emergency Medical Technician (EMT) is available for emergency care only during late afternoon, evening, and Saturday hours. In addition, the Dean of Students' Office has reassigned a staff member to the Health Center to provide receptionist coverage for mornings/afternoons when there is no EMT. This coverage allows students to hand in medical leaves of absence and immunization forms. (See Appendix H, for information on Health Center Usage.)

OUTCOMES AND RECOMMENDATIONS

Despite a lack of staff, the Student Services Division has been able to keep the immunization project on target, with a 95 percent compliance rate in the first year.

The evening EMT has assumed responsibility for reviewing emergency procedures with non-medical staff in the Health Center to ensure that everyone knows emergency procedures. However, at this time medical services are not provided when there is no medical person on duty. Anyone needing medication must return when the EMT is available.

The College community is quite distressed with the unravelling of the Health Center. It is worth noting that the college-wide AIDS Education Committee recently asked the President for restoration of the funds for the Health Center.
ECLC PROGRAMS

LaGuardia Community College Early Childhood Learning Center (ECLC) programs seek to meet the needs of both the child and the student parent. ECLC programs make use of interage child development centers which focus on learning through play via this curriculum. The early childhood component of the ECLC offers an integrated curriculum for children ages 2.10 - 6 years. The children are grouped based on their ability levels and afforded the opportunities for exploration, questioning, independence, socialization, and motor development through experiential activities. The Extended Day program of the ECLC offers both an early childhood and school age component for children 3 to 9 years. The ECLC’s Saturday component also provides an enriched curriculum and recreational activities for children 3 to 9 years. ECLC programs operate on a flexible registration system based on the student parent’s college schedule. The hours of operation are 7:50 a.m. - 11:00 p.m., Monday - Friday and 9:00 a.m. - 2:30 p.m. on Saturday.

The Early Childhood Learning Center Programs also provide parent outreach services that offer student parents the opportunity to share concerns, explore possible solutions, and collaboratively map out plans of action in an effort to address their needs. Further, the outreach programs disseminate information to parents in a variety of areas: the College community, early childhood/child care issues, parenting skills, effective time management, negotiation with the diverse bureaucratic systems (i.e., the Department of Social Services (DSS), the Agency for Child Development (ACD), to name the most prominent). ECLC also maintains LaGuardia’s Cooperative Education philosophy by training interns from the various college disciplines, serving as a field placement site, and providing internship placements for the affiliated high schools on campus.

Currently, the ECLC programs assist approximately 100 - 115 students per quarter and employ a staff of early childhood educators who are New York State Certified. The two licensed facilities are located in the Main and Marie LaGuardia buildings. There continues, however, to be a growing demand for child care services on LaGuardia’s campus. (See Appendix I,) for a report entitled Impact of Campus-Based Child Care on the Academic Success of Student Parents at SUNY Community Colleges.)

The ECLC Programs are incorporated under the auspices of the College Association. This is a not for profit organization that is responsible for overseeing the management of student fee income (ECLC programs receive 12 1/2 percent of each student’s fee allocation). The College Association Board of Directors is represented by students (51 percent) and by College faculty, staff and administrators (49 percent).

CAREER AND TRANSFER CENTER

The Career and Transfer Center assists students in career and transfer planning both on an individual basis and in a group setting. One goal of the Center is to assist students in learning about available
options. Another goal is to assist students in collecting accurate information regarding career and transfer options. (See Section 17, for a full discussion of transfer activities.)
CONTRACTUAL SERVICES, CAFETERIA AND BOOKSTORE

Several major provisions of the by-laws support the method of use and distribution of surplus funds, grants, real property, and the management thereof.

The membership of Auxiliary Enterprises is representative of the administration, faculty, and student body of the College.

The management of the property, affairs, and concerns of the Auxiliary Enterprises is vested in thirteen members consisting of the President, three faculty, three administrative and six student members who act as the Board of Directors.

Of the several specific committees reporting to the Board of Directors, the Budget and Contract Committee is empowered to develop all contracts and budget allocation proposals subject to the review and approval of the Board of Directors of Auxiliary Enterprises.

The Treasurer of the Board is represented by the Business Manager of the College.

The Board of Directors assigned the responsibility to acquire these services to the Campus Affairs Committee.

CAFETERIA

Some seven years ago there were many concerns raised about the quality of food service being provided to the College (see Appendix A). The students, faculty, and staff were all dissatisfied. Surveys were conducted by Student Government and by the Campus Affairs Committee, and both surveys pointed out a failure by the vendor to meet nutritional and other needs of patrons. It was at this time that the Campus Affairs Committee took responsibility for establishing new standards.

The first action the Committee took was to conduct inspections of other community Colleges and to obtain, if possible, copies of specifications, menus, price lists, and quality of service inspection documentation. These gathered, Campus Affairs in concert with
Section 13
Contractual Services (Cafeteria and Bookstore)

Cafeteria and Bookstore services are under the supervision of a corporation known as the Fiorello H. LaGuardia Community College Auxiliary Enterprise, Inc., more commonly referred to as the Auxiliary Enterprise (see Appendix A). The principal objectives and purpose of the Auxiliary Enterprise are:

1. to plan, develop, and cultivate educational and social relations among the students, faculty, and staff of LaGuardia Community College;
2. to aid the faculty, staff and students by assisting them in their study, work, curricular, and college-related activities, and to provide a vehicle for the orderly administration of auxiliary enterprise income;
3. to receive, maintain, and dispose of a fund or funds of real or personal property, or both, and to apply the income and principal thereof, in whole or in part, to the various objectives set forth.

Several more provisions of the by-laws support the method of use and distribution of source funds, grants, real property, and the management thereof.

The membership of Auxiliary Enterprises is representative of the administration, faculty, and student body of the College.

The management of the property, affairs, and concerns of the Auxiliary Enterprise is vested in thirteen members consisting of the President, three faculty, three administrative and six student members who act as the Board of Directors.

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The Treasurer of the Board is represented by the Business Manager of the College.

The Board of Directors assigned the responsibility to acquire these services to the Campus Affairs Committee.

CAFETERIA

Some seven years ago there were many concerns raised about the quality of food service being provided to the College (see Appendix B). Students, faculty, and staff were all dissatisfied. Surveys were conducted by Student Government and by the Campus Affairs Committee, and both surveys pointed out a failure by the vendor to meet nutritional and other needs of patrons. It was at this time that the Campus Affairs Committee took responsibility for establishing new standards.

The first action the Committee took was to conduct inspections of other Community Colleges and to obtain, if possible, copies of specifications, menus, price lists, and quality of service inspection documentation. Once gathered, Campus Affairs in concert with
Auxiliary Enterprises reviewed the survey and developed new specifications. All oven prepared foods distributed on campus now come from the Main building kitchen. However, a full service kitchen is being installed as part of the new lease agreement for the Center III building. The additional facility will lessen the strain on the Main building kitchen and should lead to the improvement of food services.

The Campus Affairs Committee conducts periodic meetings with the vendor to perform inspections of kitchen facilities, to observe and note sanitary, cleanliness, management and staff performance evaluations, and to review menu and price schedules. The Business Manager, acting on behalf of Auxiliary Enterprises, monitors monetary income so that commissions are accurately reported.

**Assessment of Cafeteria Operation**

In the latter part of July, 1991 a questionnaire was distributed to the College community. These responses were compared to a previous survey conducted in 1986. Both surveys asked the same questions. The 1991 survey resulted in 42 responses, which was much less than the 524 responses of 1986, but the trend indications of 1991 indicate the need for further investigation. Indeed, the level of dissatisfaction supports the need to conduct surveys at least once each year. This recommendation will be passed on to Auxiliary Enterprises and the Campus Affairs Committee.

The cafeteria survey indicates a downslide in the overall cafeteria services to the College community (see Appendix C). Specific areas of concern are noted below:

1. Service slower than in the past.
2. Dissatisfaction with the portion of food served.
3. Dissatisfaction with the quality of food served.
4. Dissatisfaction with the assortment of hot foods served.
5. Dissatisfaction with pricing of food offered.
6. Demand for a variety of ethnic foods on a selective basis and on holidays.
7. Dissatisfaction with the sanitary conditions of the cafeteria.
8. An increased preference to eat at off campus fast food operations.
9. A desire to have menus and prices displayed more clearly.

A separate survey of "Dietary Needs" is furnished as part of Appendix D. This survey shows the College community is in general more health conscious and diet conscious than in the past. This is reflected in a desire for foods containing less fat, low sodium, and less cholesterol and requests for vegetables, salads, and fruits. The presentation and colors of foods presented is also questioned indicating a lack of appeal.

It is recommended that a fixed schedule of inspections by Campus Affairs members be conducted at least once per month and an independent dietary consultant be hired to evaluate the vendor's...
services at least once a year. Further, there should be more emphasis placed on providing a menu which more closely represents the multicultural background of the student, staff, and faculty population. Independent surveys using questionnaires should be conducted at least once every year by Auxiliary Enterprise and Campus Affairs to obtain up-to-date opinions on the food services operation.

Although Student Government representation exists on both Auxiliary Enterprises and Campus Affairs, students seldom participate in the food service performance evaluation process. We encourage Student Government to exercise a more active role in the food service review process.

BOOKSTORE

A recent survey questionnaire sent out to the College Community tends to dispel the supposed general feeling of satisfaction with the overall Bookstore operation (see Appendix E). A review of the questionnaire as well as other investigations suggests that in addition to the acquisitions of additional space for the bookstore, a number of other concerns need to be addressed.

Assessment of Bookstore Operation

The College Community survey results (see Appendix E-1) indicate a need for the Bookstore operation to:

1. provide a greater variety of textbooks;
2. allow more response time when replacement texts are ordered;
3. be more competitive in pricing of books and general articles;
4. extend hours of operation - especially at the beginning of each semester; and,
5. provide more individual attention to customers.

A clear majority of the responders - 97.4% - would like the Bookstore to offer a Book Exchange service to buy and sell used textbooks. A copy of the complete survey will be sent to the College's Campus Affairs Committee for further review.
SECTION 14

STUDENT ACTIVITIES AREA

The Student Activities Department

The Student Government

The Recreation Department

The Student Activities Department, the Student Government, and the Recreation Department play major roles in enhancing the quality of student life at LaGuardia Community College. Student involvement in the institution's governance structure, club organizations, cultural and social events, and recreational activities and programs is fundamental to the educational process and occurs within the activities and during the Cooperative Education Internship.

Descriptions and assessment of the three areas mentioned above may have been gathered through student focus groups, interviews, and a review of data from student questionnaires. Special attention has been given to students' perceptions as reflected in the discussions of the focus groups. Although a large number of student comments in the focus groups are included for this section, they contain detailed notes of four student focus groups. Students who participated in the focus groups represented a cross-section of the LaGuardia student body, including student club leaders and non-participants in student activities.

SUMMARY BACKGROUND

In May of 1991, a student fee referendum was conducted relating to the allocation of specific percentages of the student activities fee for various specific programs which met the following general guidelines stipulated by a Commission on the Future of Student Activities and Related Fees.

As a result of the student fee referendum, the areas under the umbrella of the Student Activities Department, Recreation, and Student Government received an allocation of funds as indicated below:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>EARMARKED PERCENTAGE</th>
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<tbody>
<tr>
<td>MEDIA COMMUNICATIONS</td>
<td>20.0%</td>
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<tr>
<td>ATHLETIC GENERATING PROGRAM</td>
<td>15.0%</td>
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<tr>
<td>STUDENT ACTIVITIES COMMITTEE</td>
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<tr>
<td>COMMENCEMENT/COMMUNITY SERVICE</td>
<td>7.5%</td>
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<tr>
<td>THEATRE, VISUAL &amp; PERFORMING ARTS</td>
<td>9.0%</td>
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<td>RECREATION</td>
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*The Early Childhood Learning Center, described in Section 12, is allocated 12.5%.
INTRODUCTION
The Student Activities Department, the Student Government, and the Recreation Department play major roles in enhancing the quality of student life at LaGuardia Community College. Student involvement in the institution’s governance structure, clubs, organizations, cultural activities, social events, and recreational activities and programs is viewed as complementary to the educational process that occurs within the classroom and during the Cooperative Education internship.

Descriptions and assessments of the three areas mentioned above rely heavily on information obtained from student focus groups, interviews with key administrators and staff, and a review of data from student questionnaires. Special attention has been given to students' perceptions as reflected in the discussions of the focus groups. Although space does not allow for inclusion of all student comments in the body of the text, the appendices for this section contain detailed notes of four student focus groups. Students who participated in the focus groups represent a cross-section of the LaGuardia student body, including student club leaders and non-participants in student activities.

FUNDING
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*The Early Childhood Learning Center, described in Section 12, is allocated 12.5%.
The earmarking procedure provides the stability necessary to offer programs, events, and services from year to year, hire personnel to implement the activities, and conduct short- and long-term planning needed for the scheduling of activities and events (see Appendix A).

**Administration**

The College Association is a not-for-profit corporation chartered by the State of New York to "provide a vehicle for the orderly administration of student activity fee income" (by-laws of the Fiorello H. LaGuardia Community College College Association, p. 1). Its governing body, the Board of Directors, consists of 7 students and 6 faculty, staff and administrative personnel members. As is apparent, students have a majority vote and play a major role in the expenditure of student activity fee income.

**FACILITIES**

In response to joint staff and student concern regarding the lack of space for student activities, in Winter Quarter 1986, students completed a Student Union Needs Assessment to determine the facilities and activities they would most like to have if a Student Union building became a reality. The six thousand student respondents revealed that the cafeteria, bookstore, and study rooms would be the facilities most used. Facilities least used would be game facilities such as, pinball/video machines, bowling, and billiard rooms (see Appendix C).

In Spring Quarter of 1986, students voted to approve a student activities fee increase to provide facilities for a Student Union facility. The results of the referendum were submitted to the CUNY Board of Trustees, and a decision was made to commence the increase upon submission of a proposal for the development of the union, the identification of space, and a budget (Appendix B). At present, there is the authorization for funding, but the facility is yet to be built. (See Section 15 for further information on the Student Union.)

**THE STUDENT ACTIVITIES DEPARTMENT**

The Student Activities Department seeks to increase student interest and participation in cultural, academically-oriented, recreational/leisure, and social events, activities and programs outside of the classroom. (See Appendix I for the 1990-1991 Calendar of Events and Activities.)

The Student Activities Department is comprised of the following five earmarked areas: (a) Communications Media Area, (b) Theater, Visual and Performing Arts, (c) Commencement/Honor Nights Programming, (d) Income Generating Program, and (e) the Student Activities Committee (SAC).
Organization

A. Communications Media Area
This area is divided into three units which provide communication services to students as well as student clubs and other organizations. The Communications and Information Processing Center creates and prints all publicity materials to promote and advertise on- and off-campus events, programs, and activities.

The Video Production unit provides audio and video services to support programs, events, and activities which are sponsored by the Department as well as student organizations.

The college student newspaper, The Bridge, is also administered through the Communications Media Area. The official areas of autonomy and responsibility of the student editorial staff, faculty advisor, and students appear in Appendix J. The newspaper is printed at least once per quarter and is produced using a state of the art desk-top publishing system. Students are encouraged to write articles, essays, poetry, editorials and short stories which highlight the College's activities and diverse student population. For example, a recent edition of The Bridge (Fall 1990) contained an article entitled "A Roundtable Discussion with LaGuardia's Asian Students," which described the experiences of LaGuardia's Chinese and Japanese students (see Appendix K).

In addition to the above units, the Communications Media Area also administers the publication of the College Yearbook.

B. Theater, Visual and Performing Arts
Student attendance at performing arts and cultural events on- and off-campus is facilitated by engaging groups to perform at the College or subsidized tickets to Broadway and off-Broadway performances. This program has encouraged students to broaden their knowledge and increase their awareness of the arts.

C. Commencement/Honors Night Programs
The Annual Commencement and Honors Night programs are supported and funded by student fees. The rental of an auditorium, purchase of diplomas, honors and awards certificates, invitations and reception are some of the specific expenses covered by this area.

D. Income Generating Program
Because of the dramatic increase in the cost of providing services and activities, income generating programs are implemented so that additional, non-student fee income is generated to help off-set the salaries of the professional and support staff of the Student Activities Department.

The Department sponsors on- and off-Campus activities such as ski trips, dances, and spring break vacations each year at relatively low prices to students. In an effort to assure that planned trips represent student interest, a "Prospective Student Group Trips
Questionnaire is circulated, and students are invited to express their preferences for proposed trips. As a result of student preferences, recent destinations have been to Cancun (90 students), Jamaica (90), Brazil (15), Puerto Rico (80), and Canada (80) (see Appendix L).

E. Student Activities Committee (SAC)
The Student Activities Committee (SAC) consists of representatives from each club and organization. With this configuration, the Student Activities Committee has proven to be an effective vehicle for developing and implementing ideas. Students have indicated that the experience is valuable and in many cases is their first exposure to structured group planning.

Approximately twenty-seven clubs and organizations were active at the college in the Fall Quarter 1990. Of this total, eleven were academically-related clubs. Also, thirteen clubs that represent LaGuardia’s diverse student population were chartered during the Fall 1990 Quarter.

During the Fall Quarter 1991, three clubs with an entertainment/leisure focus were chartered: the Chess Club, the Fashion Club, and "WLGC", the official College Radio Station, which broadcasts on an internal audio network. Through participation in student organizations, students learn group dynamics, effective public speaking skills, planning, management, and budgeting skills. They also have an opportunity to apply concepts and theories they learn in the classroom to the co-curricular activities in which they are involved. Also consistent with one of the College’s primary goals, involvement in cultural activities affords students the opportunity to develop an appreciation for cultures and groups other than their own. Social activities provide opportunities for students to observe, engage in, and evaluate alternative new ways of interacting with other individuals.

The commitment of the Student Activities staff to quality and well-organized, innovative approaches to student development has been recognized outside the College. Its Director was elected Chairperson of the CUNY Student Activities Directors’ Council for 1987 to 1989. Further, the Director wrote a proposal for a comprehensive CUNY-wide effort to increase the overall effectiveness of student organizations and provide students with leadership training and development. At present, the proposal, entitled "CUNY Student Leadership Institute Project Proposal," has been approved by the CUNY Student Activities Directors’ Council and by members of the CUNY Council of Chief Student Affairs Administrators. A joint committee of these two groups is being established to further develop the proposal and begin to identify funding sources (see Appendix N).

FUNDING AND STAFFING
The Student Activities Department is administered by a Director who reports to the Associate Dean of Students. Funding is
and were hopeful that this would be a forum for positive action: "Hopefully this forum will bring some result." At the end of the session, one student said, "The password for this quarter is budget cuts." No questions were asked about their views regarding the budget cuts during the focus groups. In fact, all of their comments were unsolicited, but they came up again and again during the interview session. Students' comments included frustration with course selection, the quality of the College environment, the declining level of services, and their treatment as students.

Many of the students' comments reflected a personal understanding of the current fiscal crisis. For example, students are forced to take classes and credits that are not required for their majors because of decreased course offerings. Other students are worried about how the current budgetary crunch will affect their ability to pay for college.

Students are acutely concerned that staff and service hours have been reduced resulting in their environment being crowded (especially classrooms) and often dirty. This is particularly apparent in the service areas where lines are longer. Also, the staff still working may now have responsibilities in areas with which they are unfamiliar. Students specifically singled out the Admissions Office, the Financial Aid Office, the Registrar, the Bursar, and the Information Center.

PLANS

The Student Activities Department has participated actively in discussions regarding the use of space in the new building as well as the reconfiguration of space in current facilities. It is anticipated that the total new space configurations will have a positive influence on many aspects of student life.

As noted earlier, construction plans involve using the space currently occupied by the Library as a Student Center, a development that will provide a qualitatively enhanced "living room" environment for students and for the whole College community. Such an area includes three different floors and can accommodate large and small area activities. The additional appropriate lounge and club areas will also promote more active involvement in the College. It will be possible for students to experience a more direct relationship between classroom learning and non-classroom or co-curricular learning. Such space will encourage students to "want" to spend more of their "free" time (though admittedly in short supply) at the College. It will also serve as a focal point for providing ongoing workshops and facilitating interactions among students, faculty, and administration. It is anticipated that this new focus will enhance an image of a Student Activities Department that no longer engages primarily in providing activities. Instead, consistent with and reflective of the new physical space and programmatic initiatives, the new Department will change its name to become the "Department of Student Life."
This new configuration will require efforts to recruit students for leadership and participatory roles, to provide leadership training, to develop programs, and to advertise events. Such planning should take into account, for example, developing alternative methods that are respectful of and sensitive to the cultural norms of the College's diverse student population. In addition, plans should include redefining goals to meet the needs of the College's Extended Day (Evening) students. Recently, a new Director of Extended Day was hired, and the Student Activities staff has worked with him to implement several "Open House" social occasions to acquaint Extended Day students with various activities and offerings. The Student Activities Department expects that such collaboration will culminate in an effort which will reach Extended Day students and provide regular communications regarding services and events, a newsletter, and Town Meetings for students.

Student Activities staff should also collaborate with the staff of the Office of Institutional Research to systematically collect and examine demographic data pertaining to the characteristics of participants and non-participants at the College. Such data collection efforts may be helpful in programming events.

Finally, with regard to the difficult decisions which must be made because of a greatly reduced budget, the College must be sure to develop a variety of mechanisms for communicating with students, for obtaining student input that can assist in making decisions when priorities must be established, and for regular monitoring of the impact of budget cuts on students. Recommendations include promoting a "we're in this together attitude," via regular communications between administration and students, better training of the remaining staff itself, and clarity in communicating information about reduced services.

**THE STUDENT GOVERNMENT**

The LaGuardia Community College Student Government consists of 12 students elected from the student body. One-third of those who serve must be freshmen. As described in the Student Government Organization Constitution, the purpose of the Student Government is: "to represent and to act as the voice of the student body before administration, faculty, and student organizations and the general college community."

The Student Government relates to the student body through the college and university governance structure and through its internal committee structure.

Involvement in College, University, and National Organizations

A. College Association - See Appendix P - for Description
B. College Association Personnel review Board
As mandated by the College Association Bylaws, the Student Government participates in the hiring, evaluation, reappointment, and termination of employees who are on the College Association payroll.

C. College Senate
Members of Student Government represent students on the College Senate and its subcommittees, including the Campus Affairs Committee, Curriculum Committee, Executive Committee, etc. The present Vice Chairperson of the College Senate is a student governor.

D. University Student Senate (USS)
Members of Student Government also represent LaGuardia’s students on a CUNY-wide level through participation in the University Student Senate, the CUNY-wide student government representing all CUNY students (see Appendix Q).

E. Task Forces and Emergency Committees
Whenever a task force is organized or an emergency committee is established at the college or university level, the Student Government is contacted to make sure that a representative is available. Some recent examples of this are the current Calendar Committee, CUNY-wide Hurricane Gilbert Fundraising Committee (1989-1990), and the Student Union Development Committee.

F. United States Student Association (USSA)
Members of Student Government also belong to the United States Student Association (USSA), a student-run and student-supported organization that represents students nationwide and has its headquarters in Washington.

By participating in the USSA, LaGuardia’s students represent LaGuardia’s student body on a city, state and national level by lobbying on critical issues that affect students (financial aid, racism on the college campus, curriculum of inclusion, funding for educational institutions, etc.). Further, LaGuardia student governors have an opportunity to meet with other elected student representatives to explore issues of common concern. Such efforts broaden students’ perspectives and enhance their ability to effectively represent their constituency when they return to the campus.

Interviews with student governors who attended the recent conference revealed that participants in our region, the Empire Region, are primarily from CUNY. It was noted that representatives from other regions have fewer international and other ethnic students on their campuses. Consequently, they tend to be less tolerant and supportive of the strivings and educational needs of these groups. LaGuardia’s student governors voiced the view that we at LaGuardia and within CUNY are more like a melting pot. For this reason, although LaGuardia’s students plan to continue to participate actively in the USSA, they concluded, "CUNY has a lot of problems with USSA."
Campus-Based Student Government Structure and Operation

Student needs at LaGuardia are addressed through the Student Government’s internal committee structure. Major committees include: Student Ethnic Affairs and Budget Committee, both standing committees; The Academic Affairs Committee; The Public Relations and Information Services Committee; The Events Committee and the Judicial Review Committee.

One of the Student Government’s most important roles is approval for the allocation of hundreds of thousands of dollars for programs, services, events, and activities for students. Each proposed expenditure is reviewed prior to approval by the Student Government.

The Student Government itself is one of the earmarked areas and receives 7.5% of student fee income. In recent years, the Student Government has used this funding allocation to sponsor social activities, forums for students (e.g., Crack and Drug Forum and Voter Registration Awareness). Of particular note was the week-long AIDS Awareness Week ‘91, whose theme was “Together We Care,” jointly sponsored by the Student Government and the College’s AIDS Education Committee. The calendar of events included participating in the annual NYC AIDS Walk, many panels and discussions led by health care professionals and LaGuardia faculty and staff, and information tables and videos representing advocacy groups (see Appendix R). The Student Government also spearheads college and community service projects. These have included: (1) a book exchange; (2) Thanksgiving and Xmas collection of canned goods for the homeless and elderly; (3) a fundraiser for homeless children (see Appendix S); (4) A Can Recycling Program to promote environmental protection (see Appendix T); (5) support of and participation in implementing an I.D. policy effective January 1, 1991 to increase the safety of all members of the LaGuardia community; and (6) a letter writing and lobbying campaign protesting the recent tuition increase. A current effort is promoting the recognition of the Early Childhood Learning Center as a student responsibility.

The Student Government also participates on a regular basis in New Student Orientation and New Student Seminars. Incoming students have reported that contact with "real" students assisted them in confirming their decision to attend college; such Student Government representatives are viewed as role models. Further, counselors who teach New Student Seminars have reported that their visits promote new students’ adjustment to the College, and Student Activities staff feel such student presentation encourages participation in College activities.
STUDENT ACTIVISM

In each of the past three years from 1989 to 1991, students throughout CUNY have united in demonstrations to protest threatened budget cuts. Each successive Spring, the threat to the education of CUNY students has been met with a more united and decisive student response. Despite efforts by LaGuardia's students and administration, the City University of New York has sustained severe reductions in its operating budget, reductions that have meant more limited course offerings and services.

In the Spring of 1991, in response to current threats of tuition increases and budget cuts, students engaged in more militant action because the stakes were higher. During the Spring Quarter, the CUNY student governments were active in letter writing campaigns to Governor Cuomo and members of the State Legislature, lobbying for support through rallies in New York City and Albany, and peaceful public demonstrations.

From the students' perspective, a final protest vehicle, taking over College buildings, was necessary because the usual means of protest had not produced results. The purpose of taking over College buildings was to draw attention to the fact that the threatened tuition increase and massive budget cuts represented a return to a time when lack of access to educational opportunities because of inability to pay would doom people to minimal life opportunities.

It should be noted that the student takeover of College buildings was not perceived positively by everyone. Ultimately, despite administrative support for students in their peaceful demonstrations, letter writing campaign and lobbying efforts, LaGuardia's administration did not condone closing down the College's Main Building and disrupting the education of its thousands of students. Although police arrests were necessary to open two other CUNY units, protesting LaGuardia students agreed to leave LaGuardia's Main Building voluntarily.

A special Student Faculty Review Board (SFRB), the College disciplinary committee, was constituted to act on the cases of the eleven students charged in connection with the occupation of the Main Building. The SFRB consisted of three faculty members, three students, and a chairperson who would vote only in case of a tie. Specifically, the students were charged with violating Rules 1, 2, 3, 4, 7 and 8 of the Rules and Regulations for the Maintenance of Public Order pursuant to Article 129-A of the New York State Education Law. These violations included interfering with educational processes or facilities, failing to comply with directions issued by representatives of the College to leave the building, engaging in the unauthorized occupancy of College facilities, engaging in disorderly conduct, damaging College premises or property or stealing property, and possessing a dangerous instrument or material.

Collectively, the accused students retained an attorney, and an advisor was appointed by the CUNY Central Office to advise the SFRB. The Dean of Students represented the College. The outcome of
three full days of SFRB testimony was that six students were censured and three students received disciplinary probation. A penalty of censure means that each student received a written reprimand and a warning that a more severe sanction may be imposed if they are found guilty of violating the code of conduct again. A penalty of disciplinary probation means that these students may not participate in extracurricular activities at the College for specified periods of time. Two students' cases have yet to be heard.

RECOMMENDATIONS

Student government leaders expressed interest in attracting and retaining membership, developing programs of interest to all students, matching programs to academic interests, and participating in developing and maintaining academic standards. LaGuardia's student leaders take their positions seriously and express pride in the fact that they have experienced personal growth and developed their organizational skills. Benefits derived from student government leadership included a sense of empowerment, an informed respect for authority, and an understanding of organizational process. Barriers to participating in student governance are that it is time consuming and demanding, often competing with academic studies. It is recommended that the Student Leadership Training Program place more emphasis on strategies for time management and delegating of responsibilities.

Student government needs to continue its mission of providing students with a forum to express their concerns and interests. This may be accomplished most effectively by regular communication between student leaders and the rest of the student body. The student population needs to witness the activities and functioning of student government outside of crisis situations (e.g., student protest). There should be many opportunities for students to have positive interactions with student government.

Also, opportunities for students to interact with administration, faculty, and staff should also be increased. More informal, but structured, sessions may enhance such communication. This would contrast with the scheduled meetings where business must be conducted. In particular, faculty and staff should be encouraged to assist in the identification and nurturing of potential student leaders through extra-curricular as well as classroom activities. To fulfill this role, faculty and staff should be made aware of the role of student leadership.

Student Government members need to find more strategies for making their presence felt in terms of the importance of voting in Student Government elections and running for office, election procedures, and the programming of activities. Many recent programs were successful in peaking maximum student interest (e.g., AIDS Awareness Week, support for the Early Childhood Learning Center). As with all activities, efforts must be made to ensure that programs are advertised throughout LaGuardia's campus. Offering activities that parents can attend with their
child(ren) may promote the involvement of students who have children. Finally, it is recommended that Student Government assess its student population to ascertain the types of programs that would attract the different populations that comprise LaGuardia’s diverse student body.

THE RECREATION DEPARTMENT

For a program description and an overview of the constituency, the facility, funding and staffs, see Section 31.

Issues Facing the Recreation Department and Recommendations

1. Demand for Use of the Facilities.
   Competition for the recreation facilities has been an on-going dilemma.

2. Participation in Recreation Department Offerings
   Students’ lack of information about LaGuardia’s recreational facilities and the opportunities for student and community participations have been problems in the past.

   A frustration voiced by recreation staff has been that outreach efforts are frequently "successful" in that students sign up for workshops during registration for credit-bearing courses, but they often do not attend the workshops which begin approximately two weeks later. Better marketing strategies for both the courses and programs offered should be implemented. In addition, more involvement in the New Student Orientation Program is necessary. Further, collaborative efforts with the Professional Development Task Force (and the New Faculty Orientation Committee) will help introduce faculty to recreational programs.

3. Credit-Bearing Physical Education Offerings
   Another challenge to be addressed is the role that LaGuardia as an educational institution should play in promoting fitness as an important aspect of developing a healthy lifestyle.

   Recognizing that LaGuardia’s student population is comprised primarily of women (64%) and minorities (81%) who tend to be the targets of specific health threats, workshops are now offered for special groups such as women or to meet special needs such as cardiovascular training. In addition, LaGuardia has a growing international student population that may benefit from assistance by making a healthy adjustment to a new culture.

   With regard to the desirability and feasibility of offering credit-bearing physical education courses, the staff members interviewed supported the idea.

   It was suggested that if courses were offered, at some point they should focus on lifelong fitness rather than a sole focus on improved athletic skill. For example, such a focus might include teaching individuals to swim for fitness rather than competition.

   Funding is another major concern. Given the current economic situation, it does not seem feasible to hire faculty to teach physical education courses. Further, given the many curriculum requirements already in effect as well as the constant pressure to introduce additional academic requirements, credit-bearing
recreation courses do not seem to be politically feasible for the time being.

Student responses to the question of whether physical education should be a requirement revealed differences of opinion. However, there seemed to be general agreement that some form of fitness training would be valuable. Clearly, further discussion will be necessary before any changes can be implemented.

4. Intercollegiate Athletic Teams

Another issue concerning recreation offerings has to do with the intensely vocal but sporadic interest among small groups of students in establishing intercollegiate teams.

The staff members interviewed were in agreement that intercollegiate teams are not feasible at LaGuardia Community College at this time. The establishment of intercollegiate teams is a complex undertaking that requires considerable resources. The prohibitive cost is one major concern.

There is also a need to guard against abusing athletes by rewarding their athletic talent at the expense of their academic careers. The current debate in academia regarding academic versus athletic priorities highlights these concerns. Lastly, given the very small likelihood that most student-athletes "make it" it seems wiser to forgo the establishment of intercollegiate teams.

RECOMMENDATIONS

Based on interviews with staff and students, there is general agreement that the Recreation Department's emphasis should be placed on helping students develop lifetime fitness skills that will enhance overall health and enjoyment of life. The opening of a swimming pool during academic year 1991-1992 represents an unusual opportunity, and a variety of initiatives are planned.

Further initiatives will include: (a) engaging in systematic assessment efforts involving the entire college community to ascertain the health and leisure activity needs of present and potential users; (b) reviewing training needs of current staff as well as any staff members to be hired; and (c) developing an appropriate marketing program and management plans in the light of resources and expenses. It is anticipated that such efforts will promote the most effective use of the recreation facilities and define sensible usage policies.
SECTION 15

EQUIPMENT, MAINTENANCE, PARKING, SECURITY, FACILITIES, SPACE, BUDGET
Facilities - Space

To provide the College with permanent educational facilities, the Equitable Bag building, located on the corner of Van Dam Street and Thomson Avenue, was purchased by the Dormitory Authority of the State of New York (DASNY). DASNY and CUNY entered into a design and construction phase to remodel the block long structure into a modern educational facility with classrooms, laboratories and faculty offices as well as a new theater, library, and swimming pool facilities.

In 1983 it was thought that the long-term space needs of the College would be satisfied to the point where all leased space on campus would end by 1991.

The first change in this thinking took place in 1985 when it became apparent that the Middle College High School and International High School would not have sufficient space to house their respective programs. This space problem was alleviated when the City entered into a 20-year lease of a 60,000 square foot facility now known as the Marie LaGuardia building. This facility was turned over to the College in August of 1989. It now houses the Middle College High School administration and faculty offices, The College photo-lab, an Early Child Care Learning Center, a cafeteria, 23 classrooms, 18 other labs, and one College academic department - Computer Information Systems.

The second change in space allocation planning occurred in 1989 when the College's student population rose dramatically. Student population had risen to over 8,000 FTE's and steadily rose through the year 1990 to almost 9,500 FTE's.

By the end of 1989, the College had submitted to CUNY and other City agencies its plan to lease some 300,000 square feet of space in the C Building by the end of 1991 to meet this student population growth need. The plan was to consolidate all rented space (other than the Marie LaGuardia building) into the C building and to create a building within a building concept (i.e., a separate and distinct College entranceway, elevators, and stairways, etc.) and thus add 50 classrooms and 13 labs. The 15-year lease was signed in March, 1991. In addition to the administrative and faculty offices, classrooms, labs, animal health facility, expanded cafeteria, and a totally accessible building for the disabled, the College acquired some 67,000 square feet of storage space. This space could at a future date be converted into classroom space, thereby providing the College with its first ever expansion space.

With the completion of the Annex (Equitable) building and the newly leased space, the campus will have a combined count of 167 classrooms and 97 labs by the year 1996. This represents an increase of 46 classrooms and 41 labs over the 1986 count.
At this juncture the College space issue, based on a student FTE population peaking at 10,000, should be adequate for several years to come.

The College's long-term objective will be to initiate the purchase of a building in the size range of 500,000 to 1,000,000 square feet by the time the 15-year lease ends.

See the Appendix, for three charts representing:

1. classroom and lab counts, for the years 1989, 1991 and 1993 for all campus locations. (Appendix A);
2. comparison of gross and net assignable square footage for all campus locations for years 1989 and 1991.(Appendix B);
3. the college's 5-Year Plan for construction and occupancy covering the period of January 1990 to July 1995.(Appendix C.)

Space Planning

Planning of space for the College is one of the responsibilities of the Dean of Administration, who chairs the Space Committee. The Space Committee is made up of representatives of all divisions of the College and the President's Office.

Periodic meetings are held to review and evaluate space needs of community members. Decisions are made based on a priority need basis and/or the financial capability of the College to modify space to accommodate proposed changes.

The Dean of Administration provides regular updates of the space allocation plan to the College community.

Budgets for Space

There are several ways the College pays for its space enhancements and acquisitions.

1. For land and building purchases and construction of the space therein, funds are typically provided through New York State and New York City auspices. New York State through the Dormitory Authority (DASNY) issues bonds to cover the cost of purchasing land and structures. The construction funds are shared by both DASNY and New York City at the allocation of 55 percent and 45 percent respectively. Both CUNY and the Dean of Administration monitor the expenditure of project funds. Typically New York State's costs are covered by bond issues while New York City's share is covered by tax levy funds.

2. Rental cost payments may be made entirely by New York State, or entirely by New York City, or shared in the 55%/45% NYS/NYC method. The High School program is funded by the Board of Education. In some instances rental costs are supported through monies provided by Federal, State, City or private Grant considerations.

Student Center

The College plans to allocate some 25,000 to 30,000 square feet of space to create a student center. Current planning calls for this
space to be designed within the Main building structure after the Annex building is occupied. Preliminary plans have been developed and a request for construction funds to cover this and other changes to the Main building have been applied for to CUNY and N.Y. State but as of this writing have yet to be approved.

Student and faculty lounge areas are receiving more consideration for the first time in the College's history. Tight space availability with a focus on classrooms first delayed these facilities from being included in past space allocation and development planning. Both the Annex building and the revised Center III redesign provide for student and faculty lounge space.

**Equipment and Campus Plant Labs**

Over the past ten years there has been a concerted effort on the part of the College to provide state of the art micro-labs, science labs, reading labs, and media support service facilities. It was the College's decision to provide LaGuardia's student population with the most modern up-to-date facilities and equipment affordable today. This approach has been implemented in the newly created spaces within the confines of the Annex and Marie LaGuardia buildings, and will also be implemented in the development of space within the Center III and Main building complexes.

**Health and Safety**

The College has both a Safety Officer and an OSHA Officer on campus. It also utilizes the office of the Director of Planning, Design and Construction to perform reviews of all new installations at the College and to perform periodic inspections of all campus equipment and structures. Areas which include Science and photo labs are closely monitored for chemical storage, use and disposal methods. The Natural and Applied Sciences Department requires instructors and technical aides to acquire N.Y.C. Fire Department certification as legally required.

All mechanical ventilation systems are closely inspected, monitored, and maintained to ensure the air quality level is satisfactory to the community.

Staff members have been trained to identify and handle hazardous materials such as asbestos, medical waste, hypodermic needles and other special disposal needs.

**Campus Maintenance**

The campus plant is operated and maintained by the Building Operations Department. The plant components, in part, consist of the heating, ventilating, and air conditioning (HVAC) system, domestic water, associated pumps, plumbing, electrical, and emergency generator systems and are monitored by qualified technicians who, as required, must receive New York City or New York State licensing or certification to perform their work.
As a whole all equipment and systems are logged into a computerized preventive maintenance program which generates work ticket assignments daily, weekly, monthly, or by some other regular schedule. In case of software or hardware problems or failure, the program can be operated through a manual backup system.

Support Services

Most of the costs associated with the services to the College are driven by the increase or decrease in College programs. The College has a strong support need six days a week and to a lesser extent, because of Taxi Institute classes, seven days per week. The percentage averages less than 15% of the entire College budget.

With the exception of fixed annual fees or rent payments, the budget established for support services is based on priority need. The first priority is to provide the means to maintain the educational process. Everything else follows and is prioritized and handled in accordance with fiscal availability.

Capital Improvements

The College is experiencing major changes in the campus structure right now. Expansion of the campus through owned and rented properties and a review and redesign of the Main building facility combine to present an effective change to the College campus for present and future space allocation and use.

Included in these facilities are elements which reflect the growth of the College and its transition to a new era. An expanded library, state-of-the-art science labs, satellite communications, a larger theater, handicap accessible buildings, a swimming pool, and sufficient classrooms and labs to meet current and growing population are just some of the features to become available to the College community within the next year.

Long-term improvements involve a dedicated approach to making all campus buildings "welcome" to the disabled. Removal of architectural barriers is a prominent requisite of this commitment.

With the completion of the Annex building and the renovations planned for the expanded Center III space, both of which are scheduled to be completed and occupied by the Fall of 1991, the campus will be well suited to respond to student, faculty, and staff needs for at least the next ten years.

Following the occupancies of the Annex and Center III buildings, the College will start the redesign of the Main building. Some of the changes proposed in the Main building include the creation of a Student Center, the relocation of the main computer center from the basement to the third floor, an expansion of the bookstore, modernization of the cafeteria, the addition of another passenger elevator, a revamping of the heating, ventilation, and air conditioning system, expansion of the Early Child Care Learning Center, and a number of changes to meet the requirements of the
disabled. Some of these changes may take place as early as 1992. Others are programmed over the next ten years. All are subject to CUNY, City, and/or State approval.

**Disabled Needs**

With the passage of the new disabilities law, (the Americans with Disabilities Act (ADA) in 1990, there will be new accessibility requirements on buildings as well as transportation modes. Draft regulations that will spell out specific requirements under ADA are being put together by the Architectural Transportation Barriers Compliance Board.

The College in support of the 504 Committee, which reviews the needs of the disabled, initiated a request to have the Eastern Paralyzed Veterans Association look over and comment on the architectural design plans for the Annex building. Those recommendations were embodied in the final plans and construction of the facility.

In like manner the College, although unable to involve the Eastern Paralyzed Veterans because of time constraints, followed in principle the criteria established for the Annex building when plans were developed for the Center III complex. In future planning of the redesign of the Main building, College designers will follow the same criteria.

**Campus Support Services**

In 1986, the College chose a private telephone communications system. In doing so the College created a system of capability and growth to encompass both data and voice communication expansion well into the 90's.

Plans are now underway to provide the College community with a means of satellite transmission and receiving capability by the end of 1992. This will enable the College to participate in programs related to education such as those sponsored by the American Association of Community and Junior Colleges (AACJC).

**Computer Systems**

As an extension of the mission of the Division of Administration, it is the goal of the Department of Computer Services to facilitate the work of the various departments within the College. The Department's primary objectives are: 1) to provide a smooth and timely flow of information in support of institutional objectives; 2) to ensure the security and integrity of the various College data bases; 3) to build and support mainframe and departmentally based computer systems in close cooperation with the user community; and 4) to provide a resource to the College community as it navigates the complex world of computerization.

In support of these objectives the Computer Services Department completed a major conversion of its mainframe based systems to technologically current IBM equipment. Having
accomplished this, the College is now fully compatible with all other City University systems, allowing for the smooth transfer of information and the reciprocal support and development of advancing technologies.

This department initiated and completed installation of the College's seventh departmentally based application running on state-of-the-art local area networks (linked personal computers). Completion of the first link in the College's plan to bridge all free-standing networks is expected to occur shortly, thus providing users with a seamless path to access data located on any of several file servers as well as to the College's mainframe. These efforts have moved the College well along the path of distributed data processing.

The College's newly evolved compatibility with the University Computer Center (UCC) has provided a gateway to immense computing power as well as to their library of state-of-the-art, fourth generation software. In addition, this compatibility with the University system permits any LaGuardia user access to BITNET, an international network of higher education and research institutions.

Several extensive projects have been initiated for the period following the College's conversion to IBM in 1991. Three major programming tasks have received the highest priority. They are:

1. The development of an on-line Bursaring and Financial Aid activity. The current fee system is a batch oriented, back-room function which - during periods of high volume registration activity - often lags as much as two to three days behind the actual payment of student fees. The development of an on-line function will ensure that current, accurate data is always available. Target date - November, 1991.

2. The replacement of outmoded card punch machines with electronic data entry devices. In the past, much of the data fed into our system was organized and entered through card input. This is an activity that proves to be fertile ground for production related errors. These inaccuracies may involve card reader misfeeds or key punch errors, and are effectively eliminated through on-line data entry. Target date - September, 1991.

3. The linking of currently disparate local area networks. In effect, this linkage will enable use of existing telephone cables to transmit electronic data between and among terminals and personal computers throughout the College. This capability will be particularly valuable since it will permit the College to extend computer service to any desk that has a telephone.

All projects have their price in personnel, financial, and physical resources. Providing timely, meaningful, and accurate computerized information and services is certainly no exception. The increased complexity and scope of the College's computer and
telecommunications networks and the expanded number of users who are serviced by and have access to our systems, promotes the justifiable need for hardware upgrades, staff and user training and support. This carefully planned and controlled growth and activity will ensure that the College can successfully maintain peak service to faculty, staff, and students.

Master Computer Network

The College has a master computer network system capability but has yet to tie in many of the independent systems. Slowly but effectively this is changing throughout the campus. The rapid expansion of space precludes the initiation of the program for the time being. However, within the next three to five years all divisions of the College will be equipped with LAN (Local Area Network) systems and shall have the capability of interfacing with a variety of networks on and off campus.

Security and Safety

The College is resolute in its vigilance and concern for maintaining a high degree of safety and security for all members of the College community, visitors, and guests of the College.

The College plans to maintain a closed-circuit security TV camera system in all campus buildings. These systems are monitored by security personnel twenty-four hours per day, seven days per week, year round.

The College security force is made up of College employed and contractual employed security personnel. Contractual employees are trained by the College staff to enhance their sensitivity to the community interest.

During the latter part of 1990, the College commenced installation of a "call box" system throughout the Main building. The call box system places emergency telephones in public corridors which allow any member of the community to request assistance. Once completed, tested, and evaluated in the fall of 1992, the College eventually plans to install this communications system throughout the campus.

The Security Department maintains fixed post and patrol service for all buildings as well as patrols to the parking lot. An escort service is available to the local subway station and College parking lot during evening hours.

Security bulletins are periodically distributed to inform or remind the College community of the need to wear ID cards on campus, to alert Security about strangers present on campus, and to follow instructions on the suggested ways and means of protecting oneself and one's property.
Notwithstanding the College's overall budget crisis, the Security function has been maintained at a high priority level. Staffing has been upgraded to meet the expansion of College facilities. In September of 1991, the Security Department reporting responsibility was transferred from the Support Services group to report directly to the Associate Dean of Administration. Staffing levels of College supervisory positions were increased to four with a projected College supervisor staffing level to increase to nine by the Spring of 1992, and to thirteen by September, 1992. The objective of this transition is to place a College Security Supervisor in each of the four campus buildings on both day and evening tours. Thus, there will be less dependence on contractual supervisory personnel to handle day-to-day decision making. Further this change will enhance the College's ability to train security personnel to respond in a more sensitive method and manner to Collegewide issues and concerns related to security and safety on campus.

Adequate funding of security staff has been allocated to cover the staffing of all campus facility buildings. When the Center III facility (308,000 square feet) opens in March of 1992, the total security staff, both College and contractual, will consist of 50 people.

As a reflection of today's society, we do experience various crimes on campus. The following table reports the Security Statistics over the past five years (January to December of each year) by type of incident.

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All projects have their price in personal time, money, and physical resources. Providing timely, meaningful, and sensitive computerized information and services is certainly no exception. The increased complexity and scope of the College's computer...
LaGuardia Community College  
Security Statistics  
Through November 11, 1991

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</table>

*Aided refers to medical cases requiring response of College EMT or NYC-EMS.

**Miscellaneous responses by Security Officer to non-security problems such as water leaks, floods, unlocked doors, etc.
Further dissemination of this type of information will regularly be made known to the College community in conformance with the Student Right-to-Know and Campus Security Act, as amended and signed into law November 8, 1990.

Title II of Public Law 101-542, as amended, is the Crime Awareness and Campus Security Act of 1990. This Act requires and institution (1) to begin to collect certain information relative to campus policies regarding procedures, and (2) provide facilities for students and others to report criminal actions or other emergencies occurring on campus, and (3) develop policies concerning the institution's response to such reports. Also required are a statement of current policies concerning security access to campus facilities and a statement of current policies concerning campus law enforcement. The institution must prepare, publish, and distribute this information to all current students and employees, and to any applicant for enrollment or employment, upon request, beginning September 1, 1992 and each year thereafter.

The College, as it has done in the past, will initiate Collegewide symposiums this coming Spring and at Opening Session in September, 1992 to inform the College Community of the Right-to-Know aspects of these Acts in conjunction with State, Federal and CUNY guidelines.

This past June, the Campus Security Subcommittee, chaired by Nancy Erber, submitted its annual report to the President of the College. The report urged the College to improve the procedures and informational transmittals by which students, staff, and faculty can report sexual assault, sexual harassment, student disorders, and incidents such as theft and neighborhood crime. These concerns are currently being addressed by the College Administration through its request for assistance from the local Police Precinct, Community Board, Student Government, local business and real estate owners such as IDCNY, and the College Community.
SECTION 16
THE CALENDAR

Introduction

Since its inception in Fall 1971, LaGuardia has run on a
quarter system. This schedule has consisted of four ten to sixteen
week instructional periods followed by intersessions lasting between
one and one-half to two weeks. (With the Fall and Summer
intersessions slightly longer, the Fall intersession was held during the
intersession period). The founders of the College believed that the
quarter system would provide a unique educational experience in
which students would receive credits, nine of which
would be in Cooperative Education. However, the State Education
Department decided that LaGuardia had to change its calendar schedule.

President Bowen formally charged a newly-formed Calendar
Task Force with three duties: (1) to recommend a new calendar with
full discussion of the rationale for this recommendation; (2) to indicate
areas of special attention in implementing this calendar
with emphasis on student learning outcomes and faculty and staff
work; and (3) to use the new calendar as a means of reviewing the
College's academic mission.

The twelve-week Task Force recommended that the College
adopt an "enhanced semester," similar to that currently employed at
Kingsborough Community College. This model divides the calendar
into four periods in a sequence of twelve weeks, six weeks, twelve
weeks, and six weeks. At LaGuardia, the twelve-week and six-week
periods will be supplemented by a one-week examination period, and
the intersessions will be approximately three weeks in length.

The "enhanced semester" system was selected because it has
the following characteristics:

1. A flexibility that will allow for courses, co-located in similar usage with
   courses, are offered, including sequences, the pre-transfer services
   program, and the mandatory sequencing of courses.

2. A semester that will enhance the Cooperative Education program, both
   from the student's and the employer's viewpoint.

3. The development of the attractive curriculum options that foster student
   retention, excitement, and graduation.

4. A time that will give students a variety of credit and classes and address
   their lifestyle needs.

5. An awareness of the implications for faculty workload.

The Task Force also discussed other issues that would be
important in implementing this model. These issues included
departmental variational possible in the model; the effect on foreign
students; extended day students, nursing students, and ESL.
Section 16
The Calendar

Introduction

Since its inception in Fall, 1971, LaGuardia has run on a quarter system. This schedule has consisted of four ten to eleven week instructional periods followed by intersessions lasting between one-and-a-half to two weeks in length, with the Fall and Summer intersessions slightly longer (registration was held during the intersession periods). The founders of the College believed that the quarter system would provide a unique educational experience in which students would complete sixty-six credits, nine of which would be in Cooperative Education. However, the State Education Department decided that LaGuardia had to change its calendar schedule.

President Bowen formally charged a newly-formed Calendar Task Force with three duties: (1) to recommend a new calendar with full discussion of the rationale for this recommendation; (2) to indicate areas of special attention in implementing this calendar with emphasis on student learning outcomes and faculty and staff work; and (3) to use the new calendar as a means of renewing the College's academic mission.

The twelve-member Task Force recommended that the College adapt an "enhanced semester" similar to that currently employed at Kingsborough Community College. This model divides the calendar into four periods in a sequence of twelve weeks, six weeks, twelve weeks, and six weeks. At LaGuardia, the twelve-week and six-week periods will be supplemented by a one-week examination period, and the intersessions will be approximately three weeks in length.

The "enhanced semester" system was selected because it has the following characteristics:

1. a flexibility that will allow for the various modalities in which basic skills courses are offered, including express, the pre-freshman summer program, and the meaningful sequencing of courses;

2. a structure that will enhance the Cooperative Education program, both from the student's and the employer's viewpoint;

3. the maintenance of the attractive curriculum options that foster student recruitment, retention, and graduation;

4. a logic that will give students a variety of services and choices and address their lifestyle needs;

5. an awareness of the implications for faculty workload.

The Task Force also discussed other issues that would be important in implementing this model. These issues included departmental variations possible in the model: the effect on foreign students, Extended Day students, nursing students, and ESL
students; and also the implications for students in the Middle College and the International High School.

After thorough research by the Calendar Task Force, the enhanced semester model was presented to and accepted by President Bowen. On 22 August 1990, the New York State Education Department accepted this model for implementation at LaGuardia. In the 1990 Fall Quarter, President Bowen appointed a Calendar Implementation Task Force to oversee the transition process between the old and new calendars. What follows is a summary of the Task Force's work.

The Calendar Implementation Task Force

The Task Force divided its work into seven areas: Academic Affairs, Cooperative Education (Coop), Student Flow, Institutional Advancement, Adult and Continuing Education (ACE), Student Services, and Administration. Subcommittees were chaired by the divisional associate deans with the exception of the Student Flow Subcommittee, which was chaired by Dr. Sandra Hanson, the current Chairperson of the English Department. The charge of each area was to create a transition plan for the new calendar.

The Academic Affairs Subcommittee is composed of the Chairperson's Group and the Curriculum Coordinating Committee. This latter group is made up of the departmental members who have been actively involved in curriculum issues. The Academic Affairs Subcommittee is responsible for proposing and coordinating the curriculum changes required by the new calendar, creating a two-year study plan for each program, and overseeing the process by which departments submit proposals for changes in course credits and/or hours.

The effect of the College's new calendar on the Division of Cooperative Education is currently being examined by the Cooperative Education Subcommittee. As is true for all areas of the College, Coop must determine how its program will be amended to fit the new calendar. Though many things may need to change, the Division feels strongly that it must continue to require three internships in order to maintain educational integrity.

Divisional concerns fall into two categories:

1) Employer Continuity - the need to provide interns for employers on a regular and continuous basis; and
2) Student Flow - the variation in the number of students going out on internships from one semester to the next.

Employer Continuity

Although in the current calendar the academic year is broken up into four quarters, each with a ten-week class schedule and a
week or two of intersession, the Coop internship calendar currently runs for approximately thirteen weeks. This schedule is possible because intersession weeks are included as part of the internship period. The plan was established so that internship periods could end on Friday and begin on the following Monday, thus making it possible for the Division to provide employers with a continuous flow of interns.

While the new calendar is not considered a quarter system, it is broken up into four terms, 12 weeks, 6 weeks, 12 weeks, 6 weeks with a few weeks in between semesters for intersession. From an employer's perspective, the new calendar is still a quarter system. In order to maintain a continuous flow of interns, the Division must be able to provide interns to employers between semesters and mini-semesters.

At this point, the most likely solution to this problem appears to be incorporating the intersession weeks into the Coop internship schedule. The Division is currently studying the ramifications of this approach.

Student Flow

Day students are required to complete three internships. Generally, students alternate class and internship quarters. The decision as to when a student will go out on an internship or take classes is based upon such factors as credit accumulation, grade point average, course work, intended date of graduation, and employment requirements, to mention a few.

The Division's history has shown that there is generally a regular flow of students who go out on internships during each quarter. This includes some seasonal variation in that the largest number of students go out on internships during the Summer quarter followed by the Spring, Fall, and Winter (which has the lowest placement numbers). Over the years, the Division has attempted to maintain a balance between the number of students going out on internships and the number of internships available to accept students. This balance is important in order to meet both student and employer needs.

One of the Division's major concerns is its ability to maintain this balance in the new calendar model. Given that the semesters and mini-semesters are uneven in length:

- what will be the yearly flow of students interested in going out on internships during each of the semesters and mini-semesters?

- what factors will influence students' decisions to go out on internships or take classes?
- will most courses be regularly offered during semesters and mini-semesters, thus allowing students maximum flexibility in planning when to take internships or classes?

- will students prefer to do internships during mini-semesters and courses during regular semesters? If so, how will the Division handle the "highs and lows" in the flow of students during the year?

- how will the Division be able to establish a balance between student and employer internship needs?

The answers to these and related questions are of major significance to the continued success of the Coop program. The answers to these questions will also have an effect on the planning of all program components of the Division. The Division is working closely with all other areas of the College so that the needs of all can best be addressed.

The Student Flow Subcommittee recommended that two registration periods be offered for students with respect to the new calendar. This recommendation will satisfy the State Education Department's requirement for the "plan of study" in determining full-time status. Students will be able to register once for both the twelve- and six-week periods followed by the change of program for both modules.

Full-time status will be granted to students who register for at least twelve credits or combinations of credits and non-credit hours during the twelve-week period. [There will be an eighteen credit and/or tuition unit maximum.] Students who register for less than twelve credits will be considered part-time unless they register for a sufficient number of credits and compensatory hours during the six-week mini-semester that will make them retroactively full-time.

The Student Flow Subcommittee will also be working with Computer Services to design a new student database system that will support admissions, billing and financial aid, registration, and student records.

See Appendix A, covering the proposed annual calendar for 1992-1993 which this committee submitted. Also see Appendix B, for a memorandum assessing the impact of the calendar change on the admissions of new students.

Since the Institutional Advancement Subcommittee will lead, support, and oversee all information dissemination with respect to the new calendar, it will expand its membership to include the Office of Communication, Divisions of Academic Affairs, Cooperative Education, Student Services, Adult and Continuing Education, and the Student Flow Subcommittee. The Institutional Advancement Subcommittee will also assess the effect of the new calendar in terms of strategic planning and will conduct ongoing evaluations of various college-wide calendar outcomes (such as FTE generation and distribution, instructional hour and classroom availability, patterns of enrollment, and internship placement).
The enhanced semester model will have the least impact on the Adult and Continuing Division (ACE) because this Division has never been tied to the College's scheduling of classes. However, it is important that ACE continues to have access to the College's resources, especially classroom space and management support.

The Student Service Subcommittee has focused on the impact of the proposed policy changes on both students' academic and personal lives. The Subcommittee will evaluate the effect of the new student activity fee as well as plans for registration procedures. It will also design an information kit to assist students during the transition period from the old to the new calendar.

The Administration Subcommittee has actually been involved with all of the subcommittees, particularly in the discussions surrounding FTE production, classroom utilization, expected student credit/hour load, financial aid, registration and billing, and computer services. Currently, the Subcommittee is analyzing questions which relate to the costs of conversion and the availability of space given the building changes that are taking place. Also the Administration subcommittee is involved with Academic Affairs on revenue targets and is supporting the conversion efforts of Computer Services.
SECTION 17

GRADUATION

Starting with its first graduating class of 1971, the College has consistently attempted to assess the performance of its graduates. Annual graduate reports and periodic longitudinal studies are generated; the "1989 Graduate Report" (Appendix A) is the most recent analysis. Highlights of these reports include the following:

GRADUATION

Traditionally, every entering student's history was represented in the Class of 1989.

Graduates averaged 14.4 credits from entrance to graduation, with an average of 19.7 credits in one year's time.

Computer-related fields amounted to 21.5% of all graduates.

Transfer rate remained steady at 42.7%.

11% of the students who transferred attend again college in the fall while 58% attend in the spring.

Business and Computer Science/Commerce were the most popular areas of study for graduates who transfer.

The most frequently cited reasons for not transferring is lack of interest in transferring to the present time.

89% of the graduates are working in essentially new jobs while 10% remain in existing jobs.

Starting salaries rose 1.8% on average to $18,007 from the 1988 average of $18,092.

Cooperative education experiences represented the single greatest employment source for the graduates, accounting for 37% of all newly accepted jobs.

Graduates who completed at least one co-op internship reported a higher level of job satisfaction than those who did not participate in Co-op and "graduates who completed at least one Co-op Internship felt that the experiences afforded their students in a favorable way.

Similarity Rates

In analyzing graduation rates, one finds that for the 1984 and 1985 academic years (Fall 1984 through Summer 1985) the College enrolled 7,801 new students in twenty-two different curricula. Using Summer 1980 as a cutoff, students who began in Fall 1984 would have had twenty-four quarters, or six years, to complete their studies, while those entering in Summer 1986 would have had seventeen quarters, or five and a quarter years, to graduate. Eighteen hundred and seventy-five (24%) of those students graduated during the Summer 1990 quarter. The average number of sections quarters needed to graduate was 12.4.

Of the students who did not graduate, 274, or 6.2%, were still enrolled in the College as of Spring/Summer 1990; 2,574, or 30.4%, left the College with a grade point average (GPA) greater than 2.00; and, 827, or 42%, left the College with a GPA less than 2.00. Although the College does not currently track these students in a systematic manner, it can be assumed that a percentage of the students with a
GRADUATION:
Starting with its first graduating class of 1971, the College has consistently attempted to assess the performance of its graduates. Annual graduate reports along with periodic longitudinal studies are generated; the "1989 Graduate Report" (Appendix A) is the most recent analysis. Highlights of that report include the following:
* virtually every entering class in the College's history was represented in the Class of 1989;
* graduates averaged 14.3 quarters from entrance to graduation, of which an average of 10.7 were active quarters;
* computer-related fields accounted for 21.2% of all graduates;
* transfer rate remained stable at 47.6%;
* 44% of the students who transferred attend senior college in the day while 56% attend in the evening;
* Baruch and Queens Colleges/CUNY remain the most popular choices of graduates who transfer;
* the most frequently cited reason for not transferring is lack of interest in transferring at the present time;
* 51% of the graduates are working in newly-acquired jobs while 15% remain at existing jobs;
* starting salaries rose 1.6% on average to $19,407 from the 1988 average of $19,102;
* Cooperative Education internships represented the single greatest employment source for the graduates, accounting for 37% of all newly-acquired jobs;
* graduates who completed at least one Co-op internship reported a higher level of job satisfaction than those who did not participate in Co-op; and
* graduates who completed at least one Co-op internship felt that the experience affected their salaries in a favorable way.

Graduation Rates
In analyzing graduation rates, one finds that for the 1984 and 1985 academic years (Fall 1984 through Summer 1986) the College enrolled 7,801 new students in twenty-two different curricula. Using Summer 1990 as a cutoff, students who began in Fall 1984 would have had twenty-four quarters, or six years, to complete their studies, while those entering in Summer 1986 would have had seventeen quarters, or four and a quarter years, to graduate. Eighteen hundred and seventy-five (24%) of these students graduated as of the Summer 1990 quarter. The average number of active quarters needed to graduate was 10.3.

Of the students who did not graduate, 274, or 3.5%, were still active in the College as of Spring/Summer 1990; 2,374, or 30.4%, left the College with a grade point average (GPA) greater than 2.00; and, 3,278, or 42%, left the College with a GPA less than 2.00. Although the College does not currently track these students in a systematic fashion, it can be assumed that a percentage of the students with a
GPA greater than 2.00 who left the College prior to graduating did so to transfer to another school (see Appendix B, for further information).

OUTCOMES OF 1984 - 1985 ENTRANTS

![Pie chart showing outcomes of 1984-1985 entrants]

ARTICULATION AND TRANSFER

The College has made a vigorous effort to ensure that all students are afforded every opportunity to transfer to baccalaureate level studies. At the forefront of the College's efforts was the establishment of the Office for Transfer under the day-to-day direction of an Assistant Dean for Academic Affairs. This senior management level commitment was an acknowledgement of the importance of the transfer process. In December of 1991 a Director of Special Programs joined the Office for Academic Affairs. The new Director has responsibility for coordinating transfer articulation initiatives in The Division for Academic Affairs, including updating existing agreements and developing additional program or institutional agreements.

Vigorous efforts are needed since at least a third of entering students are unclear about their transfer intentions. This is not surprising, given the nature of the urban community college student. Many of our students are the first members of their families to enter college and many are recent immigrants. An equally large percentage did not fare well while in high school. Hence, they enter college timidly, uncertain about their futures, and uncertain about the role they expect the College to play in their academic/career development.
LaGuardia has responded to these challenges with the assistance of the Ford Foundation in 1983 and 1984 under its Urban Community College Transfer Opportunity Project. There has been an attempt here to meet student uncertainties at the most basic level by providing:

- information about course equivalency;
- information about senior college baccalaureate requirements;
- data to demonstrate the importance of early planning in the transfer process;
- a centralized repository of senior college admission requirements; and
- a structured model, highlighting the relationship between education and careers and the importance of personal planning within the process.

LaGuardia has implemented several strategies aimed at enabling potential transfer students to fulfill their goals. Transfer information is widely disseminated across the College with activities including:

- development of a "Transfer Information Guide" available throughout the College;
- establishment of the Career & Transfer Center as the focus of transfer activities;
- full integration of the Career Development Model into the educational and career planning process begun in the New Student Seminar;
- integration of transfer information into the second Cooperative Education Seminar;
- sponsorship of semi-annual College Transfer Fairs which bring more than forty colleges to the campus to present options to currently enrolled students; and
- development of a transfer video.

LaGuardia has also developed linkages with more than twenty-four-year colleges and universities in the public and private sectors. Highlights of these articulation efforts have included:

- the Jointly Registered Program in Teacher Education (the first in CUNY—about to be implemented) where students admitted to LaGuardia are simultaneously admitted to Queens College Teacher Education curricula;
- the Vassar College Partnership (a summer program) giving urban community college students the experience found at private, select, residential four-year colleges; and
- the LaGuardia/Historically Black College Connections articulation agreements encouraging students to transfer to historically black institutions and facilitating their entry with junior status.

Transfer and articulation are becoming increasingly more important items each year for the University as a whole. Perhaps the benchmark for the University was 1985 when CUNY published its first articulation document, the Course Equivalency Guide developed by the Office of Academic Affairs and revised in 1988. In July of 1990, the University made a significant step in providing the most up-to-date information possible when this Guide went "on-line" through the CUNY mainframe computer. Current plans call for updates at least once per semester. The information in this document is
reviewed by a University-wide task force, subdivided by discipline, which is also charged with the identification and elimination of various barriers to articulation and transfer.

Moreover, LaGuardia’s strong commitment to transfer has led to the practice of requiring all departments to review their courses for transferability. In addition, every course developed in the last five years has been reviewed by the College-wide Curriculum Committee for transferability. If the presenting faculty member believes that the course should be approved on its own merits without regard to transfer, it is incumbent upon that individual to make that case.

Each of the College's thirty-two curricula is composed of three major groupings of courses: general education, curriculum-specific, and electives. In every case the College has attempted to make general education requirements fulfill baccalaureate degree requirements. Examples of LaGuardia’s general education requirements are ENG 101, English Composition; ENG 102, Writing through Literature; SSS 100, Introduction to Sociology; and HUC 101, Oral Communication.

Curriculum-specific courses are not by definition aimed at articulation and transfer; rather their intent is to impart a body of knowledge specific to a field of study. In most cases transferability is a by-product, e.g., AMA 101, 102, 103, Accounting; or BDP 100, Introduction to Computers. In others, courses do not meet baccalaureate degree requirements, nor need they meet them. Examples of these types of courses include many of the allied health courses for which external regulatory bodies impose very strict course and curriculum requirements.

Any informed discussion as to how students' chosen electives transfer must be examined on a course-by-course basis. However, attention to this issue is a part of the advisement process. Students are encouraged to make current selections while mindful of future considerations. Given degree distribution requirements, at least one-third of every student's program should transfer course-for-course and credit-for-credit.

Acquiring Transfer Information

As previously noted, students are provided with a number of opportunities to acquire transfer information. Discussed here will be services provided by the Career & Transfer Center, the Counseling Department, and academic departments.

The primary locus of transfer advisement resides in the Career & Transfer Center. As of January 1991, the Center has been available to students four days a week from 10 am to 1 pm and two evenings a week from 4 pm to 7 pm, for a total of eighteen hours weekly. Prior to the 1990 budget cuts, the Center was available to students six days and four evenings a week, for a total of more than fifty-one hours weekly. The Center, predominantly on a drop-in basis, handled 11,500 student visits in 1989-90, compared to 9,600 in 1988-89. The quality of counseling has been enhanced considerably by
the use of the Guidance Information Systems (GIS) and Discover computer software programs.

The Center publishes a newsletter twice each quarter, "Horizons Unlimited" (see Appendix C), which provides faculty, counselors, and staff with up-to-date information on transfer issues. Additionally, the Center sponsors twice yearly College Transfer Days in the lobby of the Main Building, a highly visible area.

The Center also provides practical clerical assistance with the actual process of applying for senior college admission. The Center advises students on how to complete applications and facilitates routing of official LaGuardia transcripts to the City University Application Processing Center. This valuable service is compromised by the reduced hours and reduced staff resulting from budget shrinkage. Moreover a problem has arisen with the generation of official transcripts by the Registrar and Computer Services Department. Currently, it takes two weeks to produce transcripts rather than four days as in the past. The problem is again traceable to the budget. Each official transcript must be cleared by the Financial Aid Office, which has experienced staff reductions. However, efforts to deal with this problem by using electronic systems for financial aid screening are underway.

Also involved with transfer advisement is the Counseling Department and The Dean of Cooperative Education. Transfer issues are raised during new student orientation and discussed thoroughly in New Student Seminars. Though this effort imparts important information to students, particularly concerning available resources, in the past it has been noted that the maximum number of students helped are targeted at the outset of their LaGuardia program, whereas peak student interest occurs near the time of completion. The College has responded to this concern by redesigning the second Cooperative Education Seminar to include transfer information. Students targeted are well on the way to completion of their degree programs. Although the seminar is mandated for day students, it does not reach all evening students since Cooperative Education is voluntary for Extended Day students.

In addition to the opportunities cited above, the Career & Transfer Center and the Counseling Department have jointly undertaken workshops for both career planning and transfer. They are publicized through a mailing to all departments and offices and through particular attendance-recruitment efforts by the Counseling Department.

In any analysis, personnel are the primary resource in advisement and counseling programs. The professionalization of the Center is seen by its Director as one of the most meaningful and important advances during the past several years. It has evolved from, essentially, a reference library for students, faculty, and staff to a professional counseling center. However, cuts in personnel and the concomitant cuts in hours of availability, in the face of a steady increase in student visits, threaten the continued viability of the
counseling approach. In the 1989-90 academic year, the Career & Transfer Center was staffed by one full-time professional, one full-time paraprofessional, and two part-time paraprofessionals. In 1991, this has been reduced to one full-time professional and one part-time paraprofessional.

The above is regrettable as the positive effect of the services provided has been considerable. In the "1989 Presidential Transition Report" the Center assessed its impact as follows:

One impact staff have observed in the area of transfer is that more students are applying to state and private colleges as opposed to only schools in the CUNY system. We have also noticed an increase in the number of students who are interested in transferring to four-year colleges and who recognize the need to pursue their education in order to achieve their career goals. Similarly, in the area of career development, students are working diligently to clarify their career goals. In general, we have noticed that students are spending more time in the Center, visiting regularly, in an effort to make thoughtful and well-informed decisions.

This assessment is reinforced by the findings of the "1989 Graduate Report" which indicates that "one emerging trend which bears watching is the increasing number of graduates who transfer to private institutions in or outside of the Metropolitan Area. In 1989 these transfers represented 16% of all transfers."

Transfer advisement also occurs at the departmental level. While such advisement is provided to all students regardless of curriculum both at the Center and through the Counseling Department, help on transfer questions from the individual departments is variable. Often the quality of the assistance provided depends upon the numbers of available faculty and staff, hours of operation, and availability to evening students, which sometimes presents staffing problems. However, advisement is quite dependable and reliable during registration periods when both counselors and faculty are available and the Career & Transfer Center is open as well. Students benefit further from the College's policy of scheduling students for registration according to major and assigning personnel knowledgeable about particular majors to registration duty at the same time.

Given the College's commitment to its programs and review process, the College's Committee on Program Effectiveness, a standing committee of the College Senate, established a subcommittee on transfer during 1988. Some subcommittee findings include the following:

1. There is significant interest and concern on the part of the LaGuardia community regarding successful transfer. There are many individuals now involved in making students aware of transfer options, providing information and support and developing, maintaining and enhancing articulation agreement.

2. There exists no singular tracking system within CUNY to enable institutions to know if students who graduate or fail to return to the College transfer to another CUNY institution.
3. Even though a great many faculty advisors and all counselors participate in the advisement process, specific information about the articulation agreements in place is not always readily available at the time of advisement.

ALUMNI

The LaGuardia Community College Alumni Association is currently more active than it has been in past years. Recent appointments of members of the College administration to the Alumni Board of Directors by the President will reactivate interest and revitalize the organization. For a three-year period, the Association was without a coordinator due to budget constraints which affected the Association's productivity and general operations. However, during this period, membership renewals, community relations activities, and alumni outreach were carried out by the Office of College and Community Relations.

The Assistant to the Director of College and Community Relations has recently been appointed officially as Alumni Coordinator. This appointment has increased the Association's networking capabilities by providing a liaison with other departments and outside agencies.

The status of the current Executive Board has also had a positive effect on the Association's efforts. The board members are members of the college community and dedicated to the success of the Association, especially in terms of visibility and growth. The Association is also striving to increase involvement of alumni in various college functions, not only those that are geared solely to alumni. As a result, the Association seeks greater representation on college-wide committees. At present the Association has representation on the College Senate and on the College's 20th Anniversary Events Subcommittee, which has shown great interest in the College's alumni and endeavors to involve them in all of the events that are being planned.

With the assistance of dedicated members as well as support from the Office of College and Community Relations, the Association has attempted to reach a growing number of prospective members through several means. Some of the Association's recruitment efforts have included providing Alumni membership information at the College transfer fairs, at the gown fitting area prior to commencement, and in the student preparation area on the day of commencement. Information is also presented to students near the end of each quarter as part of the Wednesday announcement system. In addition, the Office of College and Community Relations sends renewal applications to members on a periodic basis and application to new graduates at the end of each quarter. This office also analyzes membership trends of past classes by using random sampling to determine which groups are represented and which groups lack strong representation. Follow-up includes distributing applications and membership information to identified groups.
Members of the Association interact with the College and outside organizations in various capacities. They are called upon to serve as volunteers to assist with special events which are held by the College and are involved in the College's and CUNY's lobbying efforts through their participation in letter writing campaigns and representation on behalf of the College at public hearings. In past years the Association has worked in conjunction with Student Services to coordinate community service activities such as "Toys for Tots."

One of the Association's goals for this year has been to focus on the needs of alumni and to address these concerns. The Association developed an alumni questionnaire to elicit input from members and non-members alike regarding the Association's future direction, goals, and activities. This type of survey had not been conducted in the recent past and the Association eagerly awaits its results which will permit planning for future events and activities that will be of the most interest to members.

During the past year the Association has striven to develop a strong group of volunteers. A goal for the coming year is to increase volunteer participation so that the Association will be able to make greater efforts in spite of the current fiscal climate.

Currently, members are entitled to the following benefits: free use of the College's recreational facilities during open recreation hours; entrance and participation, at reduced rates, to all Student Activity events; entrance to Continuing Education courses for one-half the regular fee; LaGuardia Theatre discounts, and subscription to the Alumni Newsletter.

In keeping with the mission of the College, the Association will continue to offer and expand its benefits with provide educational, cultural, and professional growth opportunities to all members. Through membership, alumni are informed of the College's current plans and future goals. With this knowledge and firsthand experience, alumni serve in a recruitment capacity when they share this information with others.

RECOMMENDATIONS
1. As of December 1, 1991, the position of Director of Special Programs responsible for the Office of Transfer will be filled. This individual will be charged with coordinating, supporting, and encouraging stronger and more committed College-wide participation in the process. In addition, the Director should ensure that the process provides students with an organized, consistent means of acquiring transfer information.
2. A College-wide team approach to facilitating transfer should be designed.
3. All offices and departments that are active in the advisement network should have greater access to the "on-line" CUNY Course Equivalency System.
4. The concept of professional and specialized transfer counseling in the Career & Transfer Center should receive continued support. There needs to be a College commitment to restoring previous staffing levels, or increasing them whenever the fiscal situation permits. In the interim, workshops should be seen as a useful, but only partial, means of providing missing services.

5. Immediate attention should be given to strengthening transfer counseling for evening students.

6. Articulation agreements beyond the CUNY Equivalency Guide should be reviewed on an annual basis to ensure their continued viability, and the Transfer Information Guide should be updated regularly.

7. Tracking of students must be significantly improved. Departments generally cannot track students' progress at the baccalaureate level. The only reliable information at present is anecdotal. The College should set up a system, preferably computerized, that would store critical information on both non-graduate and graduate transfer. For example, when a student requests a transcript for the purposes of transfer, the College should record the student's date of admission, curriculum, credits completed, GPA, the school to which the transcript is being sent, and the current quarter. Most of this information could be culled right from the transcript itself and possibly could be a "sub routine" of the transfer printing process. If this information were available, the College could then examine "positive attrition" fully and begin to address the specific issues related to pre-graduation transfer.

8. The Alumni Association should develop means to facilitate the following goals: 1) increase membership participation in Association activities, 2) establish an alumni fund-raising drive and/or other fund-raising activities, 3) further increase linkages with a number of College offices where alumni can contribute, 4) increase membership on college-wide committees, 5) increase volunteer participation, and 6) develop a greater number of professional services for alumni, such as Placement Office Services and free half-year memberships for new graduates.

9. As the College expands, it is hoped that the Alumni Association will be able to offer members access to the College's new recreational facilities, such as the swimming pool.
SECTION 18

ADULT AND CONTINUING EDUCATION

Introduction

The Division of Adult and Continuing Education provides a variety of educational programs to an annual average of 32,000 enrolled students. This represents a steady growth since the Division started operations with an initial student population of 2,600 in 1974.

Over the past 19 years, the Division has become an important educational and economic resource for New York City generally, and particularly in Western Queens. Providing services for students from over 100 countries, it is an important force in the multicultural diversity of the metropolitan region. In addition, students enrolled in Division programs represent various ages, ethnic, educational, and economic backgrounds.

The Board of Trustees would like to thank-the Division's staff for their efforts in helping to bring this program to fruition. The Division's programs are designed to meet the challenges of changing economic, social, and political conditions in New York City. Specifically, Division programs address the growing need for a technologically trained work force, the English language acquisition needs of an ever-increasing immigrant population, and the educational, career development, and skills training needs of the "non-traditional student." Also met is the community's need for heritage and enrichment courses.

The Division has traditionally served as an access point for students who wish to enter La Guardia Community College's degree studies programs. The number of adults moving through Division programs to degree studies at La Guardia has grown steadily, reaching 700 in 1978/1980.

To support this variety of programs provided by the Division, over 35 million dollars has been raised by Division staff in the past 18 years. As will be noted later, the Division currently runs its multiplicity of programs with a budget of approximately 5.2 million dollars, of which approximately 50% comes from publicly and privately funded grant sources.

Methods for Assessment of Divisional Needs and Outcomes

Many Division programs were started in response to a Needs Assessment Survey, conducted in Western Queens in 1980 at which time approximately 200 residents in the community were surveyed. Currently, Instructional program directors within the Division are responsible for regular student needs assessment surveys to ensure that programming is on target. Faculty needs and ideas are voiced through the use of professional development...
Introduction

The Division of Adult and Continuing Education provides a variety of educational programs to an annual average of 32,000 enrolled students. This represents a steady growth since the Division started operations with an initial student population of 2,600 in 1972.

Over the past 19 years, the Division has become an important educational and economic force in New York City generally, and particularly in Western Queens. Providing services for students from over 42 countries, the Division reflects the multicultural diversity of the metropolitan region. In addition, students enrolled in Division programs represent various ages, ethnic, educational, and economic backgrounds.

The founding president stated that the Division should be a major outreach vehicle for the College. Indeed, tremendous growth of the Division over the past nineteen years reflects the attainment of this goal and its responsiveness to the communities it was developed to serve. The Division’s programs are designed to meet the challenges of changing economic, social, and political conditions in New York City. Specifically, Division programs address the growing need for a technologically trained work force, the English language acquisition needs of an ever-increasing immigrant population, and the educational, career development, and skills training needs of the "non-traditional student." Also met is the community’s need for leisure and enrichment courses.

The Division has traditionally served as an access point for students who wish to enter LaGuardia Community College’s degree studies programs. The number of adults moving through Division programs to degree studies at LaGuardia has grown steadily, reaching 700 in 1989/1990.

To support the variety of programs provided by the Division, over 32 million dollars has been raised by Division staff in the past 18 years. As will be noted later, the Division currently runs its multiplicity of programs with a budget of approximately 5.7 million dollars, of which approximately 50% comes from publicly and privately funded grant sources.

Models for Assessment of Divisional Needs and Outcomes

Many Division programs were started in response to a Needs Assessment Survey conducted in Western Queens in 1980 at which time approximately 900 residents in the community were surveyed. Currently, individual program directors within the Division are responsible for regular student needs assessment surveys to ensure that programming is on target. Faculty needs and ideas are surveyed through the use of professional development
questionnaires. Students are also encouraged to suggest new courses. It should be noted as well that individual student gains and program outcomes are provided through testing, teacher evaluations, summative and formative evaluations (see Appendix A for a program effectiveness survey now in progress covering ten program areas). Finally, on-going meetings with representatives of community-based organizations and businesses in the neighborhood help to ensure that the changing needs of a shifting population are met.

Student Body

No single profile of a Continuing Education student exists. However, it can be said that each enrollee recognizes a need for further education, training or retraining to achieve his/her goal. Currently, the Division's student population of 32,000 is composed of older adults, veterans, women, deaf adults, children, teenagers, homeless people, dislocated workers, immigrants, high school dropouts, business executives, workers, the learning disabled, minority and women small business owners, the visually impaired, and an array of adult students more difficult to categorize.

Recruitment

The Division student population has multiplied fifteen times since its initial enrollment in 1972. These increases indicate program effectiveness, but also reflects the success of recruitment strategies described below:

- a quarterly brochure listing all program offerings;
- an annual report;
- the production and dissemination of program specific flyers, brochures, and pamphlets;
- participation in community-based activities to publicize program offerings;
- presentations at professional conferences;
- continuing relationships with a variety of public and private agencies which provide on-going referrals;
- preparation of and follow-through on public service announcements in the media;
- mass mailings;
- conferences on issues which attract potential students; and
Pluralism
Even prior to CUNY's mandate to encourage pluralism within the University community, the Division was much concerned with infusing the philosophy of pluralism in its programs, services, and professional development activities. Recent examples from among the Division's varied programs include, but are certainly not limited to, the following:

- life skills sessions which explore internalized oppression and racism;
- immigration workshops for faculty and staff;
- cross cultural workshops for students, faculty, and staff;
- class discussions on topics such as discrimination, prejudice, sexism, ethnicity, and the immigrant experience; and
- state-wide training for counselors on cross-cultural issues.

Program Framework
If there is any single striking feature of the Division it is the tremendous diversity of its program offerings. In one instance, The English Language Center serves thousands of recent immigrants who need to learn English as a Second Language for further schooling or better employment while hundreds of other adults come for advanced technical and certificate programs in computer operations, telecommunications, and engineering technician specialties.

The Division historically has had a strong commitment to providing education to an array of special populations. Currently this includes educational programs for thousands of inmates on Rikers Island, a comprehensive credit and non-credit program for deaf and hearing impaired adults, education and training for homeless and shelter residents and job preparation and advancement programs, through the Family Institute, for high school leavers, dislocated workers and single parents. One of the oldest programs in the College is the Division's Veterans' program, in its 21st year, which provides high school equivalency and college preparation.

In response to expressed needs from several communities for greater access to adult education, the Division has established off-campus programs at several sites. In addition to those programs identified in Section 3, the Division runs literacy classes for a largely Hispanic population in Corona, Queens, offers watch making and jewelry repair at the Bulova School and runs ongoing adult education classes at the University's central headquarters. Classes are also held at senior citizen and community centers throughout Queens for older adults.
As an outgrowth of the College’s Economic Development initiative (see Section 30), the LaGuardia Urban Center for Economic Development has been created. This is an outgrowth of the Division’s Center for Business Training which offers customized training to large and small companies throughout Queens as well as in the larger metropolitan area. A major contract program of the Division is the New York City Taxi Driver Institute, which provides classes in geography, driver/passenger regulations, rules and regulations and defensive driving to over 3000 new drivers each year.

Since the last self-study, the Division conducted two community needs assessments. The initial one in 1980-81 led to the creation of the Astoria Center and the College for Children which brings over 1200 youth to the campus for Saturday programs throughout the year. The second assessment, in 1985, led to the creation of the Adult Career Counseling and Resource Center. This was the first City University center to be created and dedicated to the educational counseling needs of non-credit learners and community residents. This has proved to be an important component of many Divisional instructional programs including those of the Adult Learning Center, which provides literacy, ESL, high school equivalency and college preparation for thousands of community adults.

In the area of allied health, the Division has greatly expanded its educational capability in Emergency Medical Technician training and CPR instructor training for the NYC Fire Department. These new initiatives complement ongoing training of home care attendants, occupational therapy assistants and veterinary technicians done in collaboration with the Natural and Applied Science Department and outside agencies.

This provides a brief synopsis of major Divisional program initiatives. A fuller description of Division programs is located in Appendix B.

Professional Development

As in the past, the Division continues to assess the professional development needs of faculty and staff in a variety of ways. Such needs are usually assessed through questionnaires, direct supervision, the evaluation process, staff meetings, discussions and informal conversations with staff. Once identified, individual program areas organize and run a variety of workshops, conferences, staff meetings and teacher-training activities designed to respond to these needs. Divisional faculty/staff are also encouraged to participate in professional organizations and to attend regional and national conferences.
Space/Facilities

Most of the Division's administrative and program offices and classrooms are located in two buildings. Dedicated Divisional classrooms are, for the most part, located in the Center 3 Building. Other Classrooms, including computer labs, are shared with the Academic Division in accordance with College's Master Schedule, and are spread throughout all four LaGuardia buildings. Divisional programs continue to grow. As a result, adequate space continues to be a major Division-wide problem. The Division has sought to alleviate this problem by seeking alternative spaces off-campus.

Fiscal Base

The Division's fiscal base is derived from 4 sources: tax levy allocation, Continuing Education fee income, grant revenues and special subsidies.

Adult and Continuing Education Budget: Fiscal 1990

<table>
<thead>
<tr>
<th>Source</th>
<th>Allocation</th>
<th>% of Total</th>
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<tr>
<td>Tax Levy</td>
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<tr>
<td>Fee Income (ACE/IFR)</td>
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<td>2.50 mil</td>
<td>38%</td>
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<tr>
<td>Spec. Subsidies</td>
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<td>13%</td>
</tr>
<tr>
<td></td>
<td>$5.7 mil</td>
<td>100%</td>
</tr>
</tbody>
</table>

It should be noted here that the single strategy that has led to continued program strength and development has been the sustained tax levy base for the Continuing Education budget. This foundation permits continuous leadership for all Divisional activities; a cohesion, integration of Divisional programs with each other and with other programs in the College, and a basis upon which to build.

Governance/Single College Concept

A major strategy to ensure program stability was the establishment of a new management structure in the Fall of 1988. Under this system, the Dean of Continuing Education has assigned direct program supervision to a larger group of senior Division leaders. The new structure has a hierarchy of leadership beginning with Dean, followed by the Associate Dean, Assistant Dean, 3 Senior Administrators, The Administrator, Directors and Coordinators. Day-to-day operations across the Division can now be monitored more closely and problems responded to more quickly.

The single college concept has helped the Division of Adult and Continuing Education to grow, expand and prosper. LaGuardia is
seen as one College, where all divisions share proportionately in College resources.

Under the present governance plan the single college concept is manifest in the following ways:

1. The Dean of Adult and Continuing Education sits as an equal partner with the 5 other Deans, acting as the senior management team for the College.

2. The Division has seats on all key college-wide committees, i.e., Curriculum Committee, Calendar Planning, Middle States, Senate, Faculty Council, and Economic Development (where the Dean of Continuing Education serves as chair).

3. A core group of dedicated classrooms coupled with a College policy to turn the balance of unused rooms over to Adult and Continuing Education after credit registration is completed is a central component of the single college concept.

4. A "feeder system" has been established for Adult and Continuing Education students who wish to enter the College's degree programs.

**Staff Morale**

The problem of staff morale is addressed by providing a variety of support structures for program faculty and staff. These support structures include: retreats, staff lunches and other social activities, frequent staff meeting, attention to the personal needs of staff, professional development activities, and perhaps, most importantly, the immediate and constant involvement of staff in the decision-making process whenever possible.

In spite of these efforts, there are individual instructors, administrators, and staff who feel that the Division suffers from its own success; more programs result in more work, often accomplished without the corresponding support mechanisms (extra staff, more space, more time). This situation may lead to staff burnout.

**Collaborative Relationships**

The increasing numbers of collaborative programs between the Division of Adult and Continuing Education and the other College divisions have provided important opportunities for creative and integrated program development. Some programs include the Nursing Career Ladder and the Dietary Manager's Programs offered through the Natural and Applied Science Division, Human Services courses at Bellevue Hospital for Education Assistants in Special Education, and Travel and Tourism courses at our Astoria Center linked to the Accounting and Managerial Studies Department. The ideas for these programs can be stimulated by either Continuing
Education administrators or academic faculty who are acutely aware of students' needs.

Philosophy and Mission

The 1972 Master plan committed the City University of New York to broaden its services to the city's adult population. As a comprehensive community college, LaGuardia was mandated to serve all segments of the surrounding community. This formed the basis for the shaping of the philosophy and mission of the Division of Adult and Continuing Education. A very early decision was made that the Division would play a major role in the College's attempts to reach out to its communities.

Identifying and Serving Community Needs

Divisional staff strive to develop programs which are based on the identified educational and training needs of various groups and populations. These needs are sometimes focused by virtue of the funding available to realize them and by particular internal and external constraints which may be in place at a given time. Tight fiscal conditions make it difficult to meet constituency needs. Based on its mission, the Division defines its community in broad terms. It includes individuals, community-based groups, and representatives of business and commerce; and cultural, educational, and social groups. Generally speaking, the community is defined as any adult population which seeks educational services and resources that can be provided by the Division.

Needs are also assessed through involvement with various organized structures such as community boards and community development corporations.

Future Directions and Recommendations

Future plans for expansion depend greatly upon the Division's ability to secure additional space, personnel, and adequate financial resources. Provided the Division is successful in these attempts, the following recommendations apply:

- Given the financial constraints at the city and state level, an important future direction will be to ensure and stabilize funding in those programs which should be maintained and expanded.

- There should be fewer short-term educational opportunities and more attempts to ensure that students have ready access to and receive counseling about other Divisional and College programs.

- The Division should conduct research and develop educational and training programs which address the health care needs of an increasing aging population.
English as a Second Language instruction should be linked with career preparation and with a variety of training opportunities.

- Increased numbers of certificate programs should be developed which would allow the Division to compete more effectively with proprietary schools which do similar training at greater cost but with less successful outcomes for students.

- The Division should be ready to work with large agencies and entities whose program goals and objectives may not be similar to Divisional goals and objectives but who may have significant say in joint funding and services.

- The Division should place particular emphasis on strengthening existing curricula, providing more training for adjunct faculty and developing more effective strategies for student and program assessment.

- Particular strategies must be explored to attract larger numbers of women, minorities, immigrants and under-served community members in an effort to reflect the cultural, ethnic, and gender diversity of the communities the College serves.

- More concrete ties should be developed with IDCNY, Citibank, and other commercial and services enterprises in the surrounding community.

- Certain trends should be carefully assessed for their potential impact on Continuing Education. Such trends include:
  
a. potential shifts from grants to performance-based contracts;
  
b. potential for financial aid eligibility for Continuing Education enrollment;
  
c. tightening of proprietary school regulation;
  
d. increasing political calls for more accountability in Continuing Education funding and programming.
PART III

THE COLLEGE AS EXPERIENCED BY FACULTY AND STAFF

OFFICE OF THE PRESIDENT
COLLEGE SENATE
FACULTY COUNCIL
PROFESSIONAL STAFF CONGRESS
SECTION 19

COLLEGE GOVERNANCE

OFFICE OF THE PRESIDENT
COLLEGE SENATE
FACULTY COUNCIL
PROFESSIONAL STAFF CONGRESS

A. Office of the President

The President has overall responsibility for the operation of the college. He stresses opportunities for creative effort on the part of LaGuardians rather than limitations on budgets and staffing. Although he has strong convictions which he is, on occasion, ready to express, he is accustomed to a decision-making process which involves all College constituencies, the outside community as well. His visits to many occasions he has focused on the central role of the student at LaGuardia and an educational delivery system which emphasizes personal worth and potential as well as career exploration and training.

The President attempts to implement inside the formation of a Strategic Planning Committee and an Office of Institutional Research. He has established strong support for the College’s planning and goals, particularly through the creation of a Planning Committee. Within the College, he works closely with various constituencies through a wide array of regularly scheduled meetings. The senior team meets every two weeks with the President as chair to discuss all major issues that affect the College. Also, the President’s Cabinet, consisting of all deans, most of the key directors within the College, and a representative from the non-tenured staff, meets once every month. This forum, in which critical issues are discussed and information disseminated, provides yet another opportunity for the President to communicate with the leadership of the College. In addition, the President chairs the Personnel and Budget Committees, made up of senior deans and chairpersons, a group which is responsible for decisions relating to appointments, tenure, and promotion of those on faculty lines. This committee also advises the President on budgetary matters.

A separate committee advises the President on personnel matters relating to Higher Education Officers (HEO’s). More generally, the President seeks to make as possible to arrange informal meetings with faculty, staff, and students. One useful approach has been the scheduling of “brown bag” lunches where the President has the opportunity to interact with the faculty and staff in an informal setting. He also meets with students and members of the student leadership on an informal basis to listen to concerns or discuss quality of life issues as they relate to the campus. His Executive Assistant serves as the Board of the College Association from which he gains valuable information of student concerns.

The President is extremely active outside the College as well as on campus. He is a member of the CUNY Council of Presidents and also attends board of education meetings which are regularly scheduled. In addition, he meets often with business and political
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The President's efforts at implementation include the formation of a Strategic Planning Committee and an Office of Institutional Research. In addition, he has provided strong support for the College's pluralism initiative, most particularly through the creation of a Pluralism Task force.

Within the College, the President interacts with various constituencies through a wide array of regularly scheduled meetings. The senior deans meet every two weeks with the President as chair to discuss all the major issues that affect the College. Also, the President's Cabinet, consisting of all deans, most of the key directors within the College, and a representative from the chairpersons' group, meets once every month. This forum, in which critical issues are discussed and information disseminated, provides yet another opportunity for the President to communicate with the leadership of the College. In addition, the President chairs the Personnel and Budget Committee, made up of senior deans and chairpeople, a group which is responsible for decisions relating to reappointment, tenure, and promotion of those on faculty lines. This committee also advises the President on budgetary matters. A separate committee advises the President on personnel matters relating to Higher Education Officers (HEO's). More generally, the President seeks insofar as possible to arrange informal meetings with faculty, staff, and students. One useful approach has been the scheduling of "brown bag" lunches where the President has the opportunity to interact with the faculty and staff in an informal setting. He also meets with students and members of the student leadership on an informal basis to listen to concerns or discuss quality of life issues as they relate to the campus. His Executive Associate serves on the Board of the College Association from which he gains valuable information of student concerns.

The President is extremely active outside the College as well as on campus. He is a member of the CUNY Council of Presidents and also attends Board of Education meetings which are regularly scheduled. In addition, he meets often with business and political
leaders and has played an important role in funding activities, many of which have led to the development of important new programs at the College.

B. College Senate

According to the Governance Plan, the College Senate has the responsibility, subject to the guidelines and policies established by the City University of New York Board of Trustees, to formulate policy pertaining to the operation of the College.

There are eight standing committees of the College Senate:

1. Executive Committee
2. Committee on Committees
3. Curriculum Committee
4. Academic Standing Committee
5. Committee on Professional Development
6. Committee on Campus Affairs
7. Committee on Elections

The College Senate must:

1. create bylaws for its own operations consistent with its constitution and the policies and bylaws of the Board of Higher Education;
2. establish and protect the academic standards of the College;
3. set qualifications for degrees, requirements for matriculation, and scholarship standards; the faculty, however, shall reserve the right to confer degrees;
4. review the operations of the College curriculum, approve new curricula and courses, and review modifications of existing curricula;
5. determine and review all policies dealing with instruction, and with faculty and students welfare and development consistent with academic freedom and professional standards;
6. determine policy with respect to facilities and financial matters of the College within the framework of the bylaws of the Board of Higher Education;
7. consult with the President on appointments of personnel to the position of full dean through the establishment of an appropriate search committee consisting of at least three people including faculty representation;
8. create a search committee consisting of at least three people including faculty representation to make recommendations to the Board of Higher Education in the event of a presidential vacancy;

9. create a search committee to make recommendations to the President if a vacancy in the position of department chairperson occurs and no one from the department is elected. The search committee should consist of at least three people, including faculty representation;

10. propose such amendments to and revisions of the bylaws to the President for transmittal to the Board of Higher Education and such other legislative or administrative boards as are deemed appropriate by the Senate;

11. create such additional standing and ad hoc committees as are deemed necessary to carry out the functions enumerated herein;

12. review information from the Administration on budgetary appropriation and disposition, and all other available information as is necessary to implement the functions of the Senate;

13. formulate policy governing the conduct and behavior of members of the college community consistent with individual rights and democratic principles.

A committee consisting of two faculty members, two staff members, and two students has recently been formed to look into possible revisions in the Governance Plan. The committee is expected to present its preliminary findings in the near future.

C. Faculty Council

Traditionally, the role of the Faculty Council has been that of an advisory body. In keeping with this tradition, the council often makes recommendations to the Dean for Academic Affairs on policies and decisions affecting faculty.

As described by the Bylaws the Faculty Council shall:

a) provide leadership in representing the faculty;

b) involve the faculty in developing, examining, and providing the means of carrying out the educational mission of the College;

c) facilitate communication and understanding among the faculty, administration, student body, and alumni;

d) participate in the formulation of policies and decisions of college-wide committees;
e) make recommendations wherever the Faculty Council deems them applicable;

f) advise the College on policy regarding issues related to faculty interests and all additional matters that may be deemed appropriate, except those specifically reserved by the laws of the State of New York, the by-laws of the Board of Higher Education, and the collective bargaining agreements in force.

In past years, the Council did less than might be expected, a situation which the Council attributes to a lack of interest from faculty who may have viewed the Council as weak and ineffective since it is not part of the formal governance structure of the College. Now the Council is going through a period of reassessment and seeks to create a stronger voice which is representative of the faculty and its concerns and interests.

Since the Faculty Council has been in the process of redefining itself, it has gained recognition as a vehicle through which faculty express their goals and concerns. Council members now hold membership on key committees such as the President’s Cabinet, the Calendar Committee, and Middle States Self-Evaluation Committee. In addition, the Dean for Academic Affairs has indicated that he will look to the Council for advice regarding faculty concerns.

A faculty survey was conducted by the Council in the Fall of 1989 which addressed such issues as workload, scholarship, and research, faculty and student evaluation, the role of faculty in governance, pluralism, quality of life, academic calendar changes, program or curricular changes as well as other issues. The results of this survey were presented at a college-wide Instructional Staff Meeting and subcommittees were appointed to address these issues. On the subject of governance, the Council responded to the faculty’s interest by establishing a subcommittee on governance which is currently collecting and analyzing governance plans from other colleges as well as reviewing how other faculty councils work within the framework of their respective institutions. The Subcommittee is also looking at the history of the changing role of the faculty within the University. The Council looks forward to hosting public forums on governance and other pertinent matters.

D. Professional Staff Congress (The Faculty and Staff Union)

PSC members are also members of the College’s standing committees, and issues raised at standing committee meetings are discussed at Chapter meetings and meetings with the College President.

PSC members have also been much concerned about recent student protests over tuition raises, cuts in financial aid, and related issues. On several occasions, PSC members have acted as brokers between the students and the administration.
A central concern of the PSC is of course the welfare of the membership. At chapter meetings, there has been much discussion of the effects of increased class size, limitations on hiring, heavy reliance in some areas on adjuncts rather than full-timers, and stalled contract negotiations. To deal with such issues, the LaGuardia chapter leadership meets periodically with the College administration to discuss labor issues. The LaGuardia chapter leadership also urges fuller union participation on the part of the membership and seeks to "network" with other labor groups within CUNY and outside the University as well.
SECTION 20

DIVISION/DEPARTMENT STRUCTURES
(SPECIAL CONCERNS AND GOALS)

DIVISION/DEPARTMENT OBJECTIVES

Within the six divisions and ten departments that comprise LaGrange's college community, there is a distinctive commonality of purpose. The points of intersection apparent in division/department goals for the 1990-1991 academic year include LSCG's dynamic, student-oriented identity, as expressed in terms for:

- maintaining academic integrity in the face of administrative resource constraints;
- continuing curricular changes essential to the community;
- maintaining and further soliciting professional development for both full-time and part-time faculty;
- ensuring the development of learning environments and active learning methodologies within departments across the curriculum;
- relying on and learning how it is possible to do so;
- ensuring financial services and the training personnel staff;
- strengthening academic programs, in particular, linking academic programs across;
- defining multicultural education throughout the curriculum;
- meeting the academic needs of special student populations, for example, African-American, Hispanic, language student, students who report having difficulty, probationary student, minority student, and deaf student;
- developing new and experimental faculty in need of mentorship and pedagogical support.
Section 20
Division/Department Structures
(Special Concerns and Goals)

In November of 1990, a questionnaire about special concerns and goals was distributed to LaGuardia's six divisional deans and ten department chairs (see Appendix A). The intent here was to focus on the central concerns of the college community by drawing upon the knowledge and judgment of division/department heads. The following commentary was compiled from both those individuals' responses to the questionnaire and from personal interviews.

DIVISION/DEPARTMENT OBJECTIVES

Within the six divisions and ten departments that comprise LaGuardia's college community, there is a distinctive commonality of purposes. The points of intersection apparent in division/department goals for the 1990-1991 academic year speak clearly of LaGuardia's dynamic, student-oriented identity, as expressed in concerns for:

a.) maintaining academic integrity in the face of diminishing resources;
b.) facilitating curricular changes associated with the new calendar;
c.) maintaining and further refining professional development for both full-time and part-time faculty;
d.) supporting the development of learning communities and active learning strategies within classrooms across the curriculum;
e.) reducing class size when it is possible to do so;
f.) enhancing tutorial services and the training tutorial staffs;
g.) strengthening academic computing, in particular, updating computer program materials;
h.) infusing multicultural pluralism throughout the curriculum;
i.) meeting the academic needs of special student populations, for example, English-as-a-Second Language students, students who repeat basic skills courses, probationary students, learning disabled students, and deaf students;
j.) developing new and experimental courses to keep abreast of current pedagogical trends;
k.) developing new and experimental courses pairing and clusters to speed the progress and enrich the learning experiences of various student populations;

l.) bolstering the Extended Day program, in particular providing departmental evening coordinators who would be available both to answer students' specific questions during advisement and to oversee the registration of evening students;

m.) fostering students' successful transfer to both four-year colleges and full-time careers;

n.) increasing graduation rates for all matriculated students, regardless of their need for basic skills or English-as-a-Second-Language instruction or economic needs;

o.) maintaining open access to students who persist in their studies beyond the two-year time frame;

p.) transforming the need to work, which is the main impediment to graduation for most students, into an integral part of students' educational experience; and,

q.) establishing, learning from, and acting upon institutional data.

**SHARING GOALS: COLLEGE-WIDE COLLABORATION**

To move toward the goals described above, interaction among divisions and departments is ongoing and pervasive. Divisions work closely with departments: for example, in addition to its connection with the academic departments, the Division for Academic Affairs collaborates with Continuing Education to ease students' transition from noncredit to credit programs; Academic Affairs also maintains close ties with Cooperative Education and the Counseling Department to promote both students' academic and work-related success. The Student Services Division interacts college-wide in many areas: with CO-PREP to prepare students for their internships, with advisement, and with the FIPSE-sponsored Learning to Learn project, which pairs counselors with instructors in the classroom to expose students to successful learning strategies, and with departments to produce the College play and a dance festival.

Departmental collaboration has given LaGuardia its reputation for pedagogical innovation. Departments regularly interact to create course pairings and clusters that develop and support thinking, reading, writing, listening, speaking, computational, and research skills. For example: Communication Skills (reading) courses are frequently paired with accounting, business, and art courses; English composition courses are often paired with Reading, Social Science, Humanities, and ESL courses; the ESL Department now collaborates with the Nursing program to
offer language training for non-native, English-speaking nurses, in addition to working with both the Office Technology and Humanities departments; mathematics, reading, and basic writing components are all parts of the Supercluster, an innovative and intensive immersion into academic study for entering basic skills students; and, similarly, the Liberal Arts clusters also feature English, Social Science and humanities offerings for LA students.

To advance interaction, administrative collectives such as the Academic Chairpersons' Group, the Basic Skills Chairs, the Liberal Arts Study Group, and Career Programs group meet regularly. In addition, divisions and departments are represented on college-wide committees and task forces, including the Liberal Arts Study Group and the Curriculum, Academic Computing, and Professional Development committees.

**SHARING GOALS: FACULTY DEVELOPMENT**

While college-wide interaction promotes administrative and pedagogical effectiveness across the curriculum, faculty development programs encourage the same continuity within departments. All departments offer faculty development in different forms:

a.) orientation and training seminars for new full-time and part-time faculty, in particular providing new faculty with course and program goals along with recommendations for effective pedagogy;

b.) microcomputer training to show faculty how to offer computer-assisted instruction;

c.) workshops on individual courses;

d.) guest speakers;

e.) publishers' visits;

f.) special departmental seminars on pedagogical issues germane to a particular department held during college-wide opening sessions and departmental end-of-quarter meetings; and,

g.) presentations by both departmental and college-wide Professional Development committees.

Departments also encourage faculty members, in particular full-time faculty, to attend and present at one or more conferences per year, to join one or more significant professional associations, and to attain advanced degrees. For example, in any given academic year, the full-time faculty of the English Department attend between 20-75 professional conferences per quarter; this is typical of full-timers college-wide.

Faculty development at LaGuardia is ongoing and accommodates the needs of faculty in response to the particular
demands of their disciplines. Faculty development also stresses innovative pedagogy that addresses the needs of LaGuardia’s students. The senate committee on Professional development sponsors forums and workshops. The Professional development activities associated with the creation of Enterprise involved faculty from all divisions and all departments. Over 70 faculty participated in these seminars. Follow up activities include a project to incorporate information about student and faculty learning styles into curriculum revisions and beginning explorations of alternative assessment models.

Adjunct Faculty

Adjunct faculty play an important role at LaGuardia Community College. In some departments, adjuncts teach approximately 50% of the courses offered. In smaller departments adjuncts may teach approximately 15% of the courses being offered. Indeed, adjunct faculty development has been a major concern for most departments. Part-time instructors are invited to participate in workshops on various types of training, for example, new microcomputer applications. They are also invited to attend annual meetings, workshops, and orientations sessions held by various departments and by the Office for Academic Affairs. It is worth noting that the College holds an Annual Adjunct Faculty Reception which honors the part-time instructional staff and provides an additional opportunity for discussion and interaction.

Impact of Overview Committee

In May 1989 a report submitted by the Overview Committee (see Appendix B), reviewed and assessed recommendations previously submitted by the Liberal Arts and Science Task Force and the General Education Task Force. These recommendations, coupled with changes resulting from the new calendar initiative will result in the implementation of new curricula, especially in the basic skills programs, and in program revisions that accommodate liberal arts distribution requirements.

SHARING GOALS: COLLEGE-WIDE COMMON CONCERNS

Student Retention

Responses ranged from little concern to serious concern. There appeared to be a general awareness regarding the need to enhance teaching strategies, curricula, and programs in order to promote retention. The departments, noted that decreasing the number of sections of courses offered "makes it more difficult for students to meet prerequisites and to make steady progress toward their degrees." The English Department cited a study conducted in 1988 by the college-wide Student Retention Task Force which found that most students leave the College for non-academic reasons: "Nearly all leave for financial, child care, and other personal
reasons. Also, many come to LaGuardia to improve their basic skills and then transfer to a four-year college."

Student Advisement

Responses ranged from no concern to minor concerns. Some departments felt that advisement needs to be a more comprehensive and ongoing process with increased faculty involvement. The Division for Academic Affairs noted that due to the upcoming calendar change, students will be registered simultaneously for the 12- and 6-week semesters. Consequently, this change will necessitate an expanded and enhanced advisement process.

Curriculum Development

There were many and varied concerns regarding curriculum development. Several departments cited a common concern for "reforming the curriculum in order to better reflect student demographics and the reality of a pluralistic world." One department chair suggested that curriculum should be designed to fit the needs of discrete student populations, for example, ESL and students with different learning styles. Many departments/divisions delineated their concerns in the form of suggestions which included: reinforcement of skills throughout the curriculum by emphasizing analytical reading and writing, critical assessment of the Liberal Arts and Science components of the career curricula, requirement of a Third World Studies course, and revitalization of the Urban Study courses. The Library/Media Services Department emphasized the need to be informed of all curricular offerings in order to provide adequate support, such as materials, equipment, and services.

Basic Skills

There was common concern that the basic skills be reinforced across the curriculum and that "bridge courses" be developed in order "to give greater access of college level study to remedial students." (One department defined a "bridge course" as a college level course open to ESL students only and one in which the instructor is responsive to the needs of second language students.) There was also mention of the need for support for continued study and research in the area of basic skills.

Cooperative Education

There was concern expressed "that students have minimal college-level proficiency in writing (in other words, have passed basic writing) and fundamental liberal arts education needed for success on internships." One division noted that adaptations will need to be made in order to ensure a mesh of the Cooperative Education Program and the new calendar.
Meeting the Needs of ESL Students

Generally, the needs of this student population are considerable. Areas of concern include basic skills instruction, non-credit ESL courses, the needs of ESL students who wish to learn English before entering a degree program and/or who require intensive exposure to reading and writing in English, and the demands made on students who move on to Cooperative Education placements. One division reported that due to the lack of classroom space, all prospective ESL students may not be accommodated. In regard to Cooperative Education placements, that division had concerns in the area of "human communication." Students need to be placed with special attention to their level of English fluency, and students and employers need to be prepared for and made aware of cultural differences, such as what constitutes interpersonal respect and privacy. Several basic skills departments conveyed major concern regarding the need for appropriate placement of ESL students in their courses, in particular that their oral/aural skills be integral to their placement along with reading and writing test scores.

Use of the Library

Concerns in this area generally focused on the need for expanded resources. According to one divisional report, "currently funding is inadequate for both materials and the personnel needed." Another division commented that the collection of books and reference materials should be increased to include a wide variety of languages. Another and separate concern shared by several departments was that use of the library "be increased and reinforced throughout the curriculum" with the aid of research activities and assignments across the curriculum.

Computer-Enhanced Instruction

Many departments/divisions cited the need for computer access "which requires space and equipment not currently available"; the new building, completed in June 1991, will provide additional facilities. Departments want very much to continue with computer workshops for faculty in all disciplines.

Faculty Involvement with Transfer and Advisement

Half of the departments responding felt that all faculty (some specified full-time) should be oriented regarding transfer. Half indicated that selected members of their departments should be oriented, for example: junior faculty, liaisons, academic advisors, and members of departmental curriculum committees.

A few departments reported that their faculty provide advisement with regard to transfer; several stated that specific members of their department were involved, and several indicated little or no involvement in this area.
The New Calendar

In relation to accomplishing common goals, divisions and departments expressed concern over the effect of the new 12-6-12-6 academic calendar. In a positive light, the calendar has inspired the creative re-thinking of the curriculum in new configurations. Week-long basic skills Express courses running consecutively and intensives in the six-week mode offer chances to speed the progress of basic skills students. On the other hand, longer 12-week courses present more time for reinforcement and testing, and enhance the continuity of instruction in all courses. However, the department chairs were apprehensive about heavy teaching loads that could cut down on time for the College involvement necessary to achieving College-wide and departmental goals.

The Budget Crisis

Budget analysis is a continuing problem. The impact of the budget varies from year to year—and even from quarter to quarter. As noted elsewhere in the report, deep concern was expressed over the effect of budget reductions in such areas as hiring and retention of personnel, class availability and size, the purchase of supplies and equipment, and lab operations.
SECTION 21

ADULT AND CONTINUING EDUCATION

See Section 18 for a discussion of faculty and staff experience in the Division of Continuing Education
SECTION 22

THE LIBRARY AS A PROFESSIONAL RESOURCE AND

TEACHING TOOL

Media Services

Media Services has been heavily involved in curriculum planning and development. Media Services is a distinct entity of the Library serving specific functions: a) collection development and use of audiovisual materials in the curriculum; b) classroom scheduling of delivery and pickup of equipment in the main and two satellite buildings, c) acquisitions, maintenance, repair, and inventory of the equipment collection; and d) enhances production and duplication of instructional tapes or video records of classroom and college activities.

In developing the audiovisual collection and facilitating its use, Media Services works closely with individual faculty members and program directors to advise on, suggest, or approve program for purchase and purchase, and to promote the use of media in the curriculum. The somewhat limited facilities have been utilized by many instructors who send their students to the library to carry out individualized viewing/listening assignments in the present area. The new library facility will include a media "lab" of over forty stations, which will expand and improve upon this function.

Media's role in developing new course proposals is to suggest programs which will support the proposed curriculum. In collaboration with individual faculty members, Media continually searches for programs which can be used in conjunction with other methods of instruction. The result has been an expanded video collection. Annotated period lists of Media Services acquisitions have been published and casual to faculty on a periodic basis.
Section 22
The Library as a Professional Resource and Teaching Tool

Faculty requests for information are met promptly and courteously, and bibliographical searches are conducted on a regular basis. In addition, the Library collaborates with faculty in the development of program and classroom activities. For the future, faculty workshops are planned to provide information on Library holdings in specific disciplines. Such workshops may assist faculty in keeping up to date in their fields and may also prove useful in the development of creative assignments relating to information literacy.

Another area for collaboration will be the continued and enhanced use of the librarian liaison system. Each librarian currently works closely with assigned departments and divisions and informs faculty of available funds for purchasing materials in their particular subject areas. Although there have been budget cutbacks, recent funding from DASNY has enabled the LaGuardia library to make purchases of needed materials. In a memo sent to chairs and program directors, the Library invited classroom faculty to participate once again in collection development. The Library seeks to update and expand both the media and the book collection through this process.

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future, Media Services will form preview groups of faculty interested in a particular area of collection development, publish updated mediagraphies and printed lists of the collection, and offer media programming in the Library's new classroom facility on a routine basis.

Integration of Media into the Curriculum

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It is vital that faculty be trained to integrate media and new instructional technology into the curriculum. As Media Services learns about and acquires new technologies, such as videodisc and telecommunications, they will be publicized through flyers, workshops, and announcements. With the exception of the L Building which lacks a media hardware storage area, Media Services can make equipment and software readily available for classroom showings or library preview.

One successful collaboration between Media Services and the Natural and Applied Sciences Department has been in support of the Human Anatomy course. Students were having difficulty learning highly technical material which was covered in several intensive lecture periods. Media Services approached this problem in two ways: (1) by taping two of the more difficult lectures on muscles and the urinary system in the TV studio, and (2) by identifying commercially made programs on digestion, cells, embryology and other scientific topics which could provide visual reinforcement when shown in the classroom and Library.

NAS instructors now distribute a syllabus with a list of the required viewing to students who then arrive singly and in groups to view the programs in the Library's preview area. Non-copyright tapes are duplicated on demand for students to review at home. Surveys filled out by NAS students in the course give high ratings to the visual material, and students have told their instructors that the video preparation helped to improve their test and course grades. Students who learn visually and who require repeated review of difficult material seem to benefit most. They have requested similar material on the skeleton and endocrine system, and preview and acquisition of titles continue.

Another example of the integration of media information into the curriculum is in the training of students in notetaking. Video material and a workbook developed by a Communications Skills professor and integrated with model lectures given by a variety of instructors at the College now support Basic Skills classes. And in a survey which students filled out after viewing the material, they indicated that this supplementary activity helped them improve their notetaking skills. Other departments are also in the process of developing instructional tapes which provide specific course content by visual means.
Recommendations

Library
1. Plan a series of faculty workshops to discuss the use of Library materials in courses. This can be done on a departmental level or at Instructional Staff meetings.
2. Explore the feasibility of a Task Force on Information Literacy.*
3. Improve Library liaison systems for collection development by scheduling routine meetings with faculty.
4. Develop strategies to enhance collaboration with adjunct faculty.

Media
1. Publish more updated mediographies and lists of new materials.
2. Schedule media programming in our new facility on a routine basis.
3. Designate a space with a projection booth for media programming and previewing.
4. Develop faculty preview groups in subject areas of interest for collection development.

*See the Appendix for Section 22, for the results of a faculty questionnaire on information literacy across the curriculum.
SECTION 23

TASK FORCES AND COMMITTEES

The governance plan of the College provides for a Senate and its Standing Committees as discussed in Section 19. The administration, the faculty, the staff and the students all have representation in the Senate. The committees of the Senate include: Academic, Standing, Curriculum, Buildings, Fragi, Educational Development, and the Committee on Committees.

LaGuardia's governance plan is the only one in the City University system in which all groups have equal representation. However, over the years many task forces and committees have been created outside the governance plan. Some faculty and staff question the need for task forces and committees outside of the Senate while others believe that such a structure is necessary and works well at LaGuardia.

The Need for Additional Task Forces and Committees

The number of task forces and committees reflects the problem-solving approach of administration and faculty in carrying out the mission of the College. Since LaGuardia's establishment in 1971, an important institutional norm has been the involvement of the faculty and staff in addressing a variety of issues. However, in recent years, there has been concern over the proliferation of task forces. These concerns have arisen based on the observation that some task forces are duplicating the work of some standing committees. Some faculty members say that the root of the problem may point back to the very structure of the Senate itself. While the drafters of the plan sought to create an egalitarian model, which has occurred is a governance body comprised of such diverse groups with such different interests and priorities that it is sometimes difficult to resolve issues in a satisfying manner. This has led some members of the faculty to believe that academic matters of concern to them are not given priority because the larger Senate membership does not share the same interests. As a result, some senior faculty view the Senate as ineffective in academic affairs and often do not seek to become members of it or its standing committees. Consequently, the standing committees are usually staffed with junior faculty members who have not been at the College long enough to have gained the experience necessary to effectively address major issues and problems. Thus it is felt by some faculty that the advancement of this form of governance has necessitated the creation of task forces and committees outside of the governance plan.
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The Formation and Evaluation of Task Forces and Committees

Task Forces are established to address broad educational issues. Examples are the Calendar, Pluralism, Liberal Arts, and Sexual Harassment Task Forces. A task force usually lasts for 1-2 years while committees such as the Curriculum, Affirmative Action, and Professional Development appear to have permanent status. Members of task forces and committees are usually solicited from the divisional deans or department chairs to ensure the representation of the entire College community.

There is no formal evaluation of task forces and committees; it is only the individual faculty member's participation and contribution that is evaluated. Task forces and committees however, are monitored by their chairpersons to ensure that all members remain productive. Where individual productivity is lacking, replacements are sought. Chairpersons of task forces and committees are interviewed by department chairs and division heads, and the results are used in making personnel decisions. Also, when faculty and staff are going through the tenure process, they must list the committees on which they have served. A member of the Tenure Review Committee then interviews chairpersons of the committees listed concerning the performance of that faculty or staff member.

The Impact of Committee Commitment on Faculty and Staff

The institutional norm has been to create a task force when there is an interest in a problem that lies outside the scope of the standing committees. The issue that arises at this point in the history of LaGuardia is whether priorities should be established. On the one hand, faculty and staff members express frustration because of the expectation that they will make multiple commitments. Such involvements create a sense of fragmentation as faculty members struggle to serve students, meet department commitments, and serve on the Senate or other committees. On the other hand, the faculty are proud of their involvement and point with pride to a flexible institutional structure which nurtures innovation and new initiatives.

A survey (see Appendix A) was developed for this Self Study and sent to 190 faculty and staff. The purpose of the survey was to solicit views of faculty and staff about committee work. The survey received more than a 25% response.

On the average, respondents are serving on six committees. These committees are either departmental, college-wide (Senate or non-Senate), or outside of LaGuardia, such as CUNY-wide committees. Fifty percent of those who responded were serving on more than six committees. About one fifth of the respondents felt that the number and/or the work of the task forces and committees was excessive and interfered with the fulfillment of their primary
function. Thirty percent felt that although excessive, their work on task forces and committees did not interfere with the fulfillment of their primary function. About 20% felt that committee commitments were reasonable and did not adversely affect the quality of life at LaGuardia. Thirty percent thought that committee obligations were reasonable and that they both enhanced the quality of life and contributed to personal growth, and the remaining respondents felt that their committee commitment was reasonable and would welcome the opportunity to serve on additional committees.

Eighty-five percent of respondents felt that their contribution to task forces and committee was worthwhile. Of these, 21% felt that the committees were important because they involved faculty in important college policy making. Fifteen percent felt that although task forces and committees were important, their recommendations were often ignored, and about 14% thought that the committees needed to have clearer agendas.

Issues
1. Duplication in the function of the task forces and the committees is an issue.

In some instances the duplication is necessary. For example, the Task Force on Pluralism and the 504 Task Force (focusing on the disabled) share a common mission to address the issue of equal access and non-discrimination. However, the issue has a broad and general focus under pluralism, not specific to the disabled, who have unique problems of access. There are some instances, however, in which the duplication seems unnecessary. For instance, there is a Professional Development Committee, and, recently, a Professional Development Task Force has been formed.

2. Lack of communication among committees and from committees to faculty is also an issue.

On occasion, if there is an issue with broad ramifications, there is communication among the pertinent committees to deal with the matter. For example, the Faculty Council and the Pluralism Task Force cooperated to hold a joint workshop on Pluralism. However there are no formal mechanisms for communication among committees. There are no institutionalized methods by which information about the work and function of committees and task forces is disseminated.

Recommendations

Assign a new body to oversee committees.
The charge of this committee would be to:

1. define committee functions and inform faculty;
2. institute an evaluation mechanism for committees;
3. institute a system to track duplication and improve inter-committee communication.
AFFIRMATIVE ACTION

The Role of the Affirmative Action Committee

The Affirmative Action Committee was established by the President in 1972. It serves as a special advisory committee to define the Program objectives and to ensure equal employment opportunity. The Committee meets on a regular basis to review employment practices, and, where appropriate, submits recommendations for the development and initiation of new policies and/or procedures to the President. The committee also reviews the College’s Affirmative Action Plan on an annual basis. The Affirmative Action Plan is included in Appendix B.

Each year the Affirmative Action Committee reviews current patterns of employment and decides which of the following questions needs special consideration during the coming year.

1. Are members of women and minority groups given full and equal opportunity for employment in all areas and levels of the College according to their qualifications and availability?
2. Are candidates for new positions evaluated for employment in all areas and levels of the College in accord with acceptable Equal Opportunity procedures, and with regard to their sex and minority status?
3. Are there any differences in salaries paid to employees in the same job classification that can be attributed to sex or minority status?
4. Does the College show a pattern of segregated job titles which discriminate against women and minority group members?
5. Are all women and minority group members treated on a par with all other employees of the College in terms of attaining promotion or tenure?
6. Does the College show a pattern of non-reappointment which appears to be discriminatory against women or a minority group?

In the past, the Committee has made recommendations which had a positive effect on the College’s efforts to develop faculty and staff who are representative of the minority populations in the student constituencies. One such recommendation was to make the recruitment process as open as possible. To do this, the Committee identified minority, disabled, veterans’, women’s, and community groups as outreach sources. It is now College policy that these sources be contacted during recruitment efforts.

Another recommendation made by the Committee concerns the recruitment of adjuncts. The Committee recommended that the recruitment of adjuncts adhere to the College’s Affirmative Action policy on recruitment of full-time members.
The Membership of the Affirmative Action Committee

In order to afford the widest range of participation from the entire college community, each division and department within the college elects a member to the committee to represent its area.

The Affirmative Action Committee's chairperson is elected by its sixteen committee members for a one year term. The College's Affirmative Action Officer is appointed by the President and serves in a resource capacity and is permanent secretary to the Committee.

The College's Affirmative Action Profile

A profile of the College's employees is given in the Affirmative Committee Report by Number of Employees, Department, Ethnicity, and Gender (Appendix C). A list of terminations for the years 1988 to 1990 is also included (see Appendix D).

The Affirmative Action Committee strongly believes that the College's recruitment policies have had a positive effect on the College, and that the College's current policies and procedures are sufficient for future recruitment and hiring. LaGuardia has consistently sought to employ faculty and staff in all roles and titles which reflect the diversity of the communities it serves. Efforts to cast as large a recruitment net as possible are taken extremely seriously. The College's Affirmative Action Officer works closely with the Office of Labor Relations and Personnel to ensure that notices of vacant positions are circulated to over two hundred affirmative action agencies and organizations. The Affirmative Action source listing is constantly updated as new contacts and sources are discovered. The Affirmative Officer and the Office of Labor Relations and Personnel work with search committee chairpersons to ensure their full understanding of Affirmative Action policies, procedures, and practices as they relate to recruitment. Every effort is made to encourage applications for faculty and staff positions by female and minority candidates.

The current hiring freeze has not affected the College's Affirmative Action procedures. When exceptions to the hiring freeze are made by the University, and permission is granted to the College to hire full-time faculty or staff, searches are conducted in accordance with the College's Affirmative Action policies.
AFFIRMATIVE ACTION POLICY STATEMENT

LaGuardia Community College is committed to the principles and spirit of affirmative action and equal opportunity. The College strongly believes in affirmative action and is fully supported by its President, as Chief Executive Officer.

It is the policy of LaGuardia Community College to recruit, employ, train and promote employees on the basis of equal opportunity without regard to race, color, sex, sexual orientation, religion, age, national origin, disability, persons with Acquired Immune Deficiency Syndrome, or status as a disabled or Vietnam Era Veteran.

LaGuardia Community College recognizes its obligation to provide students with equal consideration when seeking admission, financial aid, and access to student services, academic and athletic programs.

The College believes in a policy of nondiscrimination, and as an educational institution maintains an ongoing program to assure compliance with federal legislation and university guidelines. The Affirmative Action Program encourages positive practices and ensures equitable disciplinary procedures for any member of the college community who engages in harassment on the basis of race, sex, sexual orientation or disability, or any individual who reports such an incident.

It is the policy of LaGuardia Community College to operate and comply with the requirements of the Equal Pay Act of 1963, the Civil Rights Act of 1964, Title VI, Title VII, the Educational Amendment Act of 1972 (Title IX), Executive Order 11246 as amended by Executive Order 11375, the Rehabilitation Act of 1973 (503 and 504), Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination Act of 1974, the Immigration Reform and Control Act of 1987, the Civil Rights Restoration Act of 1987, and the American Disabilities Act of 1989.

The President, as Chief Executive Officer, has overall responsibility for the Affirmative Action Program. The President has designated general responsibility for the Affirmative Action Program to the Affirmative Action officer, Shirley J. Saulsbury, Executive Assistant to the President, Room E-513, (718) 482-5050.

January, 1990

RAYMOND C. BOWEN, President
THE TASK FORCE ON THE CALENDAR

Please refer to Section 16, where the Calendar is discussed in detail.

TASK FORCE ON PLURALISM

The Task Force on Pluralism was formed in 1989 in response to the mandate of the City University Board of Trustees that each campus "develop a specific, local plan to confront racism and promote pluralism, and develop mechanisms for anti-racist, pluralistic interaction and cooperative projects with its immediate community." At LaGuardia, pluralism is understood to encompass such areas of diversity as: culture, gender, race, ethnicity, religion, age, sexual preference and ability differences. The members of the Task Force, primarily faculty members but also higher education officers and a student representative, reflect the diversity of the College population. The responsibilities of the Task Force, as initially defined by the Office of the President, were:

1. to review the College's pluralism efforts prior to the CUNY mandate;
2. to identify needs among and across the College's various constituencies;
3. to develop and coordinate strategies to promote pluralism;
4. to make recommendations for ongoing efforts to promote pluralism at the College.

The review was completed in the first year of the work of the Task Force. Included were a report to the Office of the Vice Chancellor for Academic Affairs (CUNY) on department/divisional curriculum offerings and collegewide support for all pluralism efforts and a visit to our campus by the CUNY Task Force for Balancing the Curriculum for Pluralism and Diversity. While LaGuardia fared well in this review, the Task Force on Pluralism has continued vigorously in an ongoing review and in fulfilling the other responsibilities cited above.

Each year specific goals are set in four areas: faculty/staff development, curriculum, student concerns, and continuing education and community relations. Taking the position that cultural awareness is necessary to an understand and appreciation of pluralism and diversity, the Task Force has been in the forefront in providing and promoting awareness training. Its next major effort was to work in conjunction with departments and the collegewide Curriculum Committee to promote the further infusion of pluralistic perspective across the curriculum; the Task Force recommended and spearheaded that movement and provided training sessions and follow up workshops/panels. In addition to the Academic Affairs
Division, involved in the Divisions of Continuing Education, Cooperative Education, and Student Services have been heavily involved as well. This year a major goal of the Task Force is to survey students on their perceptions of pluralism and human relations at the College. Future efforts include the formation of a Network to confront Racism, the evaluation of LaGuardia publication in terms of a pluralistic outlook, and the formalization of a Declaration of Pluralism. The Task Force will also continue to support concerns of gay and lesbian faculty, staff, and students.

The Task Force on Pluralism works in conjunction with other campus groups with related goals, for example, the Sexual Harassment Task Force and the Affirmative Action Officer.

THE COLLEGE CURRICULUM COMMITTEE

The Role of the College Curriculum Committee

The College Curriculum Committee, a Senate Standing Committee, is responsible for reviewing program and course proposals to ensure that the proposed programs and courses are in keeping with the College's goals, and objectives.

Policy on the Approval of Courses

When a particular department wishes to create a new course, it has one of two options. It can develop a regular course proposal, approve it, and then present it to the College Curriculum Committee for review and approval, or it can first develop an experimental course. When a course is presented for approval, program and course objectives are reviewed in detail. Occasionally, there is a problem with the proposal, and it is sent back to the department for additional work. Some reasons for returning a course proposal to a department for revision are lack of clarity in instructional and/or performance objectives, prerequisites and/or co-requisites which seem inappropriate, inappropriate assignment of credits, and questions of suitability in terms of level or time required for the completion of requirements. In addition, the Committee emphasizes the place of the Liberal Arts and concerns such as pluralism.

In the case of an experimental course, a self-evaluation is requested by the College Curriculum Committee within a three-week period after the course has been concluded. Specifically, the faculty member who taught the experimental course is asked to comment on the objectives which have previously been reviewed by the College Curriculum Committee. In that way, if an experimental course comes up for permanent status, the Department Curriculum Committee will have the benefit of earlier College Curriculum Committee comments as well as those of the instructor who taught the course.
**Policy on Changes in Curriculum**

When a particular department makes major changes in its curriculum, the department is asked to review the changes in its own Curriculum Committee and then to pass them on to the College Curriculum Committee for review.

Periodically, it is necessary for the entire College to review programs and make changes, major or minor, in the curriculum. LaGuardia’s new calendar has necessitated review by many College constituencies.

**Policy on Evaluation of Students / Grading Policies**

The College Curriculum Committee does not seek to determine what method of examination particular departments should employ. That is the province of the departments themselves. However, the College Curriculum Committee does review grading procedures to see if there is clarity in the presentation. It is worth adding that Middle States subcommittees, by means of institutional research (quantitative analysis) and by means of questionnaires, and focus groups (qualitative analysis) are reviewing student achievement and also student attitudes.

**Policy on Training of Faculty**

Both Department and College Curriculum Committee representatives are ready to assist faculty who are developing and presenting material for the first time. There is also a subcommittee which assists new program directors and also provides written materials including a reference handbook for the purpose of guidance.

**Policy on Catalog Description**

The College Curriculum Committee makes every effort to review catalog descriptions for accuracy and clarity. In fact, the College Curriculum Editing Subcommittee is charged with the task of doing this job. However, the College Curriculum Committee does not "check" to see that course objectives approved by it are in fact being taught in the classroom. Such review is the province of the Department Chair and of the Dean for Academic Affairs. If a course is not given for two years, it is removed from the catalog.

**Volume of Courses Approved by the Curriculum Committee**

Over the past five years, there have been approximately 130 permanent courses approved by the College Curriculum Committee. Experimental courses are not approved by the College Curriculum Committee, but rather by the Departmental Curriculum Committee.
However, as indicated previously, experimental courses are reviewed by the College Curriculum Committee. Should an experimental course come up for permanent status, it is helpful to have suggestions in place beforehand. Over the past five years, twenty-eight existing courses have been brought to the College Curriculum Committee for revision. See Appendix E.

Breakdown of New and Revised Courses

According to the Chair of the Curriculum Committee, all departments have been active in developing new courses and updating old ones. A review of the minutes of the Curriculum Committee from 10/88 through 11/90 revealed the following:

New and experimental courses were developed and old courses updated in all areas; required as well as elective courses, transferable and non-transferable, college-level, and basic skills. Changes were made or new courses proposed because of new state or other official board mandates, because of new technology in a particular field, because of new research on pedagogy, or because a student needs assessment.

ECONOMIC DEVELOPMENT

Mission

The Committee on Economic Development was created by President Raymond Bowen in February, 1990 with the charge "to define and further develop the College's role in the economic development in metropolitan New York." 2/8/90 Memorandum re Economic Development

Committee Structure

The Committee is chaired by Judith McGaughey, Dean of the Division of Adult & Continuing Education. Since its establishment, the Committee has grown from 13 to 17 members. They are drawn from a cross-section of the College faculty. The full committee meets on average twice a quarter.

One member, Julian Alssid, was brought to the College in January, 1990 as a program specialist for economic development. He works full-time on economic development initiatives, and his efforts are closely coordinated with the work of the Economic Development Committee.

During the past year, two subcommittees were formed. One subcommittee developed a draft of a policy statement to guide the committee’s work. The second subcommittee prepared a College Inventory of programs currently linked to economic development. (See Appendices F, G, and H.)
SECTION 24

INSTITUTIONAL RESEARCH

INSTITUTIONAL research has been defined as the study and analysis of the operations, environment, and processes of an institution of higher education. It involves gathering information for decision-making in higher education. Given the vast size and complexity of many organizational boundaries, it is evident that institutional research cannot be conducted by a single office.

LaGuardia and Sheehan's 1974 "three-hat theory" useful in describing the roles that institutional research practitioners play. This theory suggests that as responding to the need for information, institutional research analysts must be sufficiently flexible to assume three perspectives, namely, these often:

* the decision maker—the president, academic senate, or faculty committee asking for information to support decision-making;
* the analyst, wearing his or her own hat and translating the information needed into terms that will admit a solution—then, taking into account the implications of the question, inadequacies of the data base, and such; and
* the technician, to whom the practical and systems aspects of gathering information are clear and the meaning of the resultant data is unmistakable.

CURRENT PRACTICES AND DEGREE OF SUCCESS

Ten years ago, the College did have a central Office of Institutional Research which gathered and analyzed data for the various components of the College. The most common studies generated dealt with graduation, demographic, and enrollment analysis. After the dissolution of this Office, the College relied upon consultants as well as faculty and staff to provide needed research and provide a sense of research continuity. Obviously, there has been a continuing need for research, especially research mandated by external agencies. In addition, a great deal of formal and informal data collection as well as formal reporting has been completed by the College's various divisions and departments as their individual needs and interests have dictated. A Spring 1990 institutional research questionnaire for faculty and staff identified some seventy-five data collection efforts within thirteen different categories (see Appendix A).

Currently, institutional research is primarily driven by external factors, such as federal and state reporting demands, accrediting agencies, and grant-funding agencies. The College is required to report on the following data regarding enrollment, the
INSTITUTIONAL RESEARCH

INTRODUCTION:
Institutional research has been defined as the study and analysis of the operations, environment, and processes of institutions of higher education for the purpose of supplying information for decisions in higher education. With so broad a mandate, one that cuts across so many organizational boundaries, it is evident that institutional research cannot be conducted by a single office.

LaGuardia finds Sheehan's 1974 "three-hat theory" useful in describing the roles that institutional research practitioners play. This theory suggests that in responding to the need for planning and management information, institutional research analysts must be sufficiently flexible to assume three perspectives, namely, those of:

- the decision maker—the president, academic senate, or faculty committee—asking for information to support decision making;
- the analyst, wearing his or her own hat and translating the information needed into terms that will admit a solution—that is, taking into account the imprecision of the question, inadequacies of the data base, and such; and
- the technician, to whom the practical and systems aspects of gathering information are clear and the meaning of the resultant data is unmistakable.

CURRENT PRACTICES AND DEGREE OF SUCCESS

Ten years ago, the College did have a central Office of Institutional Research which gathered and analyzed data for the various components of the College. The most common studies generated dealt with graduation, demographic, and enrollment analyses. After the dissolution of this Office, the College relied upon consultants as well as faculty and staff to provide needed research and to provide a sense of research continuity. Obviously, there has been a continuing need for research, especially research mandated by external agencies. In addition, a great deal of formal and informal data collection as well as formal reporting has been completed by the College's various divisions and departments as their individual needs and interests have dictated. A Spring 1990 institutional research questionnaire for faculty and staff identified some seventy-five data collection efforts within thirteen different categories (see Appendix A).

Currently, institutional research is primarily driven by external factors, such as federal and state reporting demands, accrediting agencies, and grant-funding agencies. The College is required to report on the following: data regarding enrollment, the
racial, ethnic and gender make-up of the student population, the mean entering grade point average, the reliability of the admissions process (all available from the Admissions or Registrar's Offices); the rate of transfer, the rate of retention and attrition, graduation rates (see Section 17, Graduation for further information); and the level and diversity of the faculty (see Section 25, Hiring Procedures, Reappointment, Tenure Review, and Promotions, for further information). Currently, the College is in full compliance with all such requirements.

FALL 1990 INTERVIEWS

The effectiveness of institutional research has also been evaluated qualitatively. During the Fall of 1990, College deans, chairs and professors were interviewed to assess the effectiveness of current institutional research efforts (see Appendix B). Eleven interviews were conducted. The consensus was that the College for the most part has engaged in institutional reporting rather than institutional research. The interviews also indicated that new efforts are needed to pose or frame internal research questions, to specify priorities, to collect pertinent data, and to use that evidence to examine the connection between the College's stated mission and goals and the actual outcomes of its programs and courses. There also was a general consensus on the need for a centrally organized thrust for institutional research and a centralized repository for data. A search committee was formed and a Director of Institutional Research hired to establish and run an Office of Institutional Research in 1991. Plans for the recently re-established Office of Institutional Research strongly emphasize its clearinghouse function.

Those interviewed believed that centralized, systematic institutional research would enable the College to evaluate its effectiveness dependably and to make strategic plans for the future. Additionally, respondents reported great need for longitudinal studies that would follow students through their educational careers, examine student preparedness, and study student attrition. The need for continuing basic demographic data and labor market projections was also frequently cited.

Responding to these needs has been a priority of the recently reconfigured Division of Institutional Advancement whose purpose is to facilitate initiatives, promote activities, and establish systems designed to keep the College in a dynamic mode internally and externally. In the Spring of 1990 the Division defined its goals as follows:

* develop and maintain sound enrollment management;
* secure increased public and private funding to support the College's program and research initiatives;
engage in institutional research and formulate strategies designed to increase student enrollment, academic success, and financial viability; and

*enhance the College's image by initiating and promoting activities designed to increase institutional visibility and market the College's agenda.

Within this Division, the Office of Institutional Research is to collect, analyze and report data on College programs and interests and to conduct assessment studies for program development, enrollment management, and policy recommendations. Office goals for the 1991/92 academic year include the development of a Fact Book which will contain basic trend data and longitudinal analysis of characteristics of matriculated students, a Fact Book for the Division of Adult and Continuing Education, and a Fact Book for faculty and administrative staff. The above goals, coupled with the production of an annotated bibliography of available data and research (see Appendix C), exemplify the positive measures being taken to institute a centralized data repository and to improve communication and coordination among areas.

RECOMMENDATIONS:

As mentioned previously, plans for the Office stress its clearinghouse function. The need to maintain consistency among formal reports, in order to ensure that contradictory information is not disseminated, and the need to support efforts of other areas are seen as fundamental.

As a means to facilitate support and foster greater communication and linkages, it is recommended that the Office of Institutional Research conduct faculty and staff workshops focusing on what data is available and how the Office can offer assistance. Voluntary workshops covering topics such as research design, proposal writing, grant evaluation, and assessment of classroom and program outcomes are highly recommended. Moreover, the creation of a college-wide data dictionary which would describe each element in the various data bases throughout the College is also seen as a priority.

The findings of the Spring and Fall 1990 questionnaires identify a need for a wide variety of longitudinal studies as well as assistance with research design and implementation. Faculty have also indicated a desire to have access to specific student information such as entry level math, reading and writing scores, prior attendance records, and, when appropriate, high school information. This type of information would be most useful in preparing for and conducting classes. Given these wide-ranging needs from diverse areas and given that the Office of Institutional Research has been recently reestablished, it is recommended that the College specify clearly how research priorities are to be determined. It may be
1) that the President sets priorities, 2) that the Deans set priorities, 3) that a College-wide research committee or advisory board which aims for a collective effort sets priorities, or 4) that a combination of all or part of the above sets priorities. Regardless of how priorities are set, a general understanding of who is to do the setting and who is to be responding should be clearly developed.

It is also recommended that survey completion be consolidated. Currently, the process of completing the numerous surveys that administrative offices must provide to external agencies is decentralized. There are two major advantages to centralizing survey completion. The first is that computer programs can be written that would greatly reduce the amount of manual effort and time required for these tasks; the second is that this approach would increase accuracy and uniformity of responses.

The need for a number of short- and long-range studies has already been mentioned. Examples of research that will form part of the College's long-range planning include predictive studies which can answer the following questions:

*Why do some students graduate on time, others late, and still others never?

*What student characteristics can be used to predict the probability of success?

*What information in the current computer systems can be used to predict success or failure?

*What additional data are needed that are not currently collected?

Change of major is another useful tool that can provide proxy measures of student outcomes. As a flow model that follows students from the time they apply to the time they graduate or otherwise leave, this tool may be viewed as a simple method to study the motivations behind student attrition.

Bench mark surveys of student satisfaction can also be quite useful in assessing whether or not College-wide or program goals are being achieved. An example of one such endeavor is the collaboration on the design and implementation of a student survey concerning perceptions of pluralism, equity, and diversity on campus done by the Office of Institutional Research and the Student Concerns Subcommittee of the Pluralism Task Force.

In addition, as the College prepares for the conversion to the new academic calendar, there is a need to develop a set of norms for gauging current levels of student satisfaction to compare with results obtained after the conversion. It is recommended that the Office of Institutional Research be thoroughly involved in this process.

An important way to assess program goals is the employer survey covering the preparation of program graduates. In conjunction with the Division of Cooperative Education, the Office of Institutional Research has developed a grant proposal to fund

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assessment of the value of cooperative education to employers and their co-op trained employees. If external funds are not forthcoming, it is recommended that alternate funding should be obtained for this important initiative.

In order to accomplish the above and because institutional research plays an important role in supporting strategic planning, the College is studying the feasibility of converting to an integrated computer information system and is aggressively pursuing funding. Currently, LaGuardia's internal system is comprised of numerous stand-alone subsystems. In that this is far from an ideal situation, integrating systems has been identified as a major priority.

EVALUATION:

As the College looks to the future, the evaluation of the re-established Office of Institutional Research should be seen as crucial. The evaluation has three purposes:
* to collect valid information that reflects how the Office actually operates;
* to create and direct energy (assuming that the data are valid, they may then serve as focal point for action and change in the Office); and
* to build relationships which foster communication and priority setting between the Office and various College constituencies.

Questionnaires will be the primary tool for data collection (see Appendix D, for a sample).
SECTION 25

HIRING PROCEDURES, REAPPOINTMENT, TENURE REVIEW, AND PROMOTIONS

The Office of Labor Relations and Personnel reported that its chief function is to facilitate the hiring and record keeping procedures for the "National College," beginning with the pre-employment and continuing until the employee leaves. The Assistant Director emphasized that the Office serves as a resource for all the divisions of the College, providing a centralized means for disseminating the required paperwork for Personnel records, offering guidance for hiring and promotional procedures, and acting as a resource for questions about benefits and the maintenance of personnel files. Moreover, this centralized system of operation contributes to the successful standardization of hiring and promotional practices in the College. It also ensures that contractual agreements and affirmative action guidelines are met. Deans and Chairpersons confirmed that their divisions and departments follow the contractual affirmative action and bylaw stipulations.

In matters of reappointment, the Office of Labor Relations and Personnel reported that its primary service is to process the paperwork related to reappointment, including yearly evaluations, peer observations, and student evaluations. The process of scheduling and recording evaluations is extremely time-consuming and, in the case of student evaluations, very costly. Unlike other CUNY colleges, LaGuardia has faced annual challenges resulting from its quarterly calendar in which student evaluations, peer evaluations, and reappointments of adjunct faculty are completed each quarter. However, the College's new calendar may lead to a streamlining of the procedure if evaluations can be scheduled twice rather than four times a year.

The Chairpersons reported that many strategies for advertising vacancies are employed. See the chart below.
Hiring Procedures, Reappointment, Tenure Review, and Promotions

Section 25

RECRUITMENT, HIRING, AND REAPPOINTMENT

The Office of Labor Relations and Personnel reported that its chief function is to facilitate the hiring and record keeping procedures for all personnel at the College. In fact, the Director described the process as one which "is an integral part of the College," beginning when the employee is hired and continuing until the employee leaves. The Assistant Director emphasized that the Office serves as a resource for all the divisions of the College, providing a centralized means for disseminating the required paperwork for Personnel records, offering guidance for hiring and promotional procedures, and acting as a resource for questions about benefits and the maintenance of personnel files. Moreover, this centralized system of operation contributes to the successful standardization of hiring and promotional practices in the College. It also ensures that contractual agreements and affirmative action guidelines are met. Deans and Chairpersons confirmed that their divisions and departments follow the contractual affirmative action and bylaw stipulations.

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The Chairpersons reported that many strategies for advertising vacancies are employed. See the chart below:
METHODS OF ADVERTISING VACANCIES IN ADDITION TO COLLEGE GUIDELINES

<table>
<thead>
<tr>
<th>Ethnic</th>
<th>Professional</th>
<th>Personal</th>
<th>Other</th>
<th>Contact</th>
<th>Contacts</th>
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<tbody>
<tr>
<td>Newspapers</td>
<td>Organizations</td>
<td>Contact</td>
<td>Publications</td>
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Adult and Cont. Ed.  
TELc  
CIS  
Soc Sci  
English  
Nat. & Appl. Sciences  
Math  
Acc & Man. Studies  
Office Tech.  
Humanities  
ESL  
Comm. Skills

Results of the College-wide Survey

Faculty and staff were polled on their views about hiring, reappointment, tenure review, and promotion at the College. In all, 250 questionnaires were sent to faculty and staff whose names appeared in the College telephone directory: names were selected randomly. A total of 87 responses were received, representing a 35% return. That so many responses were received may be reflective of a great interest in the topics covered. In fact, between 5% and 10% is generally considered an excellent rate of response for similar anonymous questionnaires. The College employs 220 full-time faculty members, 130 professional and administrative staff, and 400 clerical and support staff workers. A total of 65 responses was received from both Instructional and Non-Instructional faculty, and a total of 22 responses was received from staff.
Findings of the Questionnaire

Hiring:
It is generally believed that efforts are made to follow Affirmative Action guidelines (74%) and that efforts are made to adhere to contractual and bylaw stipulations when hiring (69%). On the other hand, a majority of those responding felt that hiring practices are not standardized throughout the College (51%). Respondents were split about receiving adequate orientation to the College: faculty responded that there was adequate orientation (61%) while staff felt there was not adequate orientation (59%).

Reappointment:
A majority reported the appointment followed contractual and bylaw stipulations (61%) and that procedures for reappointment were standardized throughout the College. However, only 44% reported that procedures for reappointment were fair and accurate. Moreover, 44% reported that supervisors and classroom observers do not receive training to ensure fairness and consistency in evaluations. In particular, instructional faculty reported there were inconsistencies (64%). This finding may indicate that classroom evaluation practices should be re-examined.

Promotion:
Less satisfaction was voiced by faculty and staff in matters of promotion. A total of 64% reported that procedures for promotion were not standardized and that procedures were not fair and accurate (54%). Similarly, only 41% reported that procedures follow contractual and bylaw stipulations. However, a near majority, 49%, reported that committee work was weighed carefully in questions of promotion.

Evaluation:
In questions of tenure review, only instructional faculty were surveyed. A clear majority (71%) agreed that the Tenure Review Committee serves as a fair and impartial body and that the recommendations serve an important purpose (57%). However, faculty felt the SIR (Student Instructional Report) was used primarily for hiring and promotion (61%) and not to the same degree for its intended purpose of development and growth (72%). (See Appendix A, for a sample of the questionnaire.)

PROMOTIONS

Basic Procedures
Candidates for promotion are considered first by their divisional or departmental Personnel and Budget Committee. Successful candidates are then presented by the Chairperson to the Collegewide Personnel and Budget Committee. Candidates for Full Professor present themselves to the Committee. After the Committee
has voted for or against promotion, each successful candidate is ranked according to qualifications and performance by the members of the Committee.

In order to be considered for promotion to Associate professor, a candidate must have completed three years as Assistant Professor. To be considered for Full Professor, a candidate must have completed three years as Associate Professor and be tenured.

Instructional staff members are considered for promotion during the spring term. Promotions take effect the following September 1.

Criteria For Promotion

The first criterion for promotion is satisfactory fulfillment of the minimal requirements for reappointment (see Appendix B, Professional Staff Handbook). Candidates for promotion, however, are expected to meet additional stringent criteria. Generally the candidates must demonstrate a willingness and ability to perform effectively in the higher rank. Candidates for Associate Professor and Professor must also be recognized in their area for their leadership ability and give evidence of sustained and high quality commitment to the College over a period of several years.

A candidate for promotion must present a written record documenting achievement in four main areas: first, excellent performance in his or her primary area; second, continued professional growth and development; *third, superior contributions to the College community; and fourth, demonstrated professional guidance and leadership to new and junior members of a department or division. (A detailed listing of procedures for promotion can be found in the Professional Staff Handbook.)

FACULTY VIEW OF CURRENT PRACTICES

An anonymous sampling of faculty opinion on promotion procedures was done in January, 1991. Twenty-five persons responded and provided a wide range of opinions. Seventy-two percent concluded that the procedures for promotion of faculty are "clear," "understandable," and "fair." However, 28% indicated that they felt there was too much subjectivity in the process, stating for example that "too much power rested in the chairperson," who presents the candidate for promotion to the Collegewide P&B. Eight of the respondents commented that "glitzy" activities are given too much attention. Seventy-six percent complained in some

*See, for example, Appendix C, Listing of Faculty Publications.
fashion about the SIR form, several stating that students often do not understand how to fill out the form properly and that the results are not useful to instructors. Others commented that the SIR forms are not fairly used by the College for teacher evaluation; as one person said, "They are only used as negative evidence when someone is against you." However, it should be noted here that most chairpersons and coordinators who were interviewed spoke very favorably of the SIR. One individual reflected the consensus by stating that it is "a good instrument that works well." Finally, six persons mentioned that the emphasis on committee service may be unfair to people in very large departments where only a small proportion of department members will have the opportunity to serve on collegewide "high profile" committees.

**SUGGESTIONS FOR CHANGE**

In the same survey of faculty opinion, suggestions for improvement in the current system were elicited. A sampling of comments follows: first, make the system more objective"; second, "put more emphasis on teaching excellence"; third, "initiate some method of quality control for statements on annual evaluation forms to ensure that claims made are actually true"; fourth, "revise the SIR form, making it more comprehensible to students and meaningful to faculty." One person said, "If certain questions are targeted by management for special weight when a candidate is up for tenure or promotion, then students and faculty should be made aware of it."

**AFFIRMATIVE ACTION**

Every effort is made to diversify faculty and staff to reflect a real balance with respect to ethnicity and gender. Affirmative Action guidelines are adhered to by all departments. Several collegewide committees work directly with the Office of the President to assist in these efforts. The Affirmative Action and Sexual Harassment Committees and the "504" Task Force on Disability Related Issues are among several. It is recommended that the College provide each department with its annual profile for review and analysis. (For further information, see Section 23, Task Forces and Committees.)

**FACULTY ORIENTATION**

An extensive program is offered for new faculty and staff during Opening Sessions in the Fall quarter. The College's Professional Development Committee has a subcommittee which conducts an orientation for new faculty and staff during their first year at the College. Subsequently, a workshop on a timely topic is presented during each of the Fall, Winter, and Spring quarters. Currently, the Professional Development Committee is engaged in discussion regarding the format to be employed in the future by the New Faculty and Staff Orientation Committee.

Most departments conduct a formal orientation for new full-time faculty, and some hold orientations for part-time faculty.
Department chairpeople as well as area coordinators also provide supervision and orientation for new faculty. Many departments have new faculty handbooks, and most pair new faculty with senior faculty mentors or "buddies." One department has a special committee responsible for orientation of new faculty.

TENURE REVIEW

The Tenure Review Committee is a body appointed by the president to provide an assessment of the candidates for tenure or a certificate of continuing employment independent of that provided by the mandated departmental P&B process. The Committee is composed of tenured and CCE'd faculty who are not chairs or administrators and who represent all of the departments in the College that have people in faculty ranks. The Committee reports directly to the President, and the deliberations of the committee are not shared with persons outside of its membership.

The Committee provides another source of information to the President, but it is purely advisory. Its report does not become a matter of record and as such is not subject to rebuttal. However, the benefits of the tenure review process lie in its broad-based assessment of the candidates and the opportunity for information and counsel from persons other than those on the P&B committees.

In 1989, at the time of the arrival of the new president, the question of whether the Tenure Review Committee should continue was raised. According to the President, his experience of the tenure review process, together with comments from chairpersons, led him to decide to continue the work of the Tenure Review Committee. At a forum sponsored by the Faculty Council, faculty also expressed the desire to have the committee continue its work. A major reason was that it provided a broader spectrum of input in the evaluation of tenure candidates.

PEER EVALUATION OF COLLEGE PERSONNEL

Peer evaluations in all departments, divisions, and programs are conducted in accordance with College policies. There is no Collegewide policy currently for training supervisors and classroom observers, although newly-elected Chairpersons receive an orientation concerning objective leadership, guidance of faculty, and writing of evaluations. Departments rely on the educational training and experience of supervisors and observers. Most new faculty receive informal training through discussions with mentors, Chairpersons, and other senior faculty. In addition, the English Department provides training for their first year, full-time faculty through Department forums. The faculty are then prepared to do observations in their second year. New supervisors/observers in the Division of Co-operative Education are oriented by the Dean and/or Associate Dean on matters such as the evaluation process and the forms to be used. The Chief Librarian also conducts a similar orientation program in addition to familiarizing personnel with the major objectives and goals for the Library. Most departments use
senior or higher ranking faculty to perform peer observations. Departments also use various procedures to ensure fairness and consistency. The Humanities Department uses area coordinators in a variety of disciplines on a rotating basis, while the observations of the Office Technology Department are performed by departmental P&B Committee members. In the Division of Adult and Continuing Education, most observations are done by program administrators. The Division has a standard observation form available for use in all programs, but many programs develop their own. (See the Professional Staff Handbook for Sample Evaluation Forms.)

STUDENT EVALUATION OF TEACHING FACULTY

Student evaluation of teaching faculty at this College is conducted through the use of a Student Instructional Report (SIR) prepared by the Educational Testing Service of Princeton. Use of this instrument was approved by Collegewide Personnel and Budget Committee in the Spring quarter of 1981. In addition to the standardized portion of the SIR, students have additional opportunity for expression by means of optional Supplementary Questions and the use of a Comment Sheet which is distributed to each student with the preprinted forms.

Policy determining which faculty are evaluated is standardized, clear, and generally considered by faculty to be equitable. The SIR policy statement is readily available through the Labor Relations & Personnel Department, and a copy is published in the Professional Staff Handbook which is distributed to each member of the faculty.

The administration of the SIR form to students is conducted by College Laboratory Technicians in each academic area. In the Mathematics Department, the Social Sciences Department, and Human Services area where there are no College Laboratory Technicians, the SIR is administered by the Office of Labor Relations and Personnel. Uniformity of administration is achieved through the use of a detailed Administrator's Instruction Sheet and a script which is read to all students completing the forms.

While it is noted that the process is time-consuming and costly, great care is taken to ensure the integrity and confidentiality of the data collected both in terms of the administration of the instrument and in the handling of the completed forms.

Copies of the processed results of the evaluations are distributed to the teaching faculty evaluated, to the Personnel Department for inclusion in the faculty's Personnel & Budget file, and to the Department Chairperson.

Approximately 60% of the faculty interviewed indicated that the SIR is a valued tool for self-evaluation, particularly when students elect to use the optional Comments Sheet to elaborate on their evaluation. Other faculty (approximately 40% of those interviewed) have expressed dissatisfaction with the form. Concern has been expressed regarding the form's inability to meet the needs
of faculty, particularly when used in connection with experimental courses or where participation in evaluation is no longer mandated but is solely for the purpose of self-evaluation. There is no consensus on the questions of monitoring for effectiveness or on the actual effectiveness of the form. However, as a means to address these concerns, the College periodically undertakes a reappraisal of the evaluation process. At present, the College is undergoing a review of the SIR form by a committee comprised of elected Chairpersons.

In addition to the use of the SIR form for self-evaluation, Chairpersons and Departmental Personnel & Budget committees report that the SIR results are an aid in identifying faculty needing guidance as well as a tool in the process and deliberations connected with reappointment and promotion.

One aspect of the use of the SIR results for which opposition was almost unanimous was a secondary process called SIR Mean Ranking which was established by the Collegewide Personnel & Budget Committee in 1984. This procedure ranks teaching faculty within a department based on an average of the responses to Items 3, 5, 12, 36, and 39 of the SIR. Ranking order is made available to the Dean of Academic Affairs and to the Department Chairperson. Individual teaching faculty are not advised of their position in the ranking.

**SIR Evaluation Procedures**

SIR evaluations are conducted for all teaching faculty in every course they teach during the first two years at the College. Thereafter, SIR evaluations are conducted in 50% of the classes they teach in each academic year until tenure or a certificate of continuous employment is granted. However, full-time teaching faculty on overload do not have to be evaluated in overload sections.

Tenured and certificate faculty, except for full professors, are evaluated once each academic year. Full professors are evaluated only at the request of the Chairperson or Professor. Faculty members, in consultation with the Chairperson, may select the classes to be evaluated.

After nine quarters of SIR evaluations, adjunct teaching faculty are evaluated once each academic year. Additionally, evaluations may be requested by the Chairperson or adjunct faculty member.

**COMMITTEE SERVICE**

Collegewide and departmental committees are integral to the functioning of the College and its departments. In some departments, service on departmental committees is weighted more heavily than that for collegewide committees when consideration for promotion is being made because it is closer at hand and directly affects the day-to-day activities in the Department. In other departments, participation in collegewide and departmental committees is viewed equally for promotion.
There are several methods utilized to decide committee membership. For some committees, those interested may declare their candidacy in writing, and the membership is decided on by departmental elections. In other cases, appointments are made by the Departmental Chairperson, based on the faculty member's interest and ability to serve or on the faculty member's seniority. In still other cases, a faculty member may volunteer his or her services.
SECTION 26
EQUIPMENT, MAINTENANCE, PARKING, SECURITY, FACILITIES, SPACE, AND BUDGET

The areas listed above relating to faculty and staff as well as students are covered in Section 15
SECTION 27
CUNY

COLLEGE INTERACTION WITH CUNY CENTRAL ADMINISTRATION

5. Academic Matters

LaGuardia interacts in diverse ways with the CUNY central administration, as noted by the Dean for Academic Affairs. In consultation with the Vice Chancellor for Academic Affairs, the Dean reviews a number of academic problems including curricular matters and articulation between senior colleges and community colleges. All the College's work for Academic Affairs is responsible for all new programs and all curriculum changes, overseesgrant funding for summer programs and international exchange programs, and facilitates testing for basic skills and placement of new students. In addition, the Office publishes and disseminates materials for CUNY campuses, sponsors conferences, and serves as a link to the State Education Department.

The interviews was particularly concerned about the problem of articulation between community colleges and senior colleges. He stressed that the transfer of CUNY community college graduates to CUNY senior colleges must become a more efficient process as well as a reasonable option.

6. Budgets

A major way in which LaGuardia and the CUNY central administration interact is through the process by which state and city tax levy funds are allocated and distributed. Like all CUNY community colleges, LaGuardia receives its "share" of these funds according to the University's Budget Model. This process among the CUNY central administration and the LaGuardia administration is based on a projected student enrollment level for the academic year. After that level is determined, the University Budget Model is the mathematical tool used to provide an equitable means of distributing money to LaGuardia as well as all of the other CUNY community colleges. The negotiation process does provide an opportunity to propose a funding allocation if there are cogent reasons for doing so.

One criticism of the Budget Model funding mechanism is that it perpetuates historical inequities (with older colleges with faculty in higher ranks receiving more). Those interviewed noted that LaGuardia has argued for a reformulation of the budget model based on a university-wide average salary rather than a college-wide average salary. Such a model would continue to be FTE-driven but would also be based on the number of positions an institution has, thus LaGuardia would be eligible for more funding.

In a number of ways the University has been responsive to budgeting problems. First, CUNY Colleges have been encouraged to apply for, and have received, additional incentives. For example,
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CUNY has provided additional allocations when there have been tuition over-collections. Secondly, the University has encouraged units to replace vacancies at a CUNY-wide average salary, so the community colleges are being brought closer to equity in funding.

All CUNY Deans of Administration meet with the University Deputy Chancellor and the Vice Chancellor for Budget in an Administrative Council approximately once a month. These meetings represent opportunities to exchange views, provide information, and influence the negotiating process for general budgets. LaGuardia interviewees view the Administrative Council as an accommodating and helpful group. In general, however, difficult issues specifically related to the situations of individual colleges are not discussed in this large forum.

c. Grants

There is no pre-award relationship between the CUNY central administration and the LaGuardia Grants Development Office. That is, the CUNY central administration does not provide assistance in identifying specific sources of funding. However, after LaGuardia receives an award, the Grants Development Office acts as LaGuardia's liaison to the Research Foundation of the City University of New York, a not-for-profit corporation chartered by the Board of Regents of CUNY to serve as the fiscal agent for all City University contracts and grants. The Research Foundation issues guidelines and policies that the Grants Development Office uses to verify and monitor all aspects of the College's public and some of its private grants, including budgeting, spending, purchasing, personnel and payroll procedures. The Research Foundation has a major impact on the colleges because it develops the operational procedures and also because it receives a major percentage of the grant monies allocated for released time, indirect costs, and fringe benefits. (See also Section 29 for further information.)

The Director of Grants Development reported that a CUNY Council of Grants Officers meets monthly to share information and discuss new policies. The interviewee suggested that a Research Foundation publication alerting CUNY administrators and grants officers to upcoming new policies and changes would enhance the relationship between the Research Foundation and the colleges by enabling them to voice their beliefs and concerns, if any, at the inception stage. She also suggested that the Council of Grants Officers should be more involved with policy issues relating to the Research Foundation.

d. Personnel Office

The Director of Personnel is a member of the CUNY Council of Personnel Officers who meet monthly with the University Director of Personnel. They discuss University personnel policy and the procedures to follow for the implementation of the various collective bargaining agreements. The council has committees which look at
specific personnel matters. LaGuardia’s Director of Personnel is also the College’s Labor Designee. Therefore, she also must consult with the Vice Chancellor for Faculty and Staff Relations, the Office of Academic Affairs, and the University Dean of Contract Compliance.

e. Facilities Acquisition and Renovation

When the College seeks to add facilities of a permanent nature or make changes in buildings owned by the College, it makes application to the CUNY Central Office. (See Section 15 for additional information.)

f. Student Services

The following areas within the Division of Student Services meet with councils at the Central Office of the City University of New York:

- Dean of Student Services
- Financial Aid Office
- College Discovery Program
- Early Childhood Learning Center
- Student Activities Office
The Office of Community Relations is charged with developing legislative and public support for the College and its programs. To this end, specific activities are planned and information circulated to establish and strengthen the College's identity as an effective educational institution. Whether lobbying at City Hall, Albany, or Washington, hosting conferences for city agencies and local business groups, promoting the College during V.I.P.'s visits, attending exhibits at the sites of public hearings, issuing information at crucial times in the legislative funding cycle, or collaborating with College faculty in new projects, the work and efforts of the office are cumulative, and constitute a firm basis for College lobbying efforts.

The Office of Community Relations works with local politicians to identify and mobilize support for pending issues related to higher education. It also provides information about College programs and faculty projects, and as a result the College achieves visibility, recognition, and financial support. The Office has helped communities to strengthen the marketing of our senior citizen programs, legislative and business functions which support the President's commitment to economic development, and participated in public hearings on behalf of the local community at the subcommittee level of local and state government. These events highlight our programs to a broad-based community, business and educational constituency, including key City, State and Federal legislators. The College, as a forum and resource for the discussion of important community concerns, has been instrumental in lobbying efforts on budgetary and other issues. For these reasons, politicians as well as the public are friends of the College, understand its programs and mission, and, as a result, are generally amenable to requests for support.

A strong advocacy program which monitors the effect legislative, educational, budget, and programs is crucial to the realization of College goals, especially as the sources of funding diminish and are re-aligned among competing social priorities. It is the mission of this Office to sustain and increase our bases of political and public support and promote awareness of College programs.
The Office of College and Community Relations

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The Office of Community Relations works with local politicians to identify and mobilize support for (or opposition to) pending issues related to higher education. It also provides information about College programs and faculty projects, and as a result the College achieves visibility, recognition, or financial support. The Office has hosted ceremonies to strengthen the marketing of our senior citizen programs, legislative and business functions which support the President's commitment to economic development, and participated in public hearings on behalf of the local community at the subcommittee level of local and state government. These events highlight our programs to a broad-based community, business and educational constituency, including key City, State and Federal legislators. The College, as a venue and resource for the discussion of important community concerns, has been instrumental in lobbying efforts on budgetary and other issues. For these reasons, politicians as well as the public are friends of the College, understand its programs and mission, and, as a result, are generally amenable to requests for support.

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Section 29
Public and Private Funding Agencies

As a public community college, LaGuardia is primarily dependent on public funds provided by the State, City, and, to a much lesser extent, the Borough of Queens. In addition, grants, whether they be public or private in origin, are playing an increasingly important role in providing and promoting programs and services for the College. (For a complete listing of public and private funding agencies, see Appendix A.)

Public Funding
1. Operations Budget

   In terms of public funding for operational expenses, the State budget, the City budget, and tuition collections are the three primary sources of revenue. This category of funding is described as "tax levy." Appendix B, Table 1, outlines the allocations from each of these sources for the period 1984/85 through 1990/91. The overall allocation of these funds is primarily based on a formula that takes into account full-time equivalent students (FTE's).

   Because of the economic woes of the State and City, LaGuardia has not received what might normally be allocated based on the above mentioned model. From '84/'85 to '90/'91 this tax levy funding increased at almost 6% annually (see Appendix B, Table 2). However, since 1988, PEG (Program to Eliminate the Gap) reductions have had a considerable effect on the College's ability to deliver services in keeping with its mission.

   LaGuardia receives "special" New York State Legislative Funding for Programs for the Deaf, the LaGuardia and Wagner Archives, International High School, Middle College, and the Day Care program (see Appendix B, Table 2). The Division of Adult and Continuing Education also receives special legislative funding to support the Youth Internship Program (Jobward Bound). This type of funding, for the past three years, has remained constant. LaGuardia's College Discovery funding has fared somewhat better with a 50% increase allocated from the City since 1985.

2. Capital Budget

   The Capital Budget for the College comes from several sources. Each year the State and the City provide resources for capital improvements and large equipment purchases through the same process they use for the Operating Budget. In addition, major projects such as building acquisitions and renovations are funded through bond issues by the Dormitory Authority of the State of New York (DASNY). Included in the funding for these major projects is a component to support the acquisition of furniture and equipment associated with occupancy of new facilities. Special allocations may also come to the College from the Queens Borough President's Office.
In 1984/85, an $850,000 allocation was received to fund equipment for the Academic Division and some rehabilitation and improvements to the College's main building. In 1990/91 that figure has dwindled to approximately $100,000 as a result of the down turn in the local economy.

Appendix B, Table 3, lays out the Capital Budget from 1979/1982 through 1990/1991. As shown, since 1984/1985 LaGuardia has embarked on a major capital improvements program.

Public Grant Funding

The College receives support from a wide variety of tax-supported agencies, and it is particularly successful with the U.S. Department of Education (USDOE), the USDOE's Fund for the Improvement of Post-Secondary Education, and the New York State Department of Education. According to the Office of Grants Development, the College is doing relatively well with public sector grants but is not likely to make big strides in the immediate future because of the current recession.

Private Grant Funding

Until the late 1980's, CUNY colleges put relatively little effort into attracting private funds. According to the College's Office of Grants Development, no CUNY campus received substantial (fifty percent of total) monies from the private sector; and private foundations and corporations were generally not interested in supporting public education.

This began to change towards the latter part of the 1980's when education for minorities became an increasingly important and popular issue. Thus, despite the recession, this is an appropriate time to reach out to private funders. There are fashions in grants; education is popular now. According to special reports like Workforce 2000, corporations and foundations are particularly interested in LaGuardia's student population of women, minorities, and immigrants. They see such students as a potential workforce and as one of the solutions to the problem of a depleted workforce. Accordingly, they are especially receptive to special projects focused on literacy, job skills, leadership, child abuse, and technology in the workplace.

Since one of the most effective ways of increasing funding from corporations and foundations is to gain access to this sector of philanthropy, the College is now in the process of establishing an Advisory Council to the President, consisting of corporation presidents, educators, and other top-level people. Their role will be to provide the personal contacts needed to develop a broad base of private sector support and increase the amount of grant funding for the College's programs.

The College will try to supplement the funds already available, not make a shift from public to private sources. Monies received will go to the same kinds of programs the College already has.
The College evaluates the success of its fund-raising in several ways. The most significant is a longitudinal comparison of this year to past years; the basic question is, are we getting more money than before? The total value of grants received has increased every year from 1985/1986 to 1989/1990; the total amount of grants more than doubled from $2,470,172 to $5,060,208 (see Appendix B, Table 4, on Grant Funding). In addition, the College also compares itself to other community colleges in CUNY. Currently, the College is second behind Bronx Community College, which obtains money more readily from poverty programs due to the fact that the large majority of its students reside in the South Bronx, which is designated as a depressed area.

The College does not attempt comparisons to the senior CUNY colleges because the major part of their funding is for research - an area in which grant funding is larger and more available; LaGuardia's, by contrast, is for program services. Similarly, the College does not make comparisons to colleges outside of the state since it receives so much of its present funding from the State Education Department through VATEA that there is a different funding environment, and comparisons would not be instructive. Nor are most comparisons made with private colleges; unlike LaGuardia, they receive the most (at least fifty percent) of their funding from private sources like foundations, alumni, and corporations.

While LaGuardia has been successful in receiving some impressive grants from the private sector, it has always been a small proportion of its grant funding. For example, in 1990, grants from corporations and foundations constituted less than five percent ($264,708) of LaGuardia's total grants. In 1989, the College, however, received the first grant ever targeted at a community college from the Pew Foundation in the amount of $200,000. The College has also received support from such sources as the Diamond Foundation ($45,000 for minority teacher training in 1989), the Ford Foundation ($100,000 for transfer opportunities in 1988/89 and $154,000 for replication of Middle College), and the Edna McConnell Clark Charitable Trust ($166,400 for Project Enable, 1988/1990).

Effects of the Current Budget Crisis on Grants

Although the Development Office was brought under the aegis of the Grants Development Office during the past year and a half, there was no increase in personnel. Thus, the Grants Development Office's workload has increased with less personnel support available to meet the demands.

Further, both in the public and private sectors, the level of funding for a variety of programs has been decreasing. The College's own fiscal constraints also make it difficult to seek matching grants in that College funds may not be available for such a match. Seed
money for smaller projects, e.g., incentive grants previously offered by the College, can no longer be supported. Finally, grants often require additional outlays that are not covered by grant funds and would have to be supported by tax levy monies. In such instances, a decision must be made as to whether such a grant should be pursued, despite the potential benefits of the program.

Recommendations
A number of recommendations result from these findings:

1) An effort should be made to seek funding for greater reading, writing, and mathematics skill development before students begin their first quarter, e.g., Pre-freshman Summer Program and College Now. (Since basic skills classroom sizes are smaller, they require more resources than college level courses.)

2) To obtain private support, the College must adopt a different approach than the one taken with public sources. Unlike government agencies, corporations and private foundations do not need to answer inquiries or even read proposals thoroughly. Compared to grants submitted to public agencies, proposals aimed at private sources are usually less detailed and voluminous and have to be better written and "slicker." There is, in short, a different culture.

3) Efforts to establish a high-level Advisory Council to the President should be continued. When such a Council is in place, the College should utilize it as a resource for obtaining higher levels of grant funding from the private sector.

4) Grant writing should be promoted by creating a "culture of reward" for those securing grants, a) where possible, providing released time, b) increasing the offerings of workshops on grants to interested parties, and c) continuing to alert specific individuals and groups about potential grant opportunities.

5) A special effort should be made to pursue alumni contributions more vigorously and effectively.

6) The College should also explore the possibilities of endowments.

7) In order to obtain and maintain increased revenue from both private and public sources, the Grants Development Office must be staffed adequately. This office provides information on funding opportunities, technical assistance in grant writing, the actual writing of some proposals, and fiscal management of successful grants, and acts as liaison to funders.
As a public community college, LaGuardia is dependent on public funds provided by the State, City, and, to a lesser extent, the Borough. In addition, grants, whether they be public or private in origin, are playing an increasingly important role in providing and promoting programs and services for the College. (For a complete listing of public and private funding agencies.

PUBLIC AND PRIVATE FUNDING AGENCIES

Public Funding

1. Operating Budget

In terms of public funding for operational expenses, the State budget, the City budget, and tuition collections are the three primary sources of revenue. This category of funding is described as "tax levy." Appendix B, Table 1, outlines the allocations from each of these sources for the period 1984/85 through 1990/91. The overall allocation of these funds is primarily based on a formula that takes into account full-time equivalent students (FTE's).

Because of the economic woes of the State and City, LaGuardia has not received what might normally be allocated based on the above mentioned model. From 84/85 to 90/91 this tax levy funding increased at almost 0% annually (see Appendix B, Table 1). However, since 86/87, PEG (Program to Eliminate the Gap) reductions have had a considerable effect on the College's ability to deliver services in keeping with its mission.

LaGuardia receives "special" New York State Legislative Funding for Programs for the Blind, the LaGuardia and Wagner Archives, International High School, Middle College, and the Day Care program (see Appendix B, Table 2). The Division of Adult and Continuing Education also receives special legislative funding to support the Youth Internship Program (Edward Board). This type of funding, for the past three years, has remained constant. LaGuardia's College Discovery funding has fared somewhat better with a 57% increase allocated from the City since 1985.

2. Capital Budget

The Capital Budget for the College comes from several sources. Each year the State and the City provide resources for capital improvements and large equipment purchases through the same process they use for the Operating Budget. In addition, major projects such as building acquisitions and renovations are funded through bond issues by the Board of Directors of the State of New York (DASNY). Included in the funding for these major projects is a component to support the acquisition of furniture and equipment associated with occupancy of new facilities. Special allocations may also come to the College from the Queens Borough President's Office.
SECTION 30
ECONOMIC DEVELOPMENT INITIATIVES

Economic Development
Since its inception, LaGuardia has had the foresight to respond to and meet the needs of a changing American economy and society. In January, 1966, LaGuardia's President, Dr. Raymond C. Brown, established a college-wide committee on economic development. A policy statement was drafted on March 1, 1969, which stated:

As a comprehensive, urban community college, LaGuardia's mission encompasses:

- Full participation of educational excellence and its liberal arts/technical and career programs;
- Open access to a range of educational opportunities to all members of the community; and
- A commitment to support lifelong learning, professional and personal mobility, economic development, and cultural plurality.

In this specific arena of economic development, the College intends to develop, support, and promote:

- Entrepreneurship opportunities in a variety of industries in New York;
- Skill enhancement of students in their roles as current and prospective employees;
- Career and upward mobility of minorities, women, and immigrants in public and private sector work environments; and
- Collaborative relationships with business and labor, legal development, and community agencies and governmental entities.

Call for Inventory of Economic Development

One of the early tasks of the Economic Development Committee was the creation of an inventory of LaGuardia programs directly linked to economic development. At LaGuardia, economic development activity encompasses education, training, technical assistance, and the use of various educational services and resources. The focus is on education as an economic activity.
Introduction
The United States is in the midst of a national debate over the future of its economic role in the world and the ways America's education system should respond. Fundamental changes are taking place in the nature of work and the workplace. New and different skills are emerging and gaining critical importance for people who are entering the workforce. Furthermore, demographic trends and societal changes are transforming workforce America and presenting new issues about the workforce of tomorrow.

Economic Development
Since its inception, LaGuardia has had the foresight to respond to and meet the needs of a changing American economy and society. In January, 1990 LaGuardia's President, Dr. Raymond C. Bowen, established a college-wide committee on economic development. A policy statement was drafted on March 1, 1990 which says:

As a comprehensive, urban community college, LaGuardia's mission encompasses:

- a commitment to educational excellence exhibited in its liberal arts/transfer and career programs;
- open access to a range of educational opportunities for all members of the community; and
- a commitment to support lifelong learning, professional and personal mobility, economic development and cultural pluralism.

In the specific arena of economic development, the College undertakes to develop, support, and promote:

- entrepreneurship opportunities in a variety of industries in New York;
- skills enhancement of students in their roles as current and prospective employees;
- entrance and upward mobility of minorities, women and immigrants in public and private sector work environments; and
- collaborative relationships with business and labor, local development and community agencies, and governmental entities.

College Inventory of Economic Development
One of the early tasks of the Economic Development Committee was the creation of an inventory of LaGuardia programs directly linked to economic development. At LaGuardia, economic development activity encompasses education, training, technical assistance, and the use of various educational services and resources. The focus is on education as an economic activity
dedicated to fully integrating our students (human resources) into the economic mainstream of American life.

**Economic Development: A General Working Definition**

Though there are many definitions of and varying perspectives on economic development, the Committee chose to define economic development broadly. The general working definition became "the introduction and/or expansion of economic activity in a particular place or with a particular population in areas of natural resources, capital resources, and human resources."

**Cooperative Education: A Major Economic Development Thrust**

As a comprehensive community college, LaGuardia has an ongoing commitment to prepare its students for successful careers upon completion of the Associate Degree and for transfer to four-year colleges for further education. Integral to LaGuardia's philosophy has been the linkage of career preparation to a student's curricular choice at the College. This goal is realized through LaGuardia's Cooperative Education program. Through Cooperative Education, all full-time day students complete three, three month, full-time work internships as a part of their Associate Degree program. In this way Cooperative Education at LaGuardia provides a major economic development thrust.

The information below highlights Cooperative Education's effect on our students' lives:

1. Number of students placed in internships - summer 1989 - spring 1990: 2,137
3. From 1980-88 slightly more than half of LaGuardia's graduates went directly to work (or continued working), while 48% on average went on to higher education. Data indicate that at least half of those transferring are also working.
4. 75% of the employed graduates of the class of 1988 indicate that they are in new jobs obtained prior to or just after graduation. (Data based on 34% graduate response rate to 1989 LaGuardia survey.)

Note: Additional data is provided in the 1989 survey. (See Appendix.)

**Adult & Continuing Education: Programs Responsive to Adults' Training/Employment Needs**

Of the Division's fourteen major program units, five have specific responsibility for developing programs which are responsive to the training/employment needs of adults.

1. Center for Business Training
2. Family Institute for Education, Training & Employment
3. Career and Professional Programs
4. New York City Taxi Institute
5. Health Services

The following are selected samples of recent training initiatives (1987-1990) provided to particular employers by the Division.

<table>
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<tr>
<th>Training Project</th>
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<tr>
<td>1. Spanish for Supervisors</td>
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<td>2. Supervisory Skills</td>
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<td>3. ESL/ESP (English for work related purposes)</td>
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<td>4. Computer Applications</td>
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<td>5. Retail Training</td>
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<td>6. Computer Applications</td>
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<td>7. Cross-Cultural Communications</td>
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<td>8. Management/Business Skills Development</td>
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<td>9. School Food Services</td>
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<td>10. ESL</td>
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<tr>
<td>11. Supervisory Skills</td>
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<tr>
<td>12. Computers/Word Processing</td>
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CURRENT COLLABORATIVE/COMMUNICATION RELATIONSHIPS

Degree Granting Programs

The Academic Division at LaGuardia offers an array of programs of study. With respect to economic development, several LaGuardia departments offer career programs which prepare students for immediate employment upon graduation. The Cooperative Education experiences enhance both the basic employability and upward mobility of students. Career programs also offer significant opportunities for career change and upward mobility for students currently working and going to school.

Two career programs, Office Technology and Travel and Tourism, have forged links with the business community since the last self-study report.

A. Office Technology

Faculty members in Office Technology were in touch with Cooperative Education employers and periodically conduct on-site visits to companies that employ LaGuardia interns. When faculty visit these companies, information is exchanged as to course offerings and programs and recommendations. Company representatives visit LaGuardia as well. For example, in February 1991, representatives from the National Westminster Bank visited the Office Technology Department to discuss developing internships and had an opportunity to meet with some of the faculty and staff and to tour facilities.

During the Summer and Fall Quarters of 1986, the Office Technology/Coop Faculty Task Force conducted a survey to determine the status of equipment and work assignments on
secretarial/office technology internships. There was a 47% response rate from students. The results are as follows:

1. Sixty-four percent reported using their typewriting skills at their internship work site.
2. Stenography skills were not used to the extent they were used ten years ago.
3. Sixty-seven percent reported the use of word processing or personal computers on their internship experience.
4. Forty-six percent reported using an IBM PC on their internship experience.
5. Eighty-nine percent reported that they used word processing applications on their internship experience.

It is apparent from this survey and other sources that knowledge of word processing software and microcomputer keyboarding skills are now essential for entry level positions.

In addition to visiting internship companies, Office Technology faculty have worked with two advisory board committees which meet annually to discuss programs and course offerings. The meetings have provided information and ideas and immediate feedback to departmental faculty on ways to meet the needs of the business community.

The Office Technology Department also conducted a longitudinal study of graduates to determine the type of positions they currently hold, the skills that are needed, and the equipment they used. (See A. Harrigan study, 1989, Appendix.)

Some of the changes that have already occurred in the Department as a result of research are as follows:

1. name change from the Secretarial Science Department to the Office Technology Department;
2. name change of courses from Office Techniques and Trends I and II to Electronic Office Procedures and requisite changes in the curriculum;
3. greater use of microcomputer and word processing software;
4. use of the microcomputer lab in teaching Keyboarding I and II;
5. development and implementation of new courses addressing the needs of industry:
   a. Introduction to Office Information Systems
   b. Integrated Software Systems
   c. Decision Support Systems (the capstone course for the Microcomputer Systems and Applications curriculum)
   d. Desktop Publishing
   e. Microcomputer Applications-Lotus 1-2-3
   f. Microcomputer Applications-dBASE III Plus.
Office Technology Advisory Board

The Office Technology Advisory Board consists of individuals from major corporations, high schools, senior colleges, and graduates. The Board plays a major role in helping the Department make major decisions regarding curriculum changes and new course and program offerings. For example, the new curriculum option, Microcomputer Systems and Applications, was developed as a direct result of Board discussions.

Initiatives Recommended

LaGuardia's Office Technology Department will continue to maintain and develop the ties it has established with members of the business community because such linkage is extremely valuable for planning purposes. Recommendations for the future are as follows:

1. provide continuing opportunities for cooperating employers to visit LaGuardia classrooms and laboratories;
2. do periodic studies of student reactions to internship experiences;
3. do a longitudinal study of LaGuardia graduates to determine the extent to which the knowledge they have gained and skills they have attained at LaGuardia have contributed to career mobility.

B. Travel and Tourism

College as a Resource

The development of the Travel and Tourism Program came as a response to the industry's need for particular skills and knowledge on the part of those in its career-entry positions. In 1987, the College began a program whose graduates now have access to one of the five largest industries in New York City (according to the New York Times).

The program provides the business community with entry-level personnel as interns or as graduates. There are more requests for personnel from employers of interns and graduates than can currently be accommodated.

The industry has provided internship opportunities for the students. In fact, the number of internships has generally kept pace with the number of students so that there are now approximately forty internships per quarter in this field. Internship employers and advisory board members also help to keep the Program current in terms of course content and industry needs.

Business as a Resource - Adjunct Faculty

The Travel and Tourism industry also serves as a source for adjunct instructors. As practitioners, adjuncts provide immediate and ongoing feedback to and assessment of students, reflecting current industry conditions, standards, and requirements. By limiting adjunct hiring to practicing professionals with appropriate
experience and/or educational credentials, the program maintains the accuracy of the College catalog's statement that "The travel courses in the program are taught by experienced professionals."

**Business Response to College's Efforts**

The local Travel and Tourism industry has responded positively to the College's efforts. A number of organizations repeatedly take interns or call the College first for their career-entry needs. In addition, LaGuardia graduates are now entering supervisory or management positions less than two years after graduation and are themselves seeking to hire additional interns.

**Initiatives Being Formulated for the Future**

As more graduates of the program enter the workplace each quarter, the number of internship and graduate employers continues to increase. Thus the number of industry contacts continues to grow, providing data sources for analysis and assessment of the program. The program plans to develop assessment tools to more accurately document the reaction of the travel and tourism industry community to the quality of our graduates and to follow graduates longitudinally as they progress in their careers. This kind of assessment will be important in the further development of curricular materials and strengthening of performance standards.

**DIVISION OF COOPERATIVE EDUCATION INITIATIVES**

**P.I.C.E. (Partners in Cooperative Education) Advisory Group**

The P.I.C.E. Advisory Group was formed with three objectives. A recap of the objectives/results and initiatives recommended follows.

**Objective #1: Development of Incentive Award Program**

**Results:**

- a. The 21-member advisory group established a Co-op Education Scholarship Fund for graduating students who demonstrated a need for financial support to continue their education at a four-year institution.
- b. Approximately 40% of the membership contributes annually to the fund.
- c. The Cooperative Education Division established scholarship selection criteria and implementation strategies.
- d. Since the inception of the fund in 1988, nine graduates (three each year) have each received a $500 scholarship award at the College's Honors Night ceremony.
- e. Two P.I.C.E. members and one Cooperative Education faculty member have presented the scholarship awards over the three-year period.

**Initiatives Recommended**

- a. The Division of Cooperative Education will develop a series of strategies designed to increase the number of P.I.C.E. contributors from approximately 40% to 75%.
The amount of the scholarship award is to be increased from the current $500 to $600.

Objective #II: Development of a Speakers’ Bureau

Results:
Over the past three years, several of the P.I.C.E. members have been invited to share their expertise, knowledge and skills with the Division of Cooperative Education in a variety of settings:

- Accepting invitations to talk with students in Co-op Prep and Internship Seminar classroom sessions;
- Participating as panelists in several Co-op Education-sponsored professional workshops, panel discussions, and staff professional development activities;
- Hosting foreign visitors interested in learning about the benefits of Cooperative Education from an employer’s perspective.

Initiatives Recommended

- To continue to solicit the interest and participation of the P.I.C.E. Advisory Group in all aspects of our Cooperative Education Program.
- To explore ways in which the group can contribute to the larger college-wide community.

Objective #III: Development of Marketing Resource/Direction Support Activities

Results
The group is still in the discussion stage and needs to shape its role.

Initiatives Recommended

As the Division of Cooperative Education moves toward developing a strategy for internship development, expansion, and retention, it will solicit the expertise, skill, and support of the P.I.C.E. membership in this effort.

ACCESS TO CAREERS THROUGH TECHNOLOGY (ACTT)

Objective #I: Development of a Resource Information Center

Results
The Center, which is located in the Division of Cooperative Education, has been established under the direction of the project leader. A part-time employee has been hired to start gathering appropriate resource and research materials, perform clerical duties, help in the design of marketing materials, and attend ACTT meetings.

Initiatives Recommended

Development of strategic plans designed to help the project stay on target.
Objective #11: Development of a Collaborative Research and Training Center

Results
This objective represents Phase II of the project. At this point, no activity has commenced.

Initiatives Recommended
The planned starting date was late Spring 1991, but no action was taken due to budgetary constraints.

IBM FACULTY LOAN/EXCHANGE PROGRAM

Objective #1: Participation in IBM's Existing Employee/Faculty Loan Program

Results
James Vacirca, an IBM Education Industry Specialist, spent the '87-'88 year at LaGuardia as part of the IBM Faculty Loan program. He was Visiting Professor of Mathematics and Computer Information Systems. It was the first time LaGuardia participated in this sixteen-year-old corporate program.

The LaGuardia faculty interviewed were unanimously enthusiastic in their praise of his contributions.

Mr. Vacirca:
1. taught students in four different courses in two departments over three quarters;
2. obtained hardware and software for LaGuardia use;
3. served as a resource person on computer utilization;
4. provided a variety of other services in his role as a full-time faculty member.

Mathematics Department
According to Dr. McLeod, Mr. Vacirca helped faculty look at the computer as a tool to be integrated into the teaching of mathematics and in administering courses (e.g., test administration). In addition, he worked with individual faculty members to sharpen their skills, to answer their questions regarding hardware, and to alert them to available software and its uses in curriculum development. In his discussion with faculty, Mr. Vacirca emphasized the use of computers for concept building. During the Spring Quarter of 1988, he worked with two faculty members. With one, he helped plan and conduct a weekly session in the computer lab, and with the other he worked to develop a new curriculum guide to incorporate the use of computer software as part of the regular class schedule.

Other Contributions by Mr. Vacirca
1. Created Secretarial internships in Marketing Offices with I.B.M.
2. Tutored a deaf student who was visually impaired, obtained
computer access for disabled students.
3. Developed and presented "Career in Computers" for seniors
of International High School.

Objective #II: Develop Procedure for Sending College Faculty to
Spend "Leave Time" at IBM as Temporary Employees.

Results
Over the last six years two faculty members had the
opportunity to work for IBM.
1. The first faculty member worked for a year as an
education specialist in a technical education group. He
designed an assessment system entitled "Assessing
Changes in Job Behavior for Technical Education
Instruction - A Guide to Post-Instruction Measurement
Approach - PIMA"
2. The second faculty member served as a consultant in the
Controller's office during one quarter. He assessed the
extent to which the Accounting/Financial functions had
been automated, developed an education module, and
designed career development strategies for
Accounting/Financial personnel at all levels.

Initiative Recommended
To continue and expand the number of IBM employees and
faculty involved in the exchange.

LaGuardia Urban Center For Economic Development (LUCED)
LaGuardia Community College proposes to create the
LaGuardia Urban Center for Economic Development (LUCED). The
primary focus of the Center will be to develop, support, and promote
LaGuardia's programs that contribute to economic strength and
growth in Queens and the metropolitan region. This will be
accomplished by ensuring access and enhancing employment
related skills and opportunities for LaGuardia's students and by
providing educational services to area businesses.

The need for such a Center is based on the premise that the
city's success in meeting the challenges of far-reaching economic
change will depend, in large part, on how well we, at LaGuardia,
address the rising education and skill demands of the labor market.

Education and Training Programs
The Center will offer education and training programs which
build upon the solid foundation of programs already offered by
LaGuardia and will develop new initiatives to address the
educational needs brought about by our rapidly changing economy.
The Center will provide educational and training programs to
support:
(1) entrepreneurship opportunities in a variety of industries in New York City;
(2) skills enhancement of students in their roles as current and prospective employees;
(3) entrance and upward mobility of immigrants, minorities, and women in public and private sector work environments; and
(4) expanded communication and collaboration among community service providers, educators, and leaders of business and nonprofit organizations.

Technical Assistance and Services
The Center will provide direct services - - staff training, technical assistance, curriculum assistance, and information and referral services to businesses in Queens and the larger metropolitan area, as appropriate.

In addition, the Center will offer services to LaGuardia and other educational institutions administering economic development programs and will serve as a clearing house and repository of information.

Marketing and Dissemination
An important aspect of the Urban Center for Economic Development will be to support and promote LaGuardia Community College's economic development programs and services and to advocate for support of activities which are consonant with the College's mission in relation to economic development.

Advisory Board
In addition, an Advisory Board, consisting of government, business, and educational and community leaders will be established to provide the Center with specialized knowledge regarding policy and program initiatives and to assist in marketing and promoting Center activities.

Assessment
An important measure of LUCED's success will be the extent to which it improves the skills, access, and opportunities of minorities, teenagers, women, and immigrants. By promoting entrepreneurship, improved job preparation and training, and refined business practices, the Center will strive to extend prosperity to those who have long been outside the mainstream.

INITIATIVES RECOMMENDED BASED ON SELF-STUDY ANALYSIS

COMMITEE ON ECONOMIC DEVELOPMENT

The following initiatives are recommended:

(1) implementation of LUCED at the earliest possible date;
(2) implementation of the Preparing for Profit (PREP) project at the earliest possible date;
monitoring and assessment of the inventory of programs linked to economic development in light of new trends in the workplace.

**COOPERATIVE EDUCATION - A FRAMEWORK OF INITIATIVES**

As the major division of the College which links the institution with the corporate and business community, the Division of Cooperative Education is establishing a framework to address a range of new initiatives. These areas include:

1. **Helping the College identify emerging trends and career opportunities around which new curriculum and program options can be developed.** Issues include the multi-national, cross-cultural, and globalization trends now taking place in the business community which relate to information and data exchange as well as business management and new technologies. The skills required to fully utilize these technological advances will be defined and enhanced through business collaborations and internship opportunities. Insuring broader access for students in teacher education, the arts and the sciences also will benefit from renewed emphasis and more comprehensive linkages.

2. **Strengthening our collaborative programs with the New York City High Schools.** During the past three years, the division has undertaken a curriculum development/faculty development effort with a variety of high schools which have cooperative education programs operating within them. The data support the need to continue and to expand this component as a model which strengthens retention at the high school level and encourages transfer to post-secondary education upon completion of high school.

3. **Developing an enhanced research capability to more clearly document the immediate and long-range benefits of Cooperative Education on students' academic achievement and career mobility.** All current data, based on periodic reports and longitudinal studies (see studies by J. Weintraub, Division of Coop Education), indicate clear correlations between Cooperative Education and retention, greater success with studies, higher entry level salaries and continued growth within organizations. Greater research capability will enable the Division to more fully document these initial findings as well as create a more comprehensive collection of data to refine the program and curriculum.

4. **Developing a broader, annualized mechanism to support management - faculty exchanges.** The Division has
periodically negotiated exchanges with corporations which have permitted LaGuardia faculty to operate within the business environment, and business managers, with particular expertise, to serve as visiting faculty at the College.

(5) conducting periodic business and education symposia. As the current and long-range needs of the business community change, the capabilities of the College change as well. There need to be more opportunities for both groups to discuss the impact of these changes as they relate to new workforce needs or student preparation. To provide on-going forums for faculty and business leadership to plan collaboratively will further assist the institution's program development initiatives.

(6) providing a resource network to strengthen international business and education programs. As corporate operations become more global and national boundaries continue to shift, a broader range of educational services becomes even more important. Companies seeking to expand will require a workforce skilled in cross-cultural issues. Foreign educational institutions, such as those in Central Europe, desire greater computer capability, the technical support necessary, and the English as a Second Language skills required to use the technology to communicate effectively on a worldwide basis. LaGuardia has the expertise to assist in this effort and should position itself to be of assistance.

(7) establishing a resource center to assist the business community in increasing access to employment for persons with disabilities. With the passage of the Americans with Disabilities Act, much of the business community will require information, resources, and examples of state of the art technology that will assist them in more effectively meeting the needs of employable persons with disabilities. The Division is working with a corporate advisory panel to create a resource center to address this need.

Workplace Basics - A Specific Focus

A number of studies have been completed recently that outline the knowledge and skills those entering post-secondary education or the world of work will need. A notable and recent study (1988), Workplace Basics: The Skills Employers Want, summarizes a two-year research project of the American Society for Training and Development (ASTD) and the U. S. Department of Labor.
Workplace Basics describes the skills a well-rounded worker will need. Employers want employees who have: 1) "learned how to learn"; 2) will hear the key points that make up a customer's concerns, listening and oral communications skills; 3) problem-solving and creative thinking abilities; 4) self-esteem, goal setting motivation, and a sense of their personal and career development; 5) interpersonal and negotiations, teamwork skills, organizational effectiveness, and leadership roles if necessary.

EMERGING TRENDS AND OPPORTUNITIES
It is recommended that a small but representative study group be formed to systematically review the current relevant literature concerning emerging trends and opportunities that are transforming the workforce and the workplace.

The study group would have two goals:
1. Prepare an annotated bibliography for the use of the LaGuardia community;
2. Identify and catalog strategic ("specialized, solution-based, state of the art knowledge and informed opinion") information for use by the Office of Strategic Planning.

FRAMEWORK FOR ASSESSMENT
The essence of strategic planning is the measurement of expected outcomes through organized, systematic feedback.

The following is a proposed five stage assessment process:

1. Gathering Strategic Information
   Gather quantitative and qualitative information through the review of the literature and periodic and longitudinal studies.

2. Processing and Assessing Strategic Information
   Identify the strengths and weaknesses in the total situation.
   Identify existing and potential problems.

3. Revising the Existing Initiatives
   Identify the appropriate implementation techniques for achieving goals and objectives in light of the changing socio-economic environment of work.

4. Implementing the Revised Initiatives

5. Monitoring the Initiatives
   Establish a schedule for periodic review and revision for changes in circumstances.

COLLABORATIVE ASSESSMENT EFFORTS
The Office of Institutional Research in close collaboration with the various initiators will serve as a clearing house of strategic information. The inventory will in turn serve as a "resource" for the future economic development initiatives of the college community.

"Where is the wisdom we have lost in knowledge?"
"Where is the knowledge we have lost in information?"
T. S. Eliot
SECTION 31

COMMUNITY BASED ORGANIZATIONS;

Theatre
LaGuardia and Wagner Archives
Teacher Sabbatical Program
Recreation Department

Collaborative Relationships with High Schools and Post Secondary Institutions

LaGuardia Community College has experienced impressive growth over the past twenty years due, in part, to relationships established with the business and political sectors, social welfare agencies, and other community-based organizations. The College is highly regarded as responsive to the needs of its constituent communities as it offers a wide variety of services and programs made possible by major divisions and departments within the institution.

The Theatre

LaGuardia and Wagner Archives

Teacher Sabbatical Program

Recreation Department

Collaborative Relationships with High Schools and Post Secondary Institutions
LaGuardia Community College has experienced impressive growth over the past twenty years due, in part, to relationships established with the business and political sectors, social welfare agencies, and other community based organizations. The College is highly regarded as responsive to the needs of its constituent communities as is evident by the scope and variety of services and programs offered to community based organizations by major divisions and departments within the institution.

The Theatre

LaGuardia's Theatre currently consists of a 220-seat thrust stage auditorium with an adjacent shop, two dressing rooms, and lobby spaces at the rear of the College's main building. A second Theatre with 742 seats, plus 16 wheelchair positions and an infra-red listening system for the hearing impaired, box office, four dressing rooms, additional scene shops, a new main lobby, and five adjoining conference rooms is nearing completion as part of the College's new Annex building. The Theatre office will move into new quarters behind the new box office when the new space opens for occupancy in December 1991. The new lobby will be connected to the old lobby by means of a skywalk above the new swimming pool making access between the two venues very convenient. The new structure will enable the Theatre's administration to schedule events simultaneously and offer a variety of cultural and educational productions not currently available to the College and surrounding community due to lack of space and scheduling conflicts.

The current Theatre served a total of 8,887 individuals who attended performances during the 1989/90 season. Of these, 7,050 were public school children and 1,832 were the general public. For the 1990/91 season 13,719 people attended; of these 12,021 were public school children and 1,698 were the general public. It is projected that during the 1991/92 academic year 35,000 individuals will attend Theatre performances in both facilities.

On the broadest level, the Theatre serves two communities: the College community, and the public, or non-College community. The College community can be further identified as the students, faculty, administration, and staff of the College. The public community can be identified as primarily the residents of Western Queens, but to a great extent includes residents from the entire Borough as well as all of New York City.

The Theatre serves all groups within the College community and is currently the only space on campus which can accommodate groups of 50 or more people. The Theatre accommodates a variety of events sponsored by various constituencies within the College community, providing space and technical resources to present films, speakers, ceremonies, meetings and theatrical performances.
Additionally, the Theatre makes available its two lobbies, the Red Carpet Area and the Skylight Area, for social functions, including dances, receptions and parties, which may be held either in conjunction with events in the Theatre or independently of any such events.

The Theatre serves the public community by sponsoring a number of cultural events which are available at exceptionally low cost. The Schooltime Series offers a wide variety of cultural events geared for school children in grades K through 6. In 1990-91, more than 70 such events were made available to children through teachers in public and private schools in all five boroughs of New York at a cost of $3.00 per person. In addition, the Saturday Afternoon Series offers eight programs to the public at a cost of $5.00 per person, with discounts to members of the College community and their families, to groups of ten or more, and to season subscribers. The appeal of these programs for schools and the general public is best demonstrated by the 93% sell out rate during the 1990-91 season. Beyond providing programming for the public community, the Theatre facility is also available for low-cost rental whenever the space is not in use by the College community. Groups which have used the space include the Queens Council on the Arts, the Ecuadorian Consulate, the Office of the Borough President of Queens, the Metropolitan Transit Authority, the Korean Theatre Ensemble, Dance America, and the Aids Council of Queens County.

The Theatre’s administration takes pride in addressing and coordinating the diverse spatial, educational, entertainment and artistic needs of the College, faculty, students, and community. The Theatre office primarily monitors and evaluates its success by the number of hours the Theatre is utilized and by the sale of tickets from performances scheduled throughout the year.

During 1998/90 the total number of hours in which the Theatre was in use was 1,848 of a possible total of 3,480. The hours of usage are broken down into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School time at Family Program</td>
<td>246 hrs.</td>
</tr>
<tr>
<td>2. Student Activities Corporation</td>
<td>152.5 hrs.</td>
</tr>
<tr>
<td>3. Registration</td>
<td>571 hrs.</td>
</tr>
<tr>
<td>4. Testing</td>
<td>236 hrs.</td>
</tr>
<tr>
<td>5. Middle College High School</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>7. College Relative</td>
<td>51 hrs.</td>
</tr>
<tr>
<td>8. Miscellaneous College Events</td>
<td>323.5 hrs.</td>
</tr>
<tr>
<td>9. Rentals</td>
<td>31 hrs.</td>
</tr>
</tbody>
</table>

Working closely to support students’ activities, the Theatre coordinates and books performances in response to student interests. These performances are then offered to the public.
In the future, the Theatre will collaboratively work with other colleges in CUNY to develop a CUNY booklet to advertise all Performing Arts Productions.

**Recommendations**

To better serve its communities, the administration of the Theatre, with the availability of the new space, should:

- develop mechanisms to assess public responsiveness to productions offered by the Theatre;
- match Theatre users in an appropriate space in a timely fashion;
- increase the number of events that can occur simultaneously;
- increase the variety of performances for all of the population served;
- advertise season tickets with discounts to all CUNY personnel and students;
- develop a professional box office which can better control the flow of people and seating;
- offer more elaborate productions that are longer running and include significant artists;
- offer Saturday evening and Sunday afternoon productions to promote new scheduling patterns and encourage greater family participation.

**The LaGuardia and Wagner Archives**

The LaGuardia and Wagner Archives, established in 1982, is actively involved in community collaborative programs. Since its founding, the Archives has produced an annual history calendar that focuses each year on a different historical theme. The object of the calendar is to examine an important historical theme with first-class scholarship and present it to a broad popular audience in a way that is accessible and attractive. The 1991 calendar, entitled "The Piano Makers: Working at Steinway," is based on the craftsmen who built some of the world's finest musical instruments. Past calendars have examined the Wagner family and its tradition of liberalism and leadership, Fiorello H. LaGuardia and his role as Director General of the United Nations Relief and Rehabilitation Administration after World War II, and the history of public housing. Each year, the Archives produces 7,500 calendars and distributes them free of charge to New York City residents and community groups, particularly in Queens.

Two years ago, the Archives launched an important new collaborative program, a fourth grade history curriculum. New York State law mandates that fourth graders study local history, but it does not provide them with much in the way of materials. Accordingly, the Archives began producing a social studies curriculum for the public schools in 1989. The first curriculum examined the physical growth of Queens through a study entitled "Discovering America: Robert F. Wagner and His Family's Documents," which includes a ship's manifest and census records. Such records remain not only as historical evidence but can be used
to teach fourth graders about map-reading, writing, graph-reading, math, and other skills. The Archives has distributed 4,500 curricular packets to fourth graders in Queens' Community School District 30.

In addition, the Archives serves as a scholarly research center for the study of twentieth-century New York City. It houses five major research collections: the papers of the Steinway & Sons Piano Company, Fiorello H. LaGuardia, Robert F. Wagner, the New York City Housing Authority, and a Queens local history collection. Every year, the Archives receives over 1,000 research inquiries from scholars, students, and journalists.

There are several ways the work of the Archives is assessed:
1. Numbers of letters/phone calls of inquiry and of researchers using the facility.
2. Feedback from faculty using the resources; approximately 1000 people a year use the Archives.
3. Feedback from professional contacts throughout the United States.
4. Grant Funding - There have been several grants:
   a. $82,000 from NEH to produce "The Dreamer and the Doer," a series of seven half-hour radio programs about Fiorello LaGuardia;
   b. $45,000 from the NYC Housing Authority to process the NYCHA collection;
   c. $41,900 from our Department of Cultural Affairs to produce the 1990 history calendar;
   d. $7,000 from Con Edison to help in the production of the 1990 history calendar;
   e. $8,000 from Henry Z. Steinway.

Teacher Sabbatical Program

For the past six years, the College has offered an educational program for New York City school teachers on Sabbatical leave. The great majority of the participants in the program are elementary and junior high school teachers who come from all boroughs in the city and are fulfilling a one-year Sabbatical after 14 years of service.

The purpose of the Teacher Sabbatical Program is to provide an intellectually stimulating and personally enriching educational experience that will send teachers back to the classroom excited and reinvigorated. To that end, the Teacher Sabbatical Program offers five (5) separate courses of study:
1. Urban Social History
2. Visual Arts
3. Computer Literacy
4. Film and Humanities, and
5. Spanish Language.

Teachers in each course of study take a total of sixteen credits, distributed over Fall and Spring terms.

The Sabbatical Program, has a specific kind of assessment. Its director uses the LaGuardia SIR evaluation format for all students in the program and requires the LaGuardia faculty to be observed and to submit written and informal evaluations of the program. In addition, pass rates and grades are kept on students
through the Registrar's records. The future of the Sabbatical Program is understandably somewhat budget-driven, so that future evaluation of the program will include looking at such factors as increased class size and a limitation on the number of course offerings. The popularity of this program is another source for assessment. The Director says that many students who wish to enroll are unable to do so because of limited funding.

The Recreation Department

The current recreation facility is located on the basement level of the main building, although expansion made possible by the creation of new facilities in the "E" building is almost complete. The current recreation area includes a 10,000 square foot multi-purpose gymnasium that is equipped to accommodate, at different times, two regulation basketball courts, an indoor soccer field, two volleyball courts, three paddle/handball courts, two tennis courts and an enclosed baseball/golf/tennis alley complete with ball machines. In addition, there is a 2,500 square foot dance/exercise and weight room equipped with Universal Gym equipment, free weights, mirrors, and exercise bicycle equipment. There is also a game area for backgammon, chess, checkers, and table tennis which is located in the lobby outside the main gym. Support areas include locker rooms, showers, toilets, storage space and staff offices. Off-campus recreational programs have been offered, seasonally, in the areas of swimming, tennis, softball, running, football, soccer and bowling either at public parks or private athletic facilities. Transportation is usually provided to and from these off-campus facilities through arrangements with private vendors.

As mentioned above, the College will soon be opening additional recreation space, to include: a six-lane, twenty-five yard swimming pool; a movement space, to accommodate aerobics, dance, and martial arts activities; and locker rooms, storage areas, and mechanical rooms for support services.

While the Recreation space is adequate, the College is clearly limited in the type and number of activities it can offer, appropriate to its facilities. The new pool will facilitate a full range of aquatic activities previously unavailable. The creation of the movement space, described above, allow for a less-distracting environment for the previously-mentioned activities, will enable the conversion of the current exercise/weight room from a facility which is often noisy and crowded, and where the emphasis is almost exclusively on strength training, to a more holistic Fitness Center. It should be noted that all current, and anticipated, Recreation space is indoors, so an obvious recommendation would be for the College to investigate the procurement of outdoor, athletic field space. Capital improvements to the existing facilities are also encouraged.

As previously suggested, more facilities lead to more programming. With the addition of the new swimming pool, the Department will be capable of offering lifeguard training, aquatic
exercise, and instructional swimming in addition to its general recreational swim sessions. It is recommended that capital funds be allocated for the purchase of the most sophisticated exercise equipment for the Fitness Center, which will enable the Department to offer training programs, technical services, and consultations for its users in cardiovascular fitness, weight control and body composition, and flexibility, in addition to programs emphasizing muscular strength and endurance.

The Recreation Department staff serves its constituency either through direct programming or through supervision of facility usage. Prior to 1987, the Department utilized a turnstile-counter at the facility entrance which indicated an average of over one thousand entries daily. (The Department was forced to remove this turnstile due to reconfiguration of fire exits at the College.) In addition, the recreation space is appropriated to groups on a first-come-first-serve basis based on availability; however, the appropriateness of a proposed activity and the urgency for its scheduling are also considered. The Facilities Request Form (see Appendix A) is completed by each group that wishes to reserve space.

The Recreation Department provides a variety of athletic, recreational and fitness activities to the College’s self-identifying, internal and external communities, in addition to providing facility rental and technical assistance to these communities. The Department serves an ethnically diverse, commuter constituency with a broad range of tastes and interests, time schedules, and skill levels. Sixty-five percent of the Recreation Department’s operating budget is derived from degree-students’ activity fees, and thirty-five percent is derived from the sale of recreation passes. Students are encouraged and enlisted to participate in a wide variety of instructional group workshops, such as aerobics and fitness, swimming, and tennis. Approximately ten workshop sections are offered each quarter, with an average enrollment of over thirty participants and average attendance of fifteen. The Department also schedules competitive intramural activities. The Fall, 1990 Indoor Soccer League had over one hundred participants. In addition, during normal Monday through Saturday operating hours, which total over seventy hours per week, self-directed recreational activities are offered such as board games, handball, paddleball, table tennis, and weight training. While the total program is generally well received, a concern expressed by some students is the desire to see some instructional workshops offered as credit physical education courses. The Director of Recreation has begun discussions on this with the Dean and appropriate academic chairperson.

The Recreation staff also provides supervision, services, and facilities for both the Middle College and International High Schools’ required physical education programs, totaling 16 hours and 560 students per week. The high school students also participate fully in the Department’s regularly scheduled intramural programs, workshops, and open recreation activities, often comprising fifty
percent of the participants. This involvement is consistent with both the College’s and the schools’ goal to integrate these pupils into the College environment.

The Department also provides instructional workshops, consultation, assistance in facility scheduling or equipment loans to internal units such as the Early Childhood Learning Center, College for Children, Veteran’s Center, Jobward Bound, Occupational Therapy Department, and various other departments/divisions within the College. The regularity of collaboration between these units and Recreation, usually a minimum of once a quarter, would indicate that relations are successful. In a telephone poll, conducted for this report, some units suggested that the facility schedule be annualized, an idea now under consideration. However, the Recreation Director recommends periodic program schedule changes to permit flexibility and a greater variety of activities.

Activities and professional services designed for external community individuals and groups as well as facility rental and support to outside organizations create opportunities for the Recreation Department to participate in the College’s public relations efforts. In 1989-90, the Department sold over 4,700 daily Recreation passes and over 400 long-term Recreation passes to external community participants. The office also provides contractual agreements for rental of the facilities to community organizations, such as the Joseph Bulova School, the Sri Chinmoy organization, and the Long Island City YMCA. It should be noted that this activity has taken place largely through “word-of-mouth” advertising and that the Department is investigating a more formal marketing strategy.

Occasionally, Recreation must entertain requests to use the facilities for non-recreational activities, such as luncheons, seminars, or dances. Attempts are made to accommodate these requests with as little disruption to regular programming as possible. It is hoped that facilities in the new building will be better equipped to handle larger assemblies and gatherings.

As described above, Recreation has developed instructional workshops and intramural competitions as well as open, self-directed recreational opportunities for its campus and community constituencies. In an attempt to enlarge the participant base, Recreation has offered special, tailored programs such as: Women’s Fitness, a weight training and aerobics class for women only; Aerobics in Sign for the deaf adult population; and private fitness consultations to staff departments. While not offering specific programs for the external community, the Recreation Department has encouraged members to participate in the at-large programming. It should be noted that Continuing Education Division does offer non-credit recreation courses at off-campus, neighborhood sites, based on community interest.

The Recreation Department and its communities generally interact well. However, liability concerns occasionally arise,
generally when the Recreation Department is responsible solely for supervising a constituency's use of the facilities.

The Recreation Department can try to better educate the communities regarding the programs offered and the procedures that are involved when using the facilities. Improvements in posters and signage, communication training as part of staff development, and the development of a more comprehensive Recreation Handbook should facilitate this process.

The College Association acts as the governing body for decisions that are made regarding Recreation, and degree students comprise the majority on the Board of Directors of this group. (See Section 12.)

At this time the Recreation Department does not recommend the formation of a community advisory board which would assess the needs of and make recommendations for the College community regarding the facilities. The Department recognizes the interest and participation in recreation programs by the communities and recommends a less formal approach to initiate community involvement such as requesting community members to evaluate the programs via user surveys that are geared toward those who currently use the facilities as well as those who may do so in the future. The Department will contact the Division of Continuing Education to determine their methods of assessing community desires. To keep in step with the developing community and its needs, the Recreation administration will expand its community collaborations through a variety of methods. The Department will contact the Division of Continuing Education to determine which services may be appropriate for that division's communities. A needs assessment survey will be conducted (see Appendix B) and sent to Recreation's communities including community centers that offer recreational programs to learn about existing programs in the community and to collaborate with these organizations to facilitate the increase of populations that are served by both parties.

The Recreation Department is currently exploring various sources of grant funding and anticipates using grant funds to reinforce and expand future programs that are offered to its communities. Some who will benefit from these programs are seniors, disabled populations, and at-risk youths.

The Department is also attempting to improve its record-keeping systems through computerization. It is recommended that these efforts continue so that the Department can better analyze, document, and assess its programs and operations. The Department will develop marketing and outreach strategies to enlarge existing ones as well as attract new communities to the future Recreation facilities. Consultations will continue with the Office of College and
Community Relations* as well as other areas of the College to develop and refine marketing and outreach strategies.

**Collaborative Relationships With High Schools and Post-Secondary Institutions**

The College has developed a wide variety of collaborations with middle schools, high schools, and post-secondary institutions. They are described in a comprehensive guide entitled *Reaching Out: A Directory of Collaborative Programs, Vol. 2* (see Appendix C). As stated in the opening letter from the Director of the Office of College/School Collaborations, "collaborative activity [since 1989] has deepened. Linkages with high schools and school districts have been established through such efforts as The Liberty Partnership Program, Talent Search, Student Internships, The LaGuardia Theatre, The Student Mentor Program, College Now, College Institute, The Spring and Summer Pre-College Institute, Corridors for Excellence, and a number of other programs. Initiatives with respect to the training and Professional Development of Teachers have also been developed." The Director, who reports to the Dean for Academic Affairs is charged with coordinating, systematizing and expanding school/college collaboration initiatives.

*See Section 28 for a discussion of the Office of College and Community Relations.*
The communication processes of the College can be viewed as coming from two main sources: 1) the Communications Office itself and 2) the various divisions and departments of the College. The Communications Office is most concerned with those publications and promotional literature that speak for the College as a whole, or have a global impact or message. The offerings from the various divisions and departments of the College will, of necessity, speak to their more specific, parochial needs.

The Communications Office
A current function of the Communications Office is to deal with special designing of publications and promotional literature upon request (college catalog, departmental brochures, newposters). The Communications Office focuses on 1) the creation of provocative messages which elicit a strong response, 2) creative reinforcement of the LaGuardia name, and 3) diversification of format to correspond to various audiences in modules currently used which are targeted to students, faculty, staff, and the corporate world.

Recently the Communications Office has become a major arm of the Division of Institutional Advancement, and new goals for the Communications Office are still being formed. To this end, various questions are being examined: How should the Office be redesigned? How might the Communications Office become more proactive? As the president embarks on a strategic planning process for the College, how may the Communications Office be involved? Since there are several departments or divisions currently doing their own public relations work, what role might or should the Communications Office play?

The transition of the College to an enhanced semester calendar necessitates changes in several college publications and the development of new products and informational pieces to be communicated to the various audiences and constituencies; in particular, publications will focus on recent program revisions and the College's pluralism initiative.

Departments/Divisions
The Student Services and Cooperative Education divisions employ diverse kinds of publications (newsletters, handbooks, promotional letters) to make the college community aware of the programs available to them and to advocate student use of these programs. Primarily, these divisions produce publications to: 1) promote programs, 2) educate the college community, 3) describe services, and 4) develop internships. (See Appendix A-1.)
Cooperative Education

In 1986, the Cooperative Education Division produced three videos which are currently shown to students in coop-prep classes to increase their understanding of the preparation needed for them to succeed on their internships. The Division has also prepared employee relations packets which are sent to employers to target internship development. Most recently, in the summer of 1990, letters were sent to 100 employers to generate internship development. The Division continues to seek new promotional opportunities.

Division of Student Services

Career and Transfer. (see Section 17 and Section 32 Appendix C)

Counseling. The Counseling Office produces several letters which are mailed to students regularly and invites students to make use of particular counseling and College services available to them. This office also publishes documents which promote services targeted to specific populations. Each quarter, the Counseling Office mails a letter to all students with probationary status, making students aware of the probation and counseling services available to them. Attendance is taken at the workshops to help quantify the responses to the probationary status letter.

A letter is also sent to self-identified students with disabilities, providing information on services available to them and encouraging their participation in the Disabled Student Club.

Students eligible for membership in Phi Theta Kappa Honor Society also receive information by mail. They are recruited into this association and are urged to get in touch with the Counseling Office if they're interested in participating.

The Counseling Office produces a Student Handbook which is circulated to all first quarter students in the New Student Seminar. The College Discovery Office also produces a handbook which summarizes the financial, tutoring, and counseling services available to College Discovery students.

Student Activities. Every year, the Student Activities Office designs posters, print flyers, brochures, and newsletters which advertise student organizations and events as well as services and general College information.

The Student Activities Office also helps to publish The Bridge, the College newspaper, which is distributed to the entire College community.

Early Childhood Learning Center (ECLC). The ECLC publishes a program brochure which provides an overview of the program and a description of the types of services available to students and their children. This brochure is distributed to CUNY campuses, early childhood advocacy groups, the College community (including high schools).
The ECLC produces biannually a program newsletter entitled "Mutuality," which is distributed to the entire College community, other CUNY campuses, students and parents. "Mutuality" provides information on parental skills, child development, and child care.

This center has published a "Report on Welfare Reform: Implications for Higher Education." This report was sent interdivisionally and to CUNY central office, the Protestant Federation of Women, NYC Council Committee on General Welfare, NYS Task Force for the Family Support Act of 1988, and various relevant committees with an overview of the Family Support Act.

**Financial Aid.** Financial Aid has created a series of pamphlets to help students understand information on student loans. These include "I Own My Loan," "GSL: Your Rights and Responsibilities," and "Stafford and SLS Loans: Your Rights and Responsibilities." After reading the listed pamphlets, students are required to take a test which assesses their knowledge of the material. They must pass this test in order to be eligible for a loan.


This office produces a **College Work Study Handbook** which is distributed to students and staff, explaining the College work study rules and policies.

**Health Center.** The Health Center produces and distributes posters, flyers, and pamphlets which advertise current immunizations policies and procedures.

This center is currently without a director but has continued to publish information about health center hours and policies about emergencies. All of this information is distributed to the entire College community.

**Academic Departments**

All departments produce publications designed to inform students of curricular offerings and activities that take place outside the classroom. For instance, departments and program mails flyers on program and course offerings to prospective students and distribute them to students who walk in for information or request it in registration areas. Departments are currently designing new brochures of course offerings which will be distributed in a similar fashion. In addition, Departments publish Student Handbooks which lists programs, procedures for test taking, lab hours and lab locations.

**Division of Adult and Continuing Education**

The Division of Adult and Continuing Education has five fundamental functions: English language training, basic education, job training and career development, business assistance, and
SECTION 32
THE COMMUNICATION PROCESS
PUBLICATIONS/PROMOTIONAL LITERATURE

The Communications Office of the College can be viewed as
emanating from two main sources: Communications Office itself
and from various divisions and departments of the College. The
Communications Office is keenly concerned with these publications
and promotions while, at the same time, we have a keen interest in
the various divisions and departments of the College will, if necessary, speak to
these more specific, parochial needs.

The Communications Office

A current function of the Communications Office is to deal
with special designing of publications and promotional literature
used to request college catalog, departmental brochures, newsletters.
The Communications Office focuses on: 1) the creation of provocative
messages which elicit a strong response; 2) creative reinforcement of
the LaGuardia name; and 3) diversification of content to correspond to
various audiences in modules currently used which are targeted to
students, faculty, staff, and the corporate world.

Recently the Communications Office has become a major arm
of the Division of Institutional Advancement, and now goals for the
Communications Office are being formed. To this end, various
questions are being examined: How should the Office be redefined?
How might the Communications Office become more proactive? As
the president embarks on a strategic planning process for the
College, how may the Communications Office be involved? Since
there are several departments or divisions currently doing their own
public relations work, what role might or should the
Communications Office play?

The transition of the College to an enhanced semester calendar
necessitates changes in several college publications and the
development of new products and promotional pieces to be
communicated to the various audiences and constituencies; in
particular, publications will focus on recent program revisions and
the College’s planning initiatives.

Departments/Divisions

The Student Services and Cooperative Education divisions
employ diverse kinds of publications (newsletters, handbooks,
promotional letters) to make the college community aware of the
programs available to them and to advocate student use of these
programs. Primarily, these divisions produce publications to: 1) publicize programs, 2) educate the college community, 3) describe
services and 4) develop internships. (See Appendix A-L)
personal enrichment. Within the Division, there are three chief means of publicizing and promoting programs: 1) a quarterly brochure, 2) an annual report, and 3) flyers produced by individual programs in the Division.

The brochures list classes, and provide information on class content, fees, meeting dates, and registration. The brochure serves two purposes—as an important marketing tool for recruiting students and as a record for governmental and grant funding agencies. Each quarter the brochure is printed in conjunction with the Communications Department of the College. The copy for the brochure is submitted by the Division, and the Communications Department is responsible for designing the cover and having the brochure printed. In all, 95,000 brochures are printed for distribution inside and outside the College (see Chart 1).

**Chart 1: Distribution of Quarterly Brochure**

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<tr>
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<th>57,000</th>
<th>28,000</th>
<th>10,000</th>
<th>TOTAL: 95,000</th>
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<tr>
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<tr>
<td>newspapers, i.e.,</td>
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<tr>
<td>Daily News, News-</td>
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<tr>
<td>day</td>
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</tr>
<tr>
<td>mailed to</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>those who</td>
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<tr>
<td>request them.</td>
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<tr>
<td>distributed to</td>
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<tr>
<td>programs in the</td>
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<td></td>
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<tr>
<td>Division.</td>
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</tbody>
</table>

The brochure is highly cost effective because it is printed in newsprint for inexpensive distribution and mailing. A study to ascertain the usefulness of the brochure was begun in the 1989-90 academic year. The Office of Administrative Services is also collecting data to determine which means of distributing the brochure is most effective (periodical, mail, administration directly to students). This report will be finalized by the fall of 1991.

The Annual Report describes in greater detail the programs in the Division, including the number of students served, the diverse nature of course offerings, and the characteristics of students who participate in the programs. It has three main functions: to recruit students, to report on program achievements for governmental and grant funding agencies, and to inform the LaGuardia community of the Division's contributions to the College.

The Center for Business Training is one program in the Division that does not list courses in the quarterly brochure. Instead, the Center relies on two other publications to advertise the course offerings: a booklet and a newsletter. The booklet was assembled in cooperation with the Queens Chamber of Commerce after a needs assessment was done. The Communications Department is responsible for the printing of 3,000 copies yearly. Brochures along with cover letters are sent to targeted industries in the Queens area.

As a matter of fact, the Director reported that for every twenty brochures mailed, there are two inquiries about the Program. The Program also produces a newsletter about its activities, and using
mailing lists provided by local business associations, 5,000 newsletters are mailed annually.

Recent budget cuts have made it necessary to seek new funding resources for promotional pieces. One suggestion has been to build in a materials/promotional fee for each client to cover this expense. Another suggestion has been to ask the president and deans at the College to speak in person to business leaders to help promote the Center. Still another suggestion has been to maintain contact with Crain's, Newsday and other periodicals in the hope that they will publish stories about the Center, as they have done in the past.

Library Services

The Library Media Resources Center publishes a number of pamphlets which are updated as new material become available. Because of current budget restraints, limited numbers of copies are available.

The LaGuardia Library Notes is a newsletter published twice annually focusing on information of particular interest to faculty and is available upon request to all faculty. Subject Bibliographies compiles on a faculty request basis and also on issues of current or special interest. Handbook of the Library Media Resources Center is a basic guide to the resources and services of LMRC and is used in the Library course. It is distributed to students in class and to faculty upon request.

The Library Skills Workbook is designed to give students practical experience in using basic library materials. The Listing of Faculty Publications is a comprehensive listing of faculty publications updated periodically and is distributed to those who contribute to the publication. The Media Services Handbook is a basic guide to media services and is distributed to both students and faculty upon request.

Media Services

Media Services, which develops and maintains the audiovisual collection of the Library, has expanded its video collection from about 100 titles in 1987 to over 500 in 1991. To inform faculty about the acquisition of new titles, updated annotated lists were published in 1989 and 1990. A handbook describing the media services, such as video production in the TV studio, classroom scheduling of software and hardware, duplication of non-copyright material, and mediagraphic services was published in 1988. Media Preview, the publication of Media Services, is an occasional publication of media materials available for preview; it is available to faculty.

The LaGuardia and Wagner Archives*

By definition, the Archives is involved with communications. The purpose of collecting historical documents is to provide information about the past. Moreover, the Archives actively disseminates historical knowledge through publications like an annual calendar and curricula.
The Archives deals with the Communications Office on a case by case basis.

The following is a listing of the major Archives publications:

1. Calendars. For the past 10 years, the Archives has produced a history calendar that focuses on a different theme every year. The calendars educate the general public about the city's rich history and publicize the Archives and the College. A response card is included which is used by readers to send in their comments and suggestions.

2. NYCHA Index. The Archives has a contract with the New York City Housing Authority to collect, preserve, and make available its papers. To that end, the Archives publishes an index to the Housing Authority papers. Three editions of this 86-page index have been published. It is used by researchers who use the Archives, and it has been mailed to urban historians, sociologists, political scientists, and other scholars of urban affairs in metropolitan New York.

3. Fourth Grade Curriculum. For the last two years, the Archives has prepared a fourth grade curriculum that teaches local history to public school students.

4. LaGuardia Lecture. For the past four years, the Archives has sponsored a major public affairs lecture that takes place on or around Fiorello H. LaGuardia's birthday in early December. Past speakers have included Tom Wicker of the New York Times, Marian Wright Edelman of the Children's Defense Fund, and the eminent African-American historian, John Hope Franklin. In 1990, Dr. Timothy S. Healy, the president of the New York Public Library, gave a lecture, "Teaching Shakespeare to Freshmen," to a group of 160 at the CUNY Graduate Center. An offprint of Dr. Healy's remarks is now being produced and will be distributed to those requesting a copy.

*See Section 31 for a detailed discussion of the LaGuardia and Wagner Archives.
Admissions Office*

Career programs are featured in publications, informing prospective students of the College's commitment to prepare them directly for the world of work, and, when necessary, for certification by appropriate licensing agencies. The Cooperative Education Program, encouraging the blending of work and study to strengthen the learning process, is highlighted in all promotional publications. Through its Extended Day program, the College reaches out to the adult community, and this thrust is emphasized in all of Admissions' publications.

Registrar. The Registrar puts out a great deal of printed material--letters, flyers or cards--that address the following areas: Acceptance/Placement Testing, General Registration, and Supplemental Literature which include a number of forms, e.g., expected graduation form, change of status form, and a proof of residency form.

Grants Office This office supplies the College with periodic pamphlets listing available grants, both public and private. The Office also has a publication to assist staff with grant proposal writing. From this Office a listing of both private and public funding awarded the College is available.

Theatre The Theatre, working closely with the Communications Office, designs and publishes brochures outlining various theatre events. These brochures are available to both students and faculty and are generally placed in strategic locations throughout the College.

Recreation Center. The Recreation Center publishes quarterly brochures and flyers announcing to both faculty and students the services rendered by the Center. These include publications on special exercise programs, sports events, and precautionary regulations to follow when using its facilities.

STAFF PUBLICATIONS

In addition to the Listing of Faculty Publications produced by Library Services, the College publishes Faculty and Staff Notes (see Appendix E), which is based on submissions from individuals listed. This publication covers faculty/staff accomplishments: books, articles, and software published; appointed or elected offices; conferences attended; exhibitions, performances, and openings; consulting activities; degrees earned; speeches, papers, and workshops; fellowships, awards, and grants. The listing is issued semiannually. In Spring 1991 quarter, a focus group provided

*See Section 5 for a detailed discussion of the Admissions Office.
reactions to **Faculty and Staff Notes**. The overall assessment of this publication was that it is an important publication which serves as a vehicle for faculty and staff to list their accomplishments. Most participants felt the publication should be compiled quarterly and that a greater effort should be made to enable more faculty and staff members to describe their activities.

Another publication is the **Newsletter of the Third World Faculty and Staff Association**. This publication covers book reviews, staff interviews, special staff articles, and announcements. This newsletter is published quarterly (see Appendix E).

**EVALUATION**

A Student Communications Task Force was formed in December of 1988 and was given the responsibility for evaluating a selection of communications processes in place at LaGuardia. The Task Force’s charge was to examine the methods and contents of oral and written communication between the College and its prospective students from initial contact through the first year of attendance. The Task Force is expected to formulate a set of desired objectives and outcomes upon which to base recommendations to maintain or revise current methods and contents of communication at the College.

The guiding principles for the process of assessment have been identified as follows:

1) **readability and clarity of the materials generated.** Who is the audience and what are the social and demographic situations surrounding the audience? What is the interest level of the material presented? Is the tone appropriate to the prospective audience? If not, what styles might be more suitable for the presentation of the message?

2) **their comprehensibility.** Specifically, publications will be analyzed in terms of content, directness, format, length, vocabulary.

3) **the foci of communications as they relate to public relations.** The following concerns were noted—creation of provocative messages which elicit a strong response, creative reinforcement of the LaGuardia name, diversification of format to correspond to our various audiences in modules currently used.

4) **the flow of continuity among the different items of communication.** Redundancies and communication gaps were addressed in the review process. The continuity among pieces of correspondence sent by the College was to be determined and evaluated as the process evolved.

5) **the review and evaluation of the literature destined for students.** The evaluation process will consist of a thorough review of letters, posters, brochures, handbooks, notices, and the catalog in regard to the following elements:

   - specific message content
- necessity of message
- distribution channels
- verification of appropriate action requested
- frequency of message sent
- dictation of time frame by relevant factors
- quality control features related to message relevance and accuracy
- cost effective components involved in message planning, development and distribution
- overriding priorities dictated by the nature of message and the targeted audience.

6) the analysis of student feedback. A compilation of print materials, including the LaGuardia Catalog (the official organ of communication between the College and its constituencies) was presented for review in the following areas: Admissions, Registrar, Faculty, Financial Aid, Counseling, Bursar, Cooperative Education, and Continuing Education. A total of 253 print materials were presented and examined by the committee. (See Appendix A.)

In a focus group conducted by the Task Force, 60 students were surveyed as to the readability, interest level, and general reaction to the "Bulletin." Fifty-three students (88%) indicated that the bulletin was understandable, interesting, and pleasing to read. It was suggested by some foreign students that receiving the Bulletin a few weeks before taking the placement test would allow time for absorption and a better understanding of the instructions. Many non-native English speakers indicated that they did not understand some of the words which were used in the sample literature. Examples cited by students include the following:

acquaint, bachelor's, boundaries, enable, lacking, proficiency, randomly, range, regardless

Using questionnaires, students were also asked to evaluate other communication samples, e.g., an advertising poster, managerial studies flyer, registration letter, and financial aid letter. The following table summarizes responses to the question "Is the information interesting and pleasing to read?" (See also Appendix B.)

<table>
<thead>
<tr>
<th>Publication</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Poster</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Studies Flyer</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>Student Information Bulletin</td>
<td>53</td>
<td>7</td>
</tr>
</tbody>
</table>
The following table summarizes responses to the question "Does the letter clearly explain what has to be done?"

<table>
<thead>
<tr>
<th>Letter</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Documents</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Registration</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>56</td>
<td>4</td>
</tr>
</tbody>
</table>

The most significant outcome of this committee was a confirmation that the communication process at the College is by and large efficient. A set of recommendations were formulated which were intended to ensure that the practices initiated by the Task Force be adopted in the future. (See Appendix C.)

In October of 1990, a survey of claims made in LaGuardia's posters, flyers, audio tapes, and videotapes was conducted. The focus of the survey was to evaluate the accuracy of publications used for recruitment. The following claims were verified:
- LaGuardia offers 35 career and major options.
- Transfer to four-year college is a strong possibility.
- Three 3-month internships are required for all day students and are optional for extended-day students.
- 350 leading corporations and organizations participate in the Cooperative Education program.
- Students will be taught interview and resume writing skills.
- Starting salaries for LaGuardia graduates average 10 percent higher than for other community college graduates in the region.
- Students may choose to study during the day or at night.
- Many opportunities for extracurricular involvement are available.
- The quarter system is a plus.

The advertised claims were researched by the Admissions Office and found to be substantially accurate.

During the spring 1991 quarter, the Middle States Self-Study Evaluation Committee Team for Section 32 (Publications and Promotional Literature) surveyed 560 students asking them to complete a questionnaire (see Appendix D) evaluating the College Catalog and the Student Handbook. The survey was conducted during registration so that a cross section of students would be surveyed.

The results are as follows:
- When asked if they had a college catalog, 332 students (59%) responded "Yes" and 229 students (41%) responded "No."

When asked how often students used the college catalog, they responded as follows:

- Once a quarter. 224 (40%)
- More than once a quarter. 152 (27.1%)
- Never used the catalog. 104 (18.6%)
- Don't know what the catalog is. 80 (14.3%)
When asked why they use the catalog, students responded:

Find out more information about major. 212 (37.9%)
Assist in selecting courses. 274 (48.9%)
Read about college policies/procedures. 92 (16.4%)
Don't use the catalog. 178 (31.8%)

When asked how they found the catalog, students responded:

Easy to understand. 350 (62.5%)
Difficult to understand. 32 (5.7%)
Have not read catalog. 178 (31.8%)

Students were also asked to evaluate the Student Handbook.

When asked how often they used the Student Handbook, students responded as follows:

Once a quarter. 182 (32.5%)
More than once a quarter. 82 (14.7%)
Never used the handbook. 138 (24.6%)
Don't know what the handbook is. 158 (28.2%)

When asked why they use the handbook, students responded:

Need information on resources at College. 218 (38.9%)
Need to refer to office phone/room number. 98 (17.5%)
Don't use the handbook. 302 (53.9%)

When asked how they found the handbook, students responded:

Easy to understand. 236 (42%)
Difficult to understand. 40 (7%)
Have not read handbook. 286 (51%)

According to the Dean of Institutional Advancement, the College is not currently systematically quantifying results in the area of publications and promotional literature. The director of Admissions does, however, have a workable system in place in terms of who gets what material--quantifying marketing tracking system on the computer.

Some departments that generate their own promotional literature and publications are at best loosely quantifying it. In those instances where responses were quantified, e.g., ECLC programs, disabled student services, and student activities, it was not clear whether individuals were really responding to the promotional literature or whether it was some other external factor contributing to the desired result(s). For example, the Student Activities Office
measures the efficacy of a particular piece of promotional literature by the number of individuals who attend and participate in the event advertised. It is not clear, however, whether students became aware of the event because of the publication or in some other manner. A response card could be utilized asking participants how they learned of the program or event. Similarly, the Archives measures reactions to its calendar by enclosing a response card with the calendar mailing as a means for readers to make comments or suggestions. The Office Technology Department maintains a database of names of people who telephone for information, but whether these telephone calls are the direct result of the department's promotional literature is not ascertainable. Again, a response card could be used.

PROBLEMS

The following problems have been identified in the Communications Process at LaGuardia:

1. The current role of the Communications Office is that of design. Most departments and/or divisions work with the Communications Office to design special publications which promote their course offerings, services, or events. However, once the design is completed, it is sent back to the department or to the copy center; no effort is made by the Communications Office to follow up on the effectiveness of the design or to account for the distribution of the publication.

2. Many departments generate their own recruitment materials. In some cases these materials are designed departmentally. Others do go through the Communications Office. The problem arises when these promotional or recruitment materials are distributed without any notification to the Admissions/Recruitment Office. Very often students will call or visit the Admissions Office regarding a particular departmental recruitment piece and the Admissions Office is unaware of its existence.

3. When generating their own recruitment materials, some departments are unaware of changes in Admissions procedures. Consequently, since these departments don't always communicate with the Admissions Office, potential students may receive inaccurate information.

4. Again, because of a lack of communication between departments/divisions and the Admissions Office, promotional materials generated by departments never reach many of the College's constituencies.

5. Some departments/divisions do attempt to quantify the effectiveness of their promotional literature. This is generally done by enclosing a response card or keeping track of the number of phone calls in which additional information is requested. Only a few attempt to make to further efforts to reach those who do not respond to a particular mailing.
6. Promotional items which are disseminated sometimes require editing; consequently, the intended message may be confusing to the reader.

RECOMMENDATIONS

The following recommendations are offered to facilitate the communication processes at LaGuardia:

1. In view of our increased foreign student population, an editing process must be in place to ensure the clarity and readability of publications/promotional literature. It is recommended that all publications and promotional materials be reviewed by a professional editor(s) staffed by the Communications Office. Monies should be allocated for the hiring of this person as soon as possible.

2. In view of the fact that many departments and divisions are producing their own promotional literature, which on occasion conflicts with or duplicates the efforts of Admissions/Recruitment, it is recommended that these departments work more closely with Admissions and the Communications Office.

3. To improve the distribution of departmentally created promotional materials, Admissions should be provided with copies. This way Admissions can also tap constituencies in various organizations and communities.

4. To assist the College in future strategic planning efforts, i.e., to determine greatest need for publications/promotional literature and to minimize duplication of efforts, a Communications Office database must be created, inclusive of name of publication, purpose of publication, department generating publication, number of copies to be distributed, targeted population, and quantified response results.

5. While the enrollment figures of the College and/or class size quantify the effectiveness of our promotional literature to a certain degree, it is important that a qualitative measurement be in place, particularly with our increased foreign student population. Therefore, it is recommended that an ongoing Student Communication Task Force, similar to that formed in 1987-1988, be established. The guiding principles identified by the 1988 Task Force (see Evaluation Section) should serve as the focal point for reviewing all printed materials.

6. In considering the future of the communications area, publicity about the College could be enhanced by the use of media, e.g., radio, advertisement, or cable TV. A more systematic approach to "getting the news out" is recommended.
7. There is also concern that the Communications Office become more visible and have an outreach focus to promote the activities that go on at the College. In this regard, the hiring of additional personnel, specifically, a public relations person or persons to complement the design strengths of the Communications Office, is also recommended.

PROPOSED ASSESSMENT INSTRUMENT(S)

Student and staff assessment instruments, i.e., questionnaires, focus groups, and interviews should be developed to evaluate the College Catalog, Student Handbook, and all other major printed materials disseminated to students. These instruments should address the readability and comprehensibility of the printed material as well as the creative design and format.
Communications Office

Media relations are organized through the Communications Office of the Division of Institutional Advancement. Basically, all questions and concerns expressed by the media should be directed to the Communications Officer. New information that the College wishes to publicize is put out in the form of a press release. (See Appendix A.)

All releases are sent to publications in the metropolitan area as well as to a cross-section of the city and its ethnic diversity (see Appendix B). The list includes a number of ethnic publications:

- Korean
- Spanish
- Greek
- Chinese
- African-American

While the program does not yet have any formal method of audits to measure its effectiveness, it does make use of the responses measured by the various constituencies within the College who have generated the press releases.

The Communications Office is continually seeking new publications and persons with whom to share its press releases. An evident outcome of this desire is the number of publications aimed at the Asian market which have been added to the release list in the past five years. As the College interacts with and becomes involved in new areas, so does the Communications Office.

Other Divisions/Departments

Student Activities Office became involved with television in April 1989 during the first student protest and take over of the College. Representatives for Channel 5 interviewed students who were protesting on the street, airing their feelings over the student takeover. In May of 1989, ABC attended a memorial service that the student government sponsored in commemoration of those students killed at Tiananmen Square in China.

Early Childhood Learning Center has been involved with the media in the past primarily to spur legislation, advocate continuation of funding, and for impact information about campus child-care programs and their positive effect on student retention. In 1983, ECCO students at the World Trade Center received media coverage when they protested the limitations of the Self-Sufficiency Act which provided child-care programs for only three years after the three-year limit. The programs presumably would seek their own
Communications Office

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All releases are currently sent to 67 publications or persons in the metropolitan area who represent a cultural cross-section of the city and its ethnic diversity (see Appendix B). The list includes a number of ethnic publications:

- Korean: 3
- Spanish: 4
- Greek: 3
- Chinese: 5
- African-American: 5

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Early Childhood Learning Center has been involved with the media in the past primarily to spur legislation, advocate continuation of funding, and impart information about campus child-care programs and their positive effect on student retention. In 1988, ECLC students at the World Trade Center received media coverage when they protested the limitations of the Self-Sufficiency Act which provided child care programs for only three years. After the three-year limit, the programs presumably would seek their own
funds. Students also rallied to oppose a ruling which made students enrolled in senior colleges ineligible for publicly funded day care programs. In 1987, the news media covered a Legislative Forum at City College where students testified about the need for child care in colleges they attended. News coverage was also provided in 1990 at the forum held at BMCC (co-sponsored by CUNY Welfare Advisory Committee and CUNY Child Care Council) wherein students advocated changes in legislation which would assure the continuity of funding. ECLC produced an audio-tape which aired on the LaGuardia radio station to promote the Center's Extended Day and Saturday programs. The Center also produced a video outlining its services; the video was also used as an educational tool for students interested in childcare related occupations.

Of special interest is a four-week program run by the Division of Continuing Education called "Preparing for Profit--How to Win Government Contracts." This training program for minority and women-owned small businesses teaches how to compete for contracts with MTA and other government agencies. Beginning in April 1991, there has been extensive publicity planned such as bus and subway ad campaigns, press releases, calendar announcements in daily newspapers and monthly magazines, letters to the business community, a press kit, program brochure, and plans to create a public service announcement. Response to an initial 15,000 mailing to a target group will be evaluated in terms of enrollments and requests for further information.

The Archives actively seeks press coverage of major projects such as its radio documentary of Mayor Fiorello H. LaGuardia and its annual history calendar in an effort to increase the size of its audience. In 1990, the Archives produced a radio documentary series about the life and times of Mayor Fiorello H. LaGuardia. Seven half-hour programs were broadcast over WNYC and put on the National Public Radio Satellite for nationwide distribution. The Archives works closely with the Communications Office in preparing press releases, distributing material to newspapers and radio/television stations, and arranging spot coverage of special events. Additionally, the Archives places four ads per year in the United Federation of Teachers newspaper to publicize the Teacher Sabbatical Program. The Archives sends press materials to people and publications representing a broad cross-section of ethnic and cultural groups. In addition its historical publications and public programs recognize the contributions of the city's diverse citizenry.

PROBLEMS
1. There is no internal method of audit to measure the effectiveness of news releases. No follow-up is currently done to determine why a newspaper did not carry a particular press release.
2. Only a few areas of the College work with the Communications Office in reaching out to the community.
RECOMMENDATIONS

1. A more systematic approach to assessing the effectiveness of news releases is recommended. For example, if a press release mailing is sent to advertise a Women's Program seminar, each participant should be given a form/card asking how he or she heard about the seminar and in what newspaper. Telephone inquiries should also be documented.

2. Future strategic planning efforts should make use of assessment by developing a database which lists all publications on the College's current mailing list. Each time a press release is sent, a follow-up should be done to determine which newspapers carried the press release and which ones did not. A scrapbook of all College publicity should also be kept.

3. In considering the future of the communications area, the College should make greater use of media, e.g., radio advertisement or cable TV. A more systematic approach to "getting the news out" is also recommended.

4. There is concern that the Communications Office become more visible and have an outreach focus to promote the activities that go on at the College in all areas. In this regard, the hiring of additional personnel, specifically a public relations person or persons, is also recommended.

5. It is not clear to what extent the College community is informed about the political implications involved in dealing with the news media. There is always the possibility that one-on-one contact with the press may prove detrimental to the College. Therefore, it recommended that a booklet be developed outlining the guidelines to be followed when a College member finds it necessary to deal with the media.
THE MIDDLE COLLEGE HIGH SCHOOL
THE INTERNATIONAL HIGH SCHOOL

SECTION 34

Middle College High School
International High School

Middle College High School, established in 1978, is an alternative public high school for at-risk students. It was started first as a small alternative high school and has evolved over its fifteen-year history. Located at and administered with the cooperation of LaGuardia Community College, the school's mission is to reduce the dropout rate and increase the number of students who go on to higher education.

The mission of Middle College High School is to serve students who have experienced limited success in their education by providing them with concrete, connecting experiences in the next stages of their academic, social, and vocational lives. Therefore, it seeks to increase students' knowledge, self-esteem, associations, performance, and respect for all and is committed to providing an environment which encourages students in their own learning.

Middle College recruits intermediate and junior high school students from local districts 24 and 30 in Queens who have been identified as at-risk students with a history of academic failure, attendance problems, and/or family or personal problems. The school, which serves 500 students in grades 9-13, combines the resources of a high school and a college to create a collaborative structure that promotes school identity and academic engagement. Its student body is extremely diverse both ethnically and racially. For example, based on 2000 data, 43.3% of its students were Hispanic, 18.2% were Black, 37.8% were White and 2.9% were Asian (see Appendix A, Table 1).

School identity is promoted through a structure that supports social bonding between adult and adolescent and a communication of concerns to the students. This structure helps students meet the demands of the school and find their place in society. These elements are promoted by location on a college campus, by a career education program including course work, seminars, and internships; by an intensive counseling program emphasizing group as well as peer counseling; by an orientation program for new students to ease the transition from intermediate and junior high school, and by a faculty who see themselves as teacher-counselors.

The location of Middle College on the LaGuardia campus provides a concrete connection to higher education and allows students to experience first-hand the next stage of learning. If ready, they may attend College classes and receive credit toward a high school diploma while banking college credits. For example, in 1990, 107 students took classes at the College and 97% of these earned college credit.
Middle College High School, established in 1974, is an alternative public high school for at-risk students. It was started first as a small alternative high school, and has evolved over its fifteen-year history. Located at and administered with the cooperation of LaGuardia Community College, its primary goal is to reduce the dropout rate of high school students and increase the number of students who go on to higher education.

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The location of Middle College on the LaGuardia campus provides a concrete connection to higher education and allows students to experience first hand the next stage of learning. If ready, they may attend College classes and receive credit toward a high school diploma while banking college credits. For example, in 1990, 167 students took classes at the College and 67% of them earned college credit.
In May of 1991, a small sample of students completed a questionnaire which asked them what they saw as the advantages and the disadvantages of attending a high school on a college campus. (See Appendix A, Table 5.) All respondents (100%) said that the primary advantage was the college environment, some referring to its greater freedom. Some said that this college environment allowed them to learn to be more mature and responsible. Others said that it "built self-esteem." In addition, 53% responded that one of the advantages was the opportunity to take college classes and use college facilities. (See Appendix A, Table 5, for complete results.) Through the career education program, modeled after LaGuardia's own program, students connect to the working world. This involvement enables them to use the work experience to improve attitudes and skills in school. It also develops a sense of responsibility and promotes the ethic of student-as-worker.

Small class size (18-25 students), seventy-minute teaching periods, many thematic interdisciplinary classes, team teaching, the frequent use of collaborative learning as an instructional methodology, and a willingness to defer quantity in favor of depth of intellectual experience all promote academic engagement. As at the College, students receive alphabetical rather than numerical grades.

Part of the school culture is a sense of ownership for and control of the school on the part of staff. Four committees--Climate, Curriculum, Personnel, and an Oversight Committee--constitute the governance structure of the school. All staff, including paraprofessionals and secretaries, serve on one of these committees. This year, students and parents have been added to the Oversight Committee. The Climate Committee has developed a reward structure for students which includes a public award ceremony held three times a year and displays of student achievement throughout the school. Plans are also drawn up by this committee for student/faculty activity days. The Curriculum Committee decides on all new courses and textbooks and makes curriculum recommendations for policies to be adopted by the whole school. The Personnel Committee recruits and hires all new personnel. In all committees, the decisions are reached by consensus with the principal having the right to make a final decision if consensus cannot be reached. This sense of autonomy coupled with smallness gives teachers a sense of ownership and makes them willing to invest themselves in helping high risk students.

The school is funded through a cooperative agreement between the New York City Board of Education and LaGuardia Community College, with the Board of Education funding all staff and LaGuardia providing operating costs from tax levy funds.

Middle College is housed in one of four College buildings. Its facilities include space for administration and guidance, two science laboratories, two computer labs, a dance room, a cafeteria, and a small paperback library/classroom. The High School uses fifteen classrooms during the day, while the College uses these rooms at
night. This arrangement gives students a home base but does not restrict their movement. Students are given College IDs and have access to all College facilities - library, cafeteria, recreational facilities, a theater, language laboratories, the Writing Center, a TV studio, and additional computer labs. Thus students enjoy all the benefits of a small school without the drawbacks usually associated with smallness, particularly lack of resources.

Academically, the Middle College functions as an academic department at LaGuardia with the Principal holding the informal rank of Chairperson. To further integration with the College, the High School calendar meshes with the College calendar and time schedule, thus enabling students to take college as well as high school classes.

Because of its relationship with the College, teachers at the High School are offered the opportunity to work as adjuncts at the College, team teach with College faculty, and co-design curricula (e.g., Math Motion, American Social History, Integrated Skills Reinforcement). For example, during the 1989-90 school year, eight LaGuardia faculty members served as adjuncts at the High School and six High School faculty members, out of a total teaching faculty of 29, were hired as adjuncts by the College.

The major problems the High School has experienced in achieving its goals have stemmed from time and financial constraints. The practices found to be most effective, i.e., team teaching, a low teacher-student and counselor-student ratio, course clustering, interdisciplinary and inter-institutional planning and teaching, are practices that require considerable human and material resources. At a time when federal, state, and local budgets are being reduced, it is a financial strain on the High School and the College to provide planning time and support for innovation, even when there is a record of demonstrated success. Nevertheless, integration with the College has enabled Middle College High School to experiment with structure, courses, time schedules, and faculty participation in administration and hiring procedures. In 1992, the High School may pilot a minimester structure to parallel the College's new enhanced semester structure.

The design and continuous fine tuning of Middle College has led to a school which is more responsive to students' needs and consequently more effective in accomplishing its mission. For example, Appendix A, Table 2, shows that attendance is higher and dropout rates lower than at other New York City high schools. Appendix A, Table 3, reveals that when compared with a control group, i.e., students who applied to Middle College High School but then attended other high schools, Middle College students graduated at a much higher rate - 55% as compared with 40%. A survey of past graduates (Appendix A, Table 4A), completed in 1987, revealed that these past students strongly liked the "relationship with staff" (76%), the "college atmosphere" (66%), the "small class size" (65%) as well as other attributes. Finally, this survey revealed that all past graduates
were either attending college or receiving other training or had already earned Associate or Bachelor Degrees (see Appendix A, Table 4B).

THE INTERNATIONAL HIGH SCHOOL

The International High School opened on the campus of LaGuardia Community College in September 1985. This collaborative project, like the Middle College High School, represents a jointly sponsored project of the Board of Education of the City of New York and LaGuardia Community College.

The International High School is designed to offer students with limited English proficiency (LEP) a high school/college curriculum combining substantive study of all subject matter with intensive study of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college, and beyond.

The international nature of the student body is apparent in the languages spoken by its students. For example, in the fall of 1990, the student body of 426 came from over 50 countries and spoke 35 languages other than English (see Appendix B,).

A career/occupational education program, similar to the College's Cooperative Education program (see Section 10), serves as a focal point of the International High School. Thus as a graduation requirement, all students must participate in an out-of-school internship program for one-third of each school year. These career internship placements provide students with experiential and educational opportunities to explore career interests, reinforce their English language skills, and further develop their native language proficiencies within the context of the workplace.

Extended Day study opportunities are also provided to the students. Many students take courses at the College. For example, in the winter of 1991, 65 International High School students took 87 college courses such as English as a Second Language, Developmental Reading and Writing, Basic Math, Algebra, Pre-Calculus, Calculus 1, 2 and 3 as well as Introduction to Computers and different foreign language courses. These students had a passing rate of 85% with 41% earning a grade of A in their college courses. These figures have been constant for the past two years (see Appendix D).

Instruction at the High School is for the most part in small group tutorials designed to promote communicative competence in English, reinforce native language skills, extend content area studies, and explore career education alternatives. Extracurricular teams and clubs as well as an ESL class for parents are also offered.

In the five and a half years of its existence, the High School has made remarkable strides. For example, for the past five years, its annual average daily attendance rate has exceeded 90%, and the passing percentage of all classes taken by its students is 85% with
approximately 150 of its students enrolled in college classes each year. Most impressive, the drop-out rate has been less than 5% in the last three years.

The location of the International High School in the basement of the College's main building offers students the possibility of participating in college student life. It also improves self-esteem, making attendance at college a realistic goal while providing additional motivation to complete high school. In May of 1991, a sample of students completed a questionnaire which asked them what they viewed as the advantages and the disadvantages of attending a high school on a college campus. All students surveyed (100%) responded that the primary advantages were the opportunity to take college classes and the ability to use the College's facilities. Few disadvantages were cited, some students in fact responding there were none. The primary disadvantage mentioned, however, had to do with the disruption of High School students' lives when college students engaged in protests. 39% responded that "the college students' propensity to strike against the school every spring" was a disadvantage. (See Appendix E.)

Students' success in graduating and acceptance into college has been extremely high. For example, for every graduating class these figures have exceeded 90%. 54 diplomas were conferred in 1988, 60 diplomas in 1989, and 74 in 1990. 85% of graduates have planned to attend four-year colleges and the remaining 15% planned to enroll in two-year colleges, with 80% planning to attend CUNY institutions, 15% SUNY institutions, and 5% planning to continue their studies at private colleges.

Student achievements at the International High School attest to the school's level of success in realizing its mission. As a result of these achievements, the school has received a gold medal awarded by the Council for the Advancement and Support of Education (CASE) in a national search for institutions "demonstrating the greatest effectiveness with a new or improved partnership between a high school and a college." In addition, the National Council of Teachers of English (NCTE) has conferred "Center of Excellence" status on the International High School for outstanding educational efforts in the teaching of English communication arts. Furthermore, Public/Private Ventures, the formal evaluators for the City University of New York, have recommended that the International High School approach to teaching English through content area study should be replicated in junior and senior high schools throughout New York City. In sum, the school has demonstrated that the collaboration with the College is beneficial to its students. Despite the many accomplishments of the International High School, the faculty and staff are continually seeking to improve its program. For example, recognizing the need to upgrade both skills and knowledge, the faculty and staff of the High School are interested in gaining acceptance for a tuition waiver plan sponsored by the College so that they may continue their studies. Also, the College currently
offers child care facilities for its students. The High School would like to explore the possibility of extending this service to its students, faculty, and staff. In addition, the High School would like to be able to provide more extensive health and medical services for both its students and staff. In the survey completed in May, 1991 (Appendix E), students' suggestions for improvement of the High School program were diverse and generally not very critical. However, the students did suggest that there is a need for both the College and the High School to find new ways to make the High School students feel that they are an integral part of the College.

RECOMMENDATIONS

It is apparent that both high schools, the Middle College High School and the International High School, are successful institutions with low dropout rates and a generally high level of student satisfaction. However, the following recommendations can be made:

1. There is a need in both institutions for more extensive quantitative and qualitative evaluation of student satisfaction and eliciting of student recommendations for improvement. While the Middle College does have a mechanism through its governance structure for at least some students to have input, it is suggested that the International High School develop its own plan for student involvement.

2. Both institutions have total enrollments of under 500, making them extremely small high schools in comparison to most in New York City. Class sizes are also small. Both of these factors permit students to receive a great deal of individual attention. In this era of severe budgetary cuts, care should be taken to preserve these low numbers so that the special intimate qualities of these two schools are preserved.
PART V

A LOOK TOWARD THE FUTURE
SECTION 35

A LOOK TOWARD THE FUTURE

INTRODUCTION: BACKGROUND AND SETTING

LaGuardia Community College, as an open-admission institution dedicated to both educational access and academic excellence, has experienced rapid growth and change in the past twenty years but has remained committed to serving diverse student populations. The College began with a commitment to diverse learning strategies. Today, as a program, the LaGuardia Student Success Center is founded on current and methodologies presented by the Center.

Since its inception, LaGuardia has had the foresight to respond to and meet the needs of a changing American economy and society. The LaGuardia mission encompasses open access to a range of educational opportunities for all members of the community and a commitment to support lifelong learning, professional and personal mobility, economic development, and cultural pluralism. In the specific areas of economic development, the College undertakes to develop, support, and promote educational access and meaningful employment for the City's historically underserved populations.

SIGNIFICANT FINDINGS

The College has necessarily changed. Major shifts have occurred in the composition of the student body, which has become older, predominantly female, and more in need of remediation. The need for developmental courses was highlighted in "The 1985 Cohort Report" prepared by The Office of Institutional Research.

Of the 7,327 first-time degree candidates admitted to the College in fall 1985, only a third (2,706) required remediation in reading, nearly two-thirds (1,674) needed basic mathematics, and one-fifth (1,674) of the group evidenced remediation in at least one area of the basic skills. Close to one-third (2,618) required remediation in three areas. The purpose of the Basic Skills Program at LaGuardia is to address these needs.

In describing students' progress toward graduation and the variables that affect their achievement, "The 1985 Cohort Report" showed that the need for remediation in a basic skill—writing, reading, or mathematics—was a key variable in students' attaining a degree.
INTRODUCTION: BACKGROUND AND SETTING

LaGuardia Community College as an open admission institution dedicated to both educational access and academic excellence has experienced rapid growth and change these past twenty years but has remained committed to serving diverse student populations. The College began with a commitment to diverse learning strategies. Today, regardless of program, the LaGuardia student remains central to the format, content, and methodologies presented by the faculty in all curricular areas.

Since its inception, LaGuardia has had the foresight to respond to and meet the needs of a changing American economy and society. The LaGuardia mission encompasses open access to a range of educational opportunities for all members of the community and a commitment to support lifelong learning, professional and personal mobility, economic development, and cultural pluralism. In the specific arena of economic development, the College undertakes to develop, support, and promote educational access and meaningful employment for the City's historically under-served populations.

SIGNIFICANT FINDINGS

The College has necessarily changed. Major shifts have occurred in the composition of the student body, which has become older, predominantly female, and more in need of remediation. The need for developmental courses was highlighted in "The 1986 Cohort Report" prepared by The Office of Institutional Research:

Of the 2,327 first-time degree candidates admitted to the College in Fall 1986, over a third (37.4%) required remediation in reading; nearly two-thirds (63.4%) needed basic mathematics. Four-fifths (81.7%) of the group needed remediation in at least one area of the basic skills. Close to one-third (28.3%) required remediation in three areas. The purpose of the Basic Skills Program at LaGuardia is to address these needs.

In describing students' progress toward graduation and the variables that affect their achievement, "The 1986 Cohort Report" showed that the need for remediation in a basic skill—writing, reading or mathematics—was a key variable in students' attaining a degree.
INITIATIVES RECOMMENDED

Initiatives Recommended by Students

As concerned participants, students have offered the following suggestions, among others, to improve the Basic Skills Program. All of the suggestions are worthy of serious further consideration. Furthermore they are realistic and cost-effective in these times of budgetary constraint:

a. Add more class discussion, in-class notetaking, and in-class use of textbooks to the courses.

b. Emphasize spelling, vocabulary, and grammar in all Basic Skills courses.

c. Use the same grading criteria for Basic Skills courses that are used in college-level classes; articulate and abide by stricter standards.

d. Emphasize the whole process of learning and improvement and de-emphasize grades in Basic Skills course.

e. Tighten the structure of Basic Skills labs: the material covered in labs should relate more directly and effectively to classwork. Tutors should be better trained to use lab time in a focused and efficient way.

f. Offer more Basic Skills Expresses.

Faculty Concerns and Recommended Initiatives

Reports by faculty, of all components of the Basic Skills Program, emphasize that the agenda for the future must include the following:

a. Appropriate placement of incoming students. Is the Freshman Skills Assessment Program enough? Those responsible for implementing the Basic Skills Program would like to refine or individualize its placement testing. The Speech Communication area of the Humanities Department would like to offer new students a video assessment; the English Department would like to add an understanding/speaking element to the placement package; and both the Reading and Mathematics departments would like to update and develop their own testing procedures. More effective and appropriate placement testing will indeed be part of the Basic Skills Program's future agenda.

b. In addition, each department in the Basic Skills Program would like to articulate and share clearly defined exit criteria for all levels of Basic skills courses. With this will come better sequencing that will speed students' progress.
c. As would be expected, all areas share a strong concern for basic skills pedagogy, in particular the encouragement of innovative teaching strategies—collaborative learning, computer-assisted instruction, and course pairings.

As the complexity of these common concerns reveals, the evolution of the Basic Skills Program at LaGuardia since the last periodic review report has been distinguished by energetic innovation. The curriculum, pedagogical strategies, and faculty collaboration in the Basic Skills Program make it one of the best in the country, winning it a national award in the early 1980's for excellence in basic skills. The challenge confronting the program now is surpassing that achievement while enduring budget cuts, cutbacks in services, and the absence of a program director. That challenge has also become a recurrent theme in each of the Basic Skills departments' reports.

All academic programs have been reviewed and in most cases updated. There are new developments in Liberal Arts - an expanded distribution requirement, an upgraded mathematics requirement, and a requirement for a full year of English composition in most programs. In addition, there are a number of new degree and certificate programs and new options as well as plans for new program development. All such important changes must be evaluated, with special attention given to the effects of basic skills reorganization and a new calendar on the learning process.

ACCESSING THE FUTURE

As the College's Mission Statement clearly indicates, the College is entering the 1990's with a commitment to economic development and multiculturalism. Given the rich diversity of the student population, LaGuardia is in a unique position to address the needs of our changing economy and society. However, one of the immediate challenges facing the College, given this time of dwindling budgets, is effectively utilizing existing resources. Acknowledging the faculty as the developers of instructional technologies, which will provide our students with the knowledge and skills needed to successfully participate in the community and the workplace, is critical.

In addition, another crucial issue the College faces is the collection and interpretation of data, that will then enable the College to make better-informed decisions and develop more effective planning strategies. Network user groups and a newly instituted Telecommunications Group are in the early stages of examining these issues. Further, the College is currently applying for Title III monies that, if awarded, will be used to structure an integrated administrative information system.
Division of Cooperative Education and Placement

Like the Basic Skills and ESL programs, the Cooperative Education Division is meeting the challenge of providing service to a diverse population, different from previous populations in many ways. There is an increase in the number of foreign students, many of whom need assistance in adjusting to American culture and workplace. As previously noted, a high proportion of these students need to develop appropriate communication skills in English. In addition, Cooperative Education provides appropriate services to disabled and working students. The Division continues to provide internships, but the process is made more difficult due to competition from the New York City Board of Education, which participates in the business-education partnership and provides reimbursement to employers for working interns. Finally, the recession has resulted in a hiring freeze in many companies; and an increasing number of students who are unable to find regular jobs rely on Co-op to fill this void.

To meet these challenges, the Division plans to:

1. focus on developing communication skills using the resources of the Basic Skills areas;
2. revise the Coop Prep curriculum to incorporate issues relevant to pluralism and older working adults;
3. expand internships to include more small businesses and growing health care occupations;
4. encourage and develop workshops for faculty, students, and coop employers on topics such as Culture Shock, Sexual Harassment, and the Value of Diversity;
5. focus on ways to publicize the services rendered by the Job Placement Office.

The Library (including Media Services)

Information literacy is basic to every academic pursuit and endeavor and should be a basic requirement for students in order for them to be able to advance in their course work. The Library is planning to offer an information literacy course within the core curriculum of the College and to infuse an information literacy component across the curriculum.

Funding for the Library should be a major priority of the College. Adequate financial support for the Library is vital because its activities are central to the educational mission of the College.
Student Activities

The College must develop a variety of mechanisms for communicating with students so that they have a part in the decision-making process which establishes the College's priorities. Students need to be informed about the impact of budget cuts and the way they will be affected by them. Promoting a "we're in this together attitude," via regular communications between administration and students, is a high priority for LaGuardia. It is also recommended that the Student leadership Training Program place more emphasis on strategies for time management and delegating of responsibilities. Student government needs to continue its mission of providing students with a forum to express their concerns and interests.

Campus Services

At the earliest possible moment, the College must provide more adequate emergency health services for students. In addition, it is strongly recommended that a serious re-evaluation of funding for emergency medical services for both students and faculty be considered.

Similarly, LaGuardia's contractual services, cafeteria, and bookstore must keep pace with the demand of a growing and diverse college community. Services in these areas should continue to be monitored, with recommendations for improvement seriously considered.

Finally, the ever present need for adequate space, facilities, security, and parking is noted. Whenever possible, up-to-date facilities and state-of-the-art equipment should be priorities. The College has made great progress in these areas (particularly with the opening of the E building), but a continuing review in the areas listed is clearly necessary.

The Calendar

As we embark on a period of adjustment and adaptation, the College is making every effort to make the change from the Quarter System to the Enhanced Semester System as smooth as possible for students, faculty, and staff. The calendar change has prompted thoughtful re-evaluation and revision of academic programs. Departments have responded to the change by developing well-paced, pedagogically sound sequences of courses, which will be tested and modified in the light of future assessments.
Graduation

LaGuardia has a strong commitment to the transfer of student to four-year colleges. Every course is reviewed by the College's Curriculum Committee for transferability. It is recommended that articulation agreements in the CUNY Equivalency Guide be reviewed on an annual basis to ensure their continued viability, that the Transfer Information Guide should be updated regularly, and that the tracking of students who have transferred must be significantly improved. In addition, the College should work for the establishment of a coordinated effort within the CUNY system to create consistency of course transfer.

Adult and Continuing Education

The Division of Adult and Continuing Education provides a variety of services to a diverse student population within the metropolitan region. The Division's programs assist the College in attracting new students. The Division's future plans for expansion depend greatly upon its ability to secure additional space, personnel, and adequate financial resources.

Additional plans for the future of Adult and Continuing Education are listed below:

a. the Division should place particular emphasis on strengthening existing curricula and providing more training for adjunct faculty;

b. there should be fewer short-term educational opportunities and more attempts to ensure that students have ready access to and receive counseling about other divisional and College programs;

c. the Division should conduct research and develop educational training programs which address the health care needs of an increasing aging population;

d. increased numbers of certificate programs should be developed which would allow the Division to compete more effectively with proprietary schools.

INSTITUTIONAL RESEARCH

The Office of Institutional Research is expected to be a key component of the College's decision-making and information analysis structure in the coming decade. In its first year, the Office has been able to develop a long needed "fact book" and to plan for the how information will be stored, accessed, and disseminated.
Currently the College faculty cannot do in-depth analysis of student achievement. Although there is a data base housed at CUNY’s central computer facility, it is cumbersome, rarely up-to-date, and difficult to interface with in-house computers. The Office of Institutional Research must provide the Administration with the necessary guidance to update the College’s capabilities in this area. There appear to be three distinct options available: 
1) update/modernize the existing package, 2) purchase a new data analysis package, or 3) create software “in house” which will allow for the analysis of student achievement. However, whatever option is selected, the College must make a commitment to move forward in the area of data accessibility and analysis.

The Office also will need to make use of student perceptions of the institution in its research. It is of critical importance that the College understand how students (as well as faculty and staff members) feel about the institution and its policies and practices. Furthermore, in light of the College’s high attrition rate, it is important that the Office examine student reasons for leaving the College and develop solutions for this continuing problem.

There also appears to be interest in having the Office evaluate outcome measures other than graduation rates. Longitudinal studies of student performance in the labor market and senior colleges have previously been conducted by the Division of Cooperative Education. The Office should, either in conjunction with Cooperative Education or individually, begin the planning necessary to implement the surveying of LaGuardia graduates periodically to assess their achievements after graduation.

HIRING, REAPPOINTMENT, TENURE REVIEW, AND PROMOTIONS

The results of a questionnaire cited in Section 25 indicated some concern by faculty with respect to fairness and equity in the hiring, reappointment, tenure review, and promotion process. As the College moves into its third decade, it needs to examine its faculty from a different perspective. The faculty and staff of LaGuardia are “graying” and maturing. The College for all intents and purposes has hit institutional middle-age. With a relatively young, but heavily tenured faculty, the college will see little infusion of new blood in the coming decade, barring new program development. This, coupled with New York City’s current financial difficulties, makes it seem even less likely that LaGuardia will expand as it did in the eighties.

This scenario will lead to reduced promotional and tenure opportunities for staff and fewer new hires. Existing staff will be asked to do more of the work that junior faculty traditionally handled, while the opportunity for advancement which was evident for so many years will be limited.
The leadership of the College must develop a comprehensive faculty and staff development plan which ensures both an understanding of this issue and a willingness of faculty and staff to continue their levels of institutional involvement through this period. It is of critical importance that faculty and staff feel they are being treated fairly and equitably during a period of fiscal austerity.

GOVERNANCE

While there is general support for the College's mission, there is continuing concern about such varied issues as governance, faculty/staff work load, and, not surprisingly, budget.

LaGuardia has prided itself on its unique governance structure. Indeed, the broadest possible system of enfranchisement has been the norm at LaGuardia. A structure such as this naturally has its supporters and its critics. Non-instructional staff (HEO's, CLT's and support staff—all eligible members) applaud the opportunity to participate in the decision-making process of the College. They feel that the LaGuardia model is the embodiment of "community". However, some members of the teaching faculty believe they are not given sufficient voice in the establishment of degree requirements, programs of study, and, ultimately, graduation requirements. After all, they argue, it is the faculty who are empowered by CUNY by-laws to confer degrees.

This growing debate will become a major agenda item for both the College Senate and the Faculty Council. The Senate plans to undertake a major review of the governance structure during the 1991/92 academic year. In true LaGuardia fashion, representatives of the three major senate constituencies (faculty, HEO's, and students) will be afforded roles in this review. The review of alternate governance structures begun by Faculty Council last year will be continued and expanded during 91/92. In addition, representation from Faculty Council will be added to the Senate committee.

Another area of inquiry for the Senate, Faculty Council, or both is a growing belief that the Administration has been utilizing issue-specific task forces to address College problems rather than the more traditional committee structure. On the surface, this may seem a minor point, but it gets to the heart of the LaGuardia "philosophy." College committees are by definition democratically staffed and representative of every area of the College community. Task forces, because they are appointed, have the potential to be selective and exclusionary. Each method has both good and bad aspects. It is suggested that a careful review of the relative strengths and weaknesses of each approach will lead to a balance of efficiency, accuracy, representation, and wisdom.
WORKLOAD

Institutions as dynamic as LaGuardia Community College do not just happen. They are the result of hard work on the part of every member of the organization. This dedication to the growth, development, and reputation of the College can at times come into conflict with an equally important need to achieve balance in people's lives.

The College must address a number of important questions:

How are we to measure what is sufficient or too much work/responsibility? What are the relative values the institution places on non-teaching functions, such as advisement, research, committee (task force) work? What work assignments should currently be included or featured in faculty/staff evaluations? These are each major considerations. Taken together, they reflect the ever-expanding criteria for both fewer tenured positions and declining numbers of "promotable" positions for those who excel in their primary area of responsibility.

BUDGET/FUNDING

We may feel that we are alone in a sea of unresponsive politicians, uninterested citizens, and budget officers quick to wield the knife. However, the realities of life in New York City in 1991/92 are that there is not now, nor does there appear to be, adequate monies to do our jobs as we would like to define them.

Because budget permeates almost every facet of College life and because we clearly must have additional dollars to function as we have in the past, we find ourselves at an impasse of sorts. We must, therefore, continue to respond in ways that make use of the incredible talent the College possesses. All staff will be required to do more with less. However, given the richness of our past and our current potential for ingenuity, we are hopeful that such challenges can be met as we dream and plan for the future.
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The College Catalog
Listing of Services for Extended Day Students
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FSAP Student Information Bulletin
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Basic Skills Course Survey
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New Student Demographic Data
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Enterprise Faculty Newsletter

Laboratory-Tutoring Evaluation Form
Survey on Learning Objectives
Student Guide to Developing Learning Objectives
Fundamentals of Career Advancement
Cooperative Education Student Handbook
Speech Referral Form
Sexual Harassment Task Force Report
Internship List Fall 1991
Student Evaluation of CO-OP Advisors

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Counselor on Duty Statistical Intake Form

Supercluster Comparative Success Statistics
Advisement Express
Registrar's Office Questionnaire
November, 1990 Health Services Report: Emergency and Other Health Treatments

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Previous Survey Results of Cafeteria Services
1991 Survey of Cafeteria Services
Responses to Cafeteria Services Questionnaire
Comparative Survey 1991 vs. 1986
1991 Survey of Dietary Needs
Results of Dietary Needs Survey
1991 Survey of Bookstore Services
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Bookstore Survey Analysis

Fiscal Year 1990-1991 Projection of Student Fee Income

Minutes of Proceeding of CUNY Board of Trustees Meeting 6/23/86
Memo: Student Union Needs Assessment

Focus Group questions for Participants (Student Club Leaders)
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Notes from Group 2 Focus Group of Participants
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Bridge Governing Document

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Interview Questions for Student Government Leaders

Summary of Interviews with Two Student Government Leaders
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1991 AIDS Awareness Week Program May, 19-24
Sample Flyer: Fundraiser for Homeless Children
Article, "Recycling at our School," Bridge, Fall 1990
3rd Annual Student Leadership Conference (1989)
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1990 Student Leadership Conference Evaluation
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Classroom and Lab counts for the years 1989, 1991, and 1996 for all Campus locations

Comparison of gross and net assignable square footage for all campus locations for years 1989 and 1991
The College's 5-year plan for construction and occupancy.

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Graduation- Outcomes of 1984-85 Entrants
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Horizons Unlimited
Adult & Continuing Education Budget:
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Questionnaire: Departmental Concerns and Goals
Report of the Overview Committee

Information Literacy Questionnaire
Analysis of Response to Information Literacy Questionnaire

Employee Surveys
Economic Development Policy Statement
La Guardia Urban Center for Economic Development
Survey on Inservice Training
Introducing LaGuardia (a Handbook for New Faculty and Staff)

504 Task Force on Disability-Related Issues (Report to President Bowen)

CUNY COMMITTEE FOR THE DISABLED
A REPORT OF DISABLED STUDENTS IN THE CITY UNIVERSITY OF NEW YORK

IN THE CUNY CLASSROOM:
Integrating the New Scholarship on Gender, Ethnicity, Race and Class into the College Curriculum

Institutional Research Questionnaire for Faculty and Staff

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Newsletter of the Third World Faculty and Staff Association

Sample Press Release - LaGuardia Community College Hosts Conference on Marketing for Small Business on September 22

Middle College High School International High School: Tables 1, 2, 3, 4 a & B, and 5