

CITY UNIVERSITY OF NEW YORK  
Office of the Dean for Community College Affairs

A Proposal to Plan and Implement Experimental Programs  
for Community College Number Seven

July 3, 1968

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On November 27, 1967, the Board of Higher Education adopted a series of resolutions which created a new community college for the City University of New York, the institution presently known as Community College Numbers Seven. (The proposal for the establishment of Community College Number Seven is appended.) In so doing, the Board was responding to the continuing demands of New York City for additional higher education opportunities; more specifically, the Board was moving to correct the existing situation where several communities within New York City receive a disproportionately small share of the educational opportunities available to the City as a whole.

The establishment of Community College Number Seven was not, however, an isolated instance of University concern for, or response to, the educational needs of those students who will not necessarily continue their education to the baccalaureate degree. Since 1962, when the University's four community colleges enrolled 14,682 students, two additional community colleges have been established, and the enrollments of existing institutions expanded, bringing the present total community college enrollment to over 37,700 students. The resolution of February 2, 1967, which called for the establishment of Community College Number Seven also authorized the establishment of three additional community colleges (one already planned for the

South Bronx by 1969) before 1972. Thus, the City University community colleges - and their related activities, such as College Discovery, the federally supported Public Service Career Training Program, and the two Urban Centers - continue their rapid growth and expansion into areas of higher education unique to the modern urban setting.

In addition to helping to fulfill the City University's overall enrollment goals, Community College Number Seven will be a unique educational institution, serving a population not previously reached by higher education. It will be the first truly "neighborhood" community college specifically designed to meet the needs of a ghetto population. It will be a school where recognition of the necessity for change and innovation must be built into its very structure. Large amounts of time and resources must be devoted to developing supplementary programs, methods of instruction, techniques of guidance and counseling - all designed to meet the needs of this new type of student body; ~~extensive~~ planning and research are needed to develop and implement these programs which are necessary for the early success of this college and its students.

The overall purpose of the proposals discussed below will be to assist the City University in developing a totally new type of college which will be able not only to serve the traditional functions of a community college, but meet the special needs of the students and the community-at-large in a disadvantaged area. The University is aware of the magnitude or types of problems to be faced and solved, but due

to both budgetary considerations and staff limitations has been unable to make adequate provision for providing answers and programs based on new research and/or experimentation. The proposed innovations planned for Community College Number Seven fall into the following categories:

- 1) those totally new, innovative programs for which research and planning are necessary, with provision for implementation and evaluation;
- 2) those programs not requiring research which are basically <sup>comprehensive</sup> in nature, and will provide a richer immediate environment for students and/or faculty;
- 3) creation and initial support of a central office for community college curriculum, research and training, which would coordinate all projects for Community College Number Seven and articulate them with on-going projects within the City University;
- 4) support and development of an advisory board comprised of community members to assist in the planning and decision-making for Community College Number Seven.

The first group of proposals would include projects to research and implement: a) new types of admissions policies; b) articulation between this community college and other educational institutions (e.g. 4-year or upper divisional colleges); c) a common first semester or "core semester"; and d) an oral-emphasis instructional program.

The second group of proposals designed to supplement traditional college programs and facilities, both quantitatively and qualitatively, would include: a) a library/study center; b) teaching internships for graduate students; c) student personnel assistants drawn from local residents who are community college graduates; and d) pre-service and in-service institutes and training for faculty members and administrative personnel.

Although each of the projects listed above will be designed to meet specific needs, many of them are interrelated both in the problems they will face and the desired results to be achieved. In order to maximize the effectiveness of these projects, a high degree of articulation, coordination, feedback, and evaluation is necessary, - not only among projects concerning Community College Number Seven, but among all similar projects carried on by the City University. Thus a further proposal calls for the creation of an office of community college curriculum, research, and training with a director who would be directly responsible to the University Dean for Community College Affairs.

The final proposal requesting support for a community advisory committee is, perhaps, the most unique feature designed for this college. Soon after the announcement of the new college - and the concomitant statement that the new college would be located in the Bedford-Stuyvesant area - a coalition of between twenty-five and thirty concerned community groups was formed to present the community's views on the new college to the Board. Since that time, this coalition has elected a committee of five members to serve with five members of the Board on a committee responsible for planning and implementing college programs. In order to operate effectively, this community committee needs funds to conduct research and employ consultants in order to gain sufficient expertise on educational programs and process. The City University wishes to demonstrate its commitment to the principle of community involvement by supporting and assisting this committee in every way possible.

A. Research.

1. New Admissions Standards

In the area of admissions, the planning document promises that "The new institution will seek to develop wholly new admissions standards which do not penalize students for poor choices or poor performance in high school." (page 14) Yet, since the ultimate product (the graduate) must reach certain specified levels of achievement, and since admissions to programs unique to the new institution cannot be limited to members of a given community or locality, at least three basic questions remain unanswered: what specific admissions procedures can be developed to implement the decision to provide preferential admissions to community residents while allowing for students from other sections of the City; how should community residents be defined; what are the legal and educational problems to be anticipated in whatever system is developed?

*Admission*

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Traditional admissions criteria for the University's community colleges have been the students' high school grades, with those students presenting the highest academic averages gaining admission to the curriculum of their

choice. The intent of the new college is to provide a mechanism by which students from the community (Bedfore-Stuyvesant) can gain admission to <sup>for</sup> programs/which they might otherwise not qualify because of higher grade averages presented by students from other sections of the City. At the same time, those students from other areas of the City cannot be denied admission to those programs which the new institution offers which may be unique to this institution within the City University. And, perhaps more

*Admission*

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basic, one may question on what basis students should be admitted - if not their prior performance - and what role the various interested groups (such as the community itself) should play in the selection of these students.

Once new admissions standards are established, the research staff for this program will develop a follow-up study to measure the performance of students admitted to the college under special admissions policies as compared to those admitted under traditional policies at this and other City University community colleges. At this time, the new admissions system, and possible alternatives, will be re-evaluated.

## 2. Articulation

Closely related to both of the above questions - and predicated upon the assumption that the new admissions policies may result in students whose preparation for college differs from that of current students - is the problem of insuring the opportunity for qualified students to continue toward a baccalaureate degree. Although present University policy mandates admission to the junior year of a four-year institution for any student successfully completing a transfer program within a City University college, it may be anticipated that the institution of new admissions criteria might effect the senior colleges' willingness or responsibility to accept graduates of the new college. The University must study the possible effects of a homogeneous group which requires advanced education based on significantly different admissions and curricular patterns; estimates must be made as to the numbers and percentages of students who

will desire and qualify for a four-year education in each of the major areas of study. Finally, the University must develop the capacity to provide the necessary and desired education to graduates of Community College Number Seven, whether through modification of existing programs or creation of new programs.

Several possibilities will be investigated by the research staff of this program. It may be desirable to create an additional "upper divisional institution," similar to the University's Richmond College composed of only the junior and senior years and drawing upon graduates of community colleges for the majority of its students. Or, it may be desirable to create a new institution, at the senior college level, which provides specialized education in a given field, such as the four-year teacher-training institution proposed for Harlem. The research staff of this program will undertake studies to determine the success rate of disadvantaged students in each of these two institutions as a guide to the appropriate model to be chosen for the graduates of Community College Number Seven.

### 3. Common First Semester ("Core Semester")

The planning document for the new institution (page 11) proposes a common first semester of study for all students in that "The proposed institution would admit students to the college rather than to specific programs of study." Yet, several basic questions concerning this common first semester remain. Since most City University students are now admitted to a curriculum, the colleges are able to gauge the space and

staffing requirements which each entering class will have. Institution of a common first semester - with choice of curriculum coming at a later time - poses problems for the institution which it otherwise might not face.

Further, the criteria to be used in deciding which students will be admitted to which curricula have yet to be determined; regardless of the criteria selected, the mechanism for utilizing these criteria within the limited time between the first and second semesters must be developed.

Serious academic questions also remain. The idea of a common first semester is aimed at three present problems: with admission to curricula based on high school performance, most students from disadvantaged backgrounds are unable to enter the more demanding curricula; also, it has long been felt that a common core for all students might better prepare the students for their later studies. In addition, students from disadvantaged backgrounds are often lacking in adequate high school guidance which would enable them to make appropriate and informed curricular choices before entering college. Yet, should the common core be college-wide, or based upon the major curricular divisions within each community college (transfer or liberal arts, business, health, and technologies)? The answer to this question will greatly effect any decision as to the criteria to be used for admitting students to individual curricula after the first semester, as well as the criteria for admissions to a major area if the cores are only area-wide. Finally, decisions regarding ultimate curricular choice, if they are based on performance during the first semester, may create undue pressure for grade-achievement during the common semester of study.

In addition to the more general types of research indicated above,

the research staff for this program must determine the appropriate structure of a core program so that loss of credit or delayed graduation is avoided upon transfer to a senior or four-year institution. Further, the staff must carefully review the purpose and objectives of the core curricula (whether college-wide or area-wide) with particular reference to the ultimate needs and objectives of disadvantaged students. Alternate approaches to the common first semester will be outlined and discussed with educators, guidance personnel and former students from the community; the administrative implications of a core program, including those arising from the need for State Education Department approval, will also be explored. Once a program has been developed, a set of hypotheses will be developed as to the expected outcomes of the program. The Director of Research will design and conduct a research program to test these hypotheses once the program becomes operational.

#### 4. Oral-Emphasis Program

The fourth research proposal is also based upon the projected student body which may be anticipated when the new admissions criteria are adopted. Within the context of either a regular first semester or a core semester, students at the new community college may be expected to encounter difficulties based on poor reading or communication skills. Present University community college students with skills deficiencies enter the College Discovery Program, in which they receive remediation and counseling and carry reduced course loads.

Remediation, concurrent with traditional study, is not always adequate, since the student is expected to utilize those very skills of reading and writing in which he is deficient in his regular classes. Thus, the University wishes to investigate and develop a core of first

semester studies based on an oral-emphasis approach which would provide the student with an opportunity to receive remedial assistance while taking classes which did not require college-level reading or communications skills, yet which would nonetheless provide college credit.

Various methods of teaching and testing would be planned, implemented and evaluated. They would include a range of visual presentations, verbal presentations, and programmed instruction. ~~Teachers would be trained to use instructional media such as tape recorders and teaching machines~~ where deemed appropriate.

*A* Students would remain in these specially developed courses until able to assume a full program of traditional types of college course work. By the provision of these courses the college would be helping to insure that students with skills deficiencies could achieve success, not failure, in their first contact with college credit work, - thus helping them to develop the strong commitment and motivation necessary for the completion of their college degree. It is hoped that new ways of presenting course material would result in a minimum of delay in fulfilling degree requirements. If this program with special courses in all the basic subject areas (English, mathematics, social studies, and physical sciences) proves effective, it may be expanded for use not only at Community College Number Seven, but wherever else such a program is appropriate to student needs.

Budget for Research:

During the planning year 1968-69 a research director would be employed who would be responsible for the development, and planning of the Admissions, Core Semester, and Oral-Emphasis programs. He would be assisted by three staff assistants, one responsible for each project. Consultants would be used as curriculum specialists particularly in the

Core Semester and Oral-Emphasis projects where they would help develop programs in each of the following areas: social sciences, mathematics, physical sciences, English, remediation, and learning theory. *In addition specialists in would be consulted*

During 1969-70 the research director and one staff assistant would be needed to begin the articulation study and carry out the implementation of the Core Semester, Oral-Emphasis and Admissions projects. They would evaluate each project at several stages during the year, and present final evaluations of each project as well as an overall evaluation of the entire research effort.

1968-1969

Research Director	\$18,000
Staff Assistants (3)	36,000
Secretaries (3)	16,500
Fringe Benefits	11,985
Consultants	30,000
Space Rental	5,400
Supplies & Equipment	7,000
	<u>\$124,885</u>

1969-1970

Research Director	\$19,000
Staff Assistant	13,500
Secretaries (2)	11,000
Fringe Benefits	7,310
Space Rental	4,200
Supplies & Equipment	4,500
	<u>\$ 59,010</u>

B. COMPENSATORY PROJECTS

1. A Library Study Center

Most new colleges suffer, during their first several years, from critical lack of library facilities and/or generally free study areas.

For example, most City University colleges develop libraries slowly over a period of years in proportion to the rate of growth of student population. This approach will be problematic at Community College Number Seven since it may be expected that many students will lack adequate study facilities or library resources at home. It is therefore proposed that a combination library/study center be rented and equipped for Community College Number Seven to be ready to open as the college opens (with 500 students in the fall of 1969). These facilities will be utilized until such time as the permanent facilities of the College are available, at which time the equipment and books may be transferred to the regular college library. Staffing for this facility will be provided through the college's regular operating budget; the approximate budget for this project would be as follows:

1969-1970:	Rent and renovation of 5000 sq. ft.	20,000
	Purchase of tables, shelving, chairs	6,900
	Purchase of books	50,000
	Creation of study carrels	<u>10,000</u>
		86,900

## 2. Interns

In addition to the planning and facilities needs of the new college, there exists a need for both faculty and guidance counselors who are aware of the specific needs of their student body and are able to respond to those needs. A variety of proposals - all aimed at meeting these needs, both short-term and long-term - is presented below.

The existence of a new community college, dedicated to educational opportunity in urban ghetto areas, presents an opportunity not only for those who will be students, but also for those who would become teachers. Thus, one program with both an immediate and a long-term effect on urban

education would be an internship program for community college teachers to be established in cooperation with local graduate schools. Through provision of the interns' salaries and that of a program coordinator, a program can be established which will (1) provide intern-teachers to aid in and supplement the instruction given in the regular community college curriculum, (2) provide the students with greater access to those with expertise in the various subject areas (3) offer an opportunity for graduate students who hope to be teachers to both earn and gain first-hand experience which will aid in their own development, and (4) hopefully provide contacts and experience which will draw the graduate students into similar teaching situations upon completion of their studies. The approximate budget for this proposal would be as follows:

1969-1970: Coordinator ( $\frac{1}{2}$ time)	6,000
10 Interns ( $\frac{1}{2}$ time)	40,000
Fringe benefits	<u>10,120</u>
	56,120

### 3. Student Personnel Assistants

Another opportunity for both short-term and long-term benefits is presented through the use of local community-college graduates as student personnel assistants in the new institution. Following a six-week summer program to introduce them to the purposes of the college and the specifics of student personnel work, these local student community-college graduates will be employed by the college to assist in student activities, carry out interviews for financial aid, lead orientation seminars for students and for faculty, and provide a link to the community. The student personnel assistants would also be encouraged to continue their own education toward the baccalaureate degree with the hope that they would eventually return

as qualified guidance counselors or student personnel officers. The approximate budget for this project is as follows:

1968-1969:	Institute Director	2,000
	Secretary	500
	Fringe Benefits	550
	Guest speakers	2,000
	Books and materials	250
		<u>5,300</u>

1969-1970:	Salaries for 10 S.P.A.'s	60,000
	Fringe Benefits	13,200
		<u>73,200</u>

4. Pre-Service and In-Service Institutes for Faculty

The City University plans to offer pre-service and in-service training programs to all City University Community College personnel. The bulk of these programs, such as an institute on Afro-American history, an institute on remediation for the classroom teachers, and an institute on use of audio-visual materials, will be supported through either federal or tax-levy funds. In addition, one special workshop will, it is hoped, be supported under this application.

One week prior to the opening of the college, a specially-developed pre-service orientation workshop for all faculty (estimated at 30 maximum) will be held. Running over a period of three days, the institute would be aimed at providing specific information (1) about the community in which the college is located (2) about the student body and its background (3) about the special services offered within the college, such as remediation and counselling (4) about the place of the college within the City University and within the total educational structure of New York City. Speakers would be drawn from the college staff, from community groups, and from

the central office of the University. The program would be designed to both inform and involve the participants so that their teaching will reflect an understanding and awareness of the special situation in which they will be operating.

During the course of the year, Saturday workshops will be offered to interested faculty (not to exceed thirty members) on specific academic topics of relevance to the educational outcome at the college. One day workshops will present information and discussion on such topics as (1) Negro history and culture (2) Civil rights and activism in the United States and in the local community (3) the development of the welfare system in the United States and the psychological implications of this system for community residents (4) the historical development of legal and social constraints on Negro action and recent patterns of Negro-white relationships (5) education in the ghetto, and (6) patterns of ghetto life.

Each institute or workshop will be independent of the others, although all will form a logical series presenting historical, sociological, and psychological background which will be of use to professors of any subject in making their courses more relevant and understandable to their particular student population. Outside experts will be brought to the college where appropriate to lead the individual workshops, which will be offered, on the average, once a month.

The approximate budget for this project is as follows:

1968-1969: Director (part-time)	2,000
Secretary (part-time)	500
Fringe benefits	550
Speakers & Misc.	<u>1,000</u>
	4,050

1969-1970:	Director ( $\frac{1}{2}$ time)	6,000
	Secretary ( $\frac{1}{2}$ time)	2,250
	Fringe Benefits	1,815
	Speakers	3,000
	Misc. & supplies	<u>1,000</u>
		14,065

Although each of the above projects has value in and of itself, the impact of any one project is greatly increased through the ability to offer all of the programs and to conduct all the research. During the first year, the University will conduct research into four areas of critical importance to both the new institution and any future institutions, as well as planning for the use of student personnel assistants and for the pre-service and in-service institutes. During the first year of the college's operation, the effects of the research will be implemented, the institutes will be offered, and the students will have the advantage of not only increasingly understanding faculty and student personnel assistants, but the advantage of available study and library facilities in which to carry out their work. At the same time, interns from local graduate institutions will provide personalized instruction while themselves preparing for teaching positions in similar institutions.

C. Office of Community College Curriculum, Research, and Training

In December 1967, an Office for Community College Affairs was created, directly responsible to the Chancellor of the University. Through this office, new developments have been planned and coordinated - within the limitations of staff time and expertise - and the activities of the existing community colleges have been assisted. Yet, as the University has expanded - and as the percentage of its students from disadvantaged backgrounds has doubled - research into new methods of dealing with existing or anticipated problems has lagged behind operational activities due to both budgetary considerations and staff limitations.

It seems appropriate now to create, within the Central Staff of the City University, an Office of Community College Curriculum, Research, and Training. This office would become the unit responsible for the planning and coordination of research programs, and for the stimulation of new research; it would develop appropriate training programs for faculty and staff at the community colleges and would evaluate these programs; it would prepare new and experimental curricula, and provide for the implementation of those which seem appropriate to the needs of the individual community colleges within the City University.

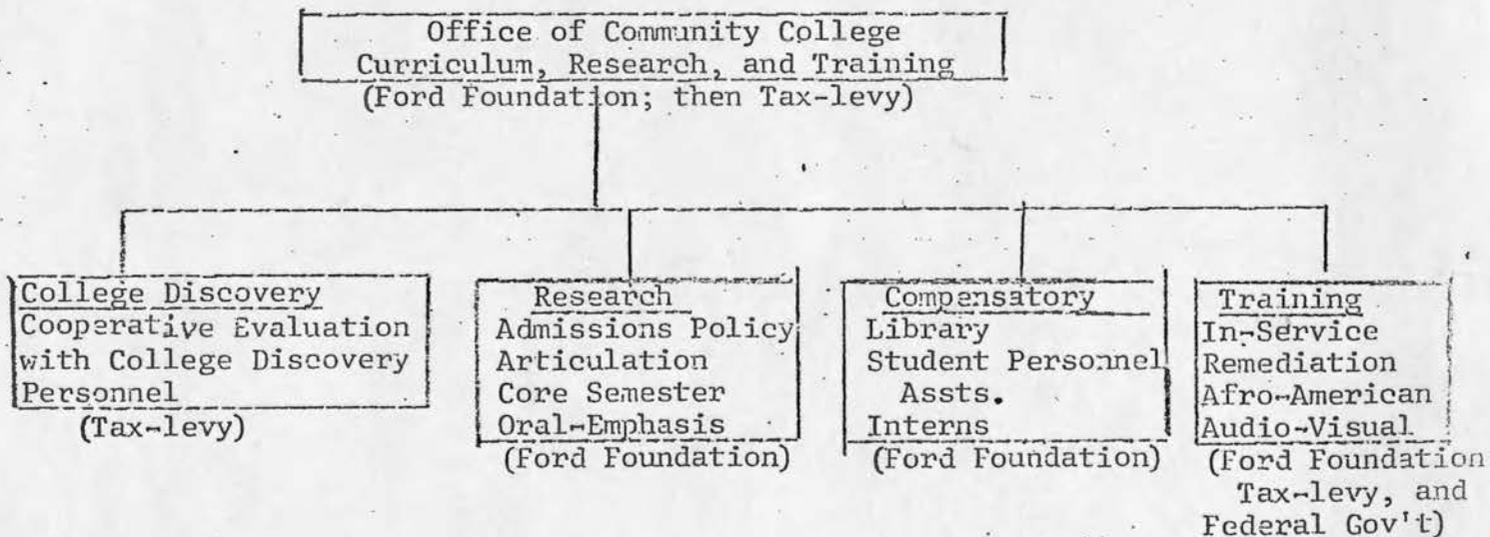
The establishment of Community College Number Seven - and the concomitant planning which is now necessary - provides a perfect opportunity for the establishment of this new University Office. Its initial work will be directed toward resolution of problems with both specific relevance to the new college and more general application to other existing and planned institutions; in addition, it would assume direct responsibility for the planning and implementation of compensatory programs planned for the new college.

At the same time, it will provide coordination for the on-going research and training programs which have, to date, been coordinated only informally through the Office of the Dean for Community College Affairs.

The Office of Community College Curriculum, Research, and Training will be staffed by a full-time Director and secretary; the Director will be directly responsible to the University Dean for Community College Affairs. Due to the City University's budgetary position within New York City, it would not now be possible to establish this Office without outside support. In addition, the University could not initiate, without outside assistance, the new research programs which - in addition to on-going research and training - will be housed in the newly created Office. Thus, with the intention of including the base office staff in its operational tax-levy budget at the earliest possible date (probably fiscaly 1971), the University now requests support for this staff for the next two years, with the approximate budget shown below:

1968-1969	Director	\$20,000
	Secretary	5,500
	Space Rental	1,750
	Fringe Benefits	5,610
	Supplies & Equipment	<u>3,500</u>
		\$36,360
1969-1970	Director	\$21,000
	Secretary	6,000
	Space Rental	1,750
	Fringe Benefits	5,940
	Supplies	<u>1,000</u>
		\$35,690

At the outset, the Office of Community College Curriculum, Research, and Training will, it is hoped, consist of four major efforts, distinguished by both their purposes and sources of funding (see diagram below). Included in this Office will be the on-going evaluation of a major compensatory education program, College Discovery, supported by tax-levy funds, and the coordination of the University's in-service and pre-service training efforts, supported by both tax-levy and federal funds (with one component funded under this application). Finally, supported under this application, this Office will include the research programs in four major areas and the supplementary programs in three major areas, all aimed at increasing the effectiveness of Community College Number Seven, but each having important potential consequences for the total University effort in providing education for those who might not otherwise be served.



D. Community Advisory Committee

Finally, but by no means of little significance, the Board Committee to Seek a President has been broadened (as noted above) both in terms of function and membership, to include five representatives from the Bedford-Stuyvesant Coalition on Educational Needs and Services. During 1968-69, while the University's own research projects are under way, this committee will require support for its Coalition members to allow them to negotiate competently and freely with the representatives of the Board of Higher Education.

This community Coalition is highly experimental in nature, and will have major responsibility for communicating the wishes and needs of the community to the Board of Higher Education. At the same time, it must bear the responsibility of interpreting the educational policies and requirements of the City University to a large number of single and multi-purpose community groups. The successful operation of this community group will be crucial factor in assuring the high quality of Community College Number Seven, and will constitute the first step in developing a continuing close working relationship with the entire community. In addition, the University will gain valuable experience in working with such a community group at the very planning stages of a college, - a form of involvement that is not only necessary, but welcomed by the University.

The Coalition will require adequate support for its staff which will work with the constituent community groups, survey opinion, and conduct independent research. This support includes an Executive Assistant and

secretary, as well as consultants, required space, equipment, and supplies. The approximate budget would be as follows:

1968-1969:	Executive Assistant	\$10,400
	Secretary	5,500
	Fringe Benefits	3,380
	Space	3,500
	Consultants	12,000
	Supplies and Equipment	<u>8,000</u>
		\$ 42,780

BUDGETARY COMPOSITES

By Program

1968-1969	Research Projects	\$124,885	
	Student Personnel Assistants	5,300	
	Institutes	4,050	
	Community Staffing	42,780	
	Office of Curriculum, Research & Training	<u>36,360</u>	
		\$213,375	\$213,375
1969-1970	Research Projects	\$59,010	
	Library/Study Center	86,900	
	Internships	56,120	
	Student Personnel Assistants	73,200	
	Institutes	14,065	
	Office of Curriculum, Research & Training	<u>35,690</u>	
		\$324,985	<u>\$324,985</u>
			\$538,360