

**ANNUAL REPORT**

**1967-68**

**SEEK PROGRAM**

**THE CITY UNIVERSITY OF NEW YORK**

**Prepared by:**

**Leslie Berger**

**Director**

# SEEK PROGRAM

The City University of New York  
154 West 71st Street, New York, N. Y. 10023



Office of the Director

212/787-8600

October 15, 1968

Dr. Albert H. Bowker  
Chancellor  
The City University of New York  
535 East 80th Street  
New York, New York 10021

Dear Dr. Bowker:

Looking back at the last three years is an exciting experience. In the SEEK Program we were permitted to engage in creating open experimentation in education with a large and socially significant population that heretofore had never been admitted to college. It is indeed a rare phenomenon in the field of education to have as much support, financial and otherwise, as we have had, and to be in a situation where intellectual exploration is facilitated to the extent that it was for us. It has been rewarding to see the results, not only in terms of the number of students the SEEK Programs have been able to retain through the last two or three years, but also in terms of the fine spirit, devotion and high motivation of the faculty who have participated in this experience.

The SEEK students have already made a definite impact on the colleges, and as the program continues to grow and evolve, the contributions they have to make will be further realized.

From the Fall of 1966 to the Spring of 1968, the program grew from a total enrollment of 450, with an additional 750 non-matriculated evening session students, to an overall enrollment of 1807, including 262 of the original evening session students. The staff increased from a few dozen teachers, counselors and administrative personnel to approximately 300. By the 1967-68 year, the initial budget of \$1-million had increased to \$3½-million.

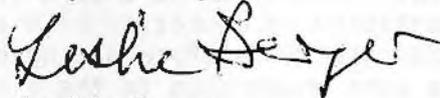
In many ways, the story of SEEK can be considered a success story. One should, however, also recognize that the phenomenal rate of growth has created problems in staff development and program coordination in relation to the colleges and the faculties. It cannot be ignored that while some faculty members and administrators in the colleges are enthusiastic supporters of SEEK, when a program changes from a token program to a program

which encompasses a sizable proportion of a campus's population, there may be an increased anxiety about and reaction against the program on the part of the faculty of the college.

The most important element in the program is the degree to which the student is provided with a highly individualized educational experience. For this purpose an unusually sensitive and well-trained faculty is required. One cannot overlook the question of what effect the rate of growth will have on the staff of the program, nor can one avoid asking at what point a highly individualized program turns into a bureaucratic one, and what factors are responsible for making it that. To provide the educational environment necessary for the continued success of the program, it is essential to have an administrative structure which is uncomplicated.

Your direct support of the program during the past two years has given all of us invaluable encouragement.

Respectfully,



Leslie Berger  
Associate University Dean  
SEEK Program

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SEEK Program  
of the City University of New York

University Director

Berger, Leslie, Associate University Dean, Professor  
Ph.D., University of Michigan

Director of Community Relations

Wilkinson, Rachel, Associate Professor in Student Personnel  
Ph.D., New York University

SEEK College Program Directors

Brooklyn College

Murray, Walter, Associate Professor in Education  
Ph.D., University of Chicago

City College

Ballard, Allen, Associate Dean, Associate Professor in Political Science  
Ph.D., Harvard

Hunter College

Denmark, Florence, Assistant Professor in Psychology  
Ph.D., University of Pennsylvania

Herbert H. Lehman College (formerly Hunter College-Bronx)

Lapkin, Benjamin, Assistant Professor in Education  
Ph.D., New York University

Queens College

Mulholland, Joseph, Lecturer in Education  
M.S.W., Fordham University

University Center

Branman, Irving, Associate Professor in Speech  
Ed.D., Columbia University

York College

Willis, Edmund, Assistant Professor in History  
Ph.D., University of California, Berkeley

## INTRODUCTION

In New York City, while 32.8 percent of the public elementary school students are Negro and 24.2 percent are Puerto Rican, a recent study indicated that Negro students earned only 3.7 percent of the 21,000 academic high school diplomas awarded in 1963 and Puerto Rican students earned only 1.6 percent of them.<sup>1</sup> We have too long remained aloof from the appeals -- indeed, demands -- of the educationally disadvantaged urban youth of this generation. If the capable among them do not go on to college, they will too often find themselves consigned to the streets of our Harlems, a tragic waste of our human resources where there might have been a burst of constructive leadership and a flowering of human potential.

Educational institutions have a responsibility to engage in an active campaign to recruit ghetto youth even when these youths may not seek out a college on their own initiative. SEEK (Search for Education, Elevation and Knowledge) is an educational opportunity program offered by The City University of New York to provide a chance for high school graduates from poverty neighborhood backgrounds to be educationally prepared, motivated and financially helped to get into the mainstream of college education at one of the senior colleges of The City University. The special concern of this program is high school graduates who would not have been admitted into college on the basis of their marks in

1

Frank M. Cordasco, "Puerto Rican Pupils and American Education," School and Society, February 18, 1967, pp. 116-119.

high school, but who nevertheless have potential for college in terms of basic ability. This group, a very large and growing one, has never had this kind of chance.

Ninety percent of the student body of SEEK is Negro or Puerto Rican. Most of the students do not have academic high school diplomas, but rather, general, vocational, commercial or even high school equivalency diplomas. At present it seems that there are no reliable predictors of college success that will differentiate between educable and non-educable youths with low grades from urban poverty area high schools. Therefore SEEK has focused its attention on defining the population that must be serviced and concentrated its efforts on developing a program that uses the actual experience in the SEEK Program as a basis for assessment of a student's optimal educational level.

Since the students enrolled in SEEK have widely varied high school backgrounds, maximum individualization of the student's actual experience in the program is essential. To ensure the proper assignment in first-semester courses, placement examinations in English, reading skills, mathematics and foreign language are given to all incoming SEEK students. On the basis of the test results, the students may attend the same class as regular college students or may be assigned to remedial courses or to sections of regular credit courses which are specially designed to integrate remedial work with college work.

In order to accomplish the dual remedial and academic aim, SEEK classes are small (10 to 15 students) and they also meet for more clock hours per week than do regular classes covering the same material. In addition, individual and group tutoring is available to help the slow student catch up or enable the more capable student to move ahead faster.

To help the student identify with the academic life, an intensive psychological counseling service (one counselor for every 50 students) was set up as an integral part of the program. Additional supportive elements provided for the student in the program include free tuition, books and educational supplies, pilot residence hall housing and a weekly stipend based on financial need.

When a baccalaureate degree turns out to be an unrealistic goal for a given student, it becomes the counselor's responsibility to explore with him the question of what would be a meaningful alternate occupational goal -- such as community college training for a specific technology or job skill. He may opt for a job which does not require further vocational training, and if so, he should be helped in finding a suitable job. The SEEK Program is designed to provide a constructive growing experience for each student regardless of whether or not he receives a baccalaureate degree from the University.

OFFICE OF THE UNIVERSITY DIRECTOR OF THE SEEK PROGRAM

The SEEK Program in the City University is unique not only in terms of its student population and educational approaches, but also in its organizational structure and division of responsibility between the University and its colleges. The program was initiated by the State Legislature in the City University Supplemental Aid and Construction Act of 1966. In this act, \$1-million was given to the Chancellor of the University to be used at his discretion "to provide for the screening, testing, registration, tutoring and enrollment in the City University of New York" of persons "who shall be residents of areas defined as 'poverty areas' by the Anti-Poverty Operations Board of the City of New York or its successor agency." In subsequent years, funds specially earmarked for the SEEK Program were again directly allocated to the Chancellor.

Another distinguishing feature of the SEEK Program is its close working relationship with community groups and community agencies. Along these lines, an Advisory Committee to the Chancellor, drawn from the community which the program serves, has assisted in the development of the program.

In the interest of effective community relations and in view of the program's expansion, SEEK requires a close coordination of its college programs with the University. For this purpose, the Office of Director of the University SEEK Program was established by the Chancellor in May 1967. The Director is responsible for the coordination of the SEEK Programs at the various campuses, for the preparation of the University SEEK budget, and for the central administration of policies regarding SEEK.

## ADMISSIONS

For the Fall 1967 term, 3,232 applications were processed by the SEEK Office. The students were selected by the participating colleges, which sent personnel to the SEEK Office to look through the files of the 2,576 eligible applicants. The majority of the 656 ineligible applicants were so because they did not reside in an officially designated poverty area. Others could not be considered for the program because they failed to meet one of the other eligibility requirements in effect at that time: high school graduation no more than ten years prior to date of application, no previous college attendance, and possession of United States citizenship or a Declaration of Intention.

This admission procedure was followed by all of the participating colleges except Queens College, which recruited and selected many of its students independently of the Central Office. Upon completion of the screening by the colleges, 589 applicants were sent letters asking them to appear for interviews with counselors at the SEEK Office. Those who responded filled the 173 vacancies at City College, 63 at Brooklyn and 118 at Queens College. An additional 185 were recruited by Queens College itself as noted above.

This procedure was changed for the Spring 1968 term, when the processing, screening and selecting of students was handled entirely by the Central Office of SEEK. Out of the 2,101 applicants who applied for that semester, 565 were ineligible for consideration for one of the reasons outlined earlier in this section. A new phase was incorporated

into the selection procedure for this term: students with averages of 75% and above who did not meet the standards for matriculation for any unit of the City University were automatically accepted; students with high school averages under 75% in academic subjects were invited to take the School and College Ability Test (SCAT). Out of the 1,178 applicants who were invited to take SCAT, 805 responded. Subsequently, for this term 756 were referred to the participating colleges, which now included the University Center Pre-Baccalaureate Program, Hunter College-Bronx Campus and York College. Of this number, 610 students were registered.

For the Fall 1968 term, the School and College Ability Test was not utilized as part of the selection procedure. Instead, any eligible student applying no later than May 15, 1968, with at least a 70% average in academic subjects, was automatically accepted into the SEEK Program. At this time the admissions unit of the College Discovery Program was combined with that of SEEK, and a single application form was introduced for these Special College Programs. The eligibility requirements were slightly altered to reflect this change and are now as follows:

1. Applicants must be High School graduates or possess an Equivalency Diploma. However, it is not necessary to have an academic high school diploma or regents' credits in order to be accepted.
2. Applicants must be under thirty years of age.
3. Applicants must not have previously attended college or be eligible for matriculated status in The City University of New York.
4. Applicants must be citizens of the United States or must present a Declaration of Intention.
5. Applicants must have resided in New York City for at least one year.

6. Applicants must live in an officially designated poverty area or meet the necessary financial deprivation criteria.\*

Between January 1 and May 15, 1968, a total of 6,404 persons applied for the Fall 1968 semester of the Special College Programs. Of this number, 718 applicants were found to be ineligible, primarily because of previous college attendance. An additional 1,059 were not considered because they failed to get their complete records on file. A total of 2,626 applicants were referred to the participating colleges for admission. They were to fill 1,924 vacancies (1,225 SEEK and 699 College Discovery). The total number of respondents were 1,220 SEEK and 707 College Discovery students, making a total of 1,927 entering students. This figure also includes 125 "One Hundred Scholar Program" students (111 under SEEK and 14 under College Discovery).

The One Hundred Scholar Program is a new project designed to ensure by September 1969 college admission to the one hundred top students graduating from each of the sixty academic high schools in New York City. A group of 600 such students were invited to attend a senior college within the University system for the first time in September 1968. The 125 students mentioned above are those who accepted and were placed in the Special College Programs.

\*Those accepted into SEEK must reside in an officially designated **poverty** area, while those accepted into the College Discovery Program need only meet the financial deprivation criteria.

### COMMUNITY RELATIONS PROGRAM

It was assumed from the beginning that the most effective way to reach the students that the SEEK Program is trying to reach was through agencies in the community. In the past year at least 1,250 community agencies participated in the program and proved to be invaluable allies in the task of recruiting prospective SEEK students. Dr. Rachel D. Wilkinson, a tenured Associate Professor, serves as the Director of Community Relations, reporting to the Director of SEEK.

One of the functions of the Community Relations Program has been to hold orientation meetings for staff members of community agencies to further acquaint them with the workings of SEEK. During the year ending June 30, 1968, an average of nine meetings per month served 444 individuals representing 325 agencies. In addition, 48 field visits to different agencies were made.

One-third of the 539 new SEEK students who registered for the Fall 1967 semester were referred by community agencies. A total of 92 agencies were involved. Approximately two-thirds of the 63 new students enrolled at Brooklyn College and one-half of the 173 students enrolled at City College indicated that they had been referred by an agency. However, only one-fifth of the 303 students enrolled at Queens College (137 of whom were part-time students) were agency-referred, since the SEEK Program at Queens had been conducting its own recruitment program.

Of the 610 students newly enrolled in SEEK for the Spring 1968 semester, 59% were referred by a total of 235 community agencies. At least 50% of those who registered at each of the six colleges which operated a SEEK Program were agency-referred.

The community agencies which referred the largest number of students who were accepted during the Spring 1968 semester were: Bedford-Stuyvesant Youth in Action, Brooklyn Youth Opportunity Center, Harlem Teams for Self-Help, Haryou, Job Counseling Center, New York City Housing Authority, New York City Youth Board, New York City Department of Personnel and New York State Employment Service. Bedford-Stuyvesant Youth in Action had the largest number of recommendations accepted by SEEK.

In accordance with the policy of maintaining an ongoing relationship, the agencies were notified as to the ineligibility, acceptance or rejection of their applicants. They were also sent the names of accepted applicants who failed to register. When a student who had been referred by an agency ultimately achieved matriculated status at the University, the agency was also informed. Throughout the year attention was given to improving communications with agencies which had referred large numbers to the SEEK Program.

Additional efforts were made to develop the participation of special groups which had not been working actively with SEEK: certain Spanish-speaking groups, organizations in Queens, sororities, fraternities and professional groups. Since there is a high turnover of personnel in many agencies, constant and good communication between the SEEK Program and the agencies is extremely important but at times a difficult task.

### CHANCELLOR'S ADVISORY COUNCIL ON SEEK

Simultaneous with the launching of the SEEK Program, it was decided to organize a city-wide policy advisory group on the SEEK Program, to report directly to the Chancellor, and to consist of citizens concerned with (a) educational programs for the disadvantaged, and (b) neighborhood and community agencies involved in youth work. This SEEK Advisory Group became formalized as the Chancellor's Advisory Council on SEEK which has met regularly for the past two years, on a monthly basis; it has served as the principal source for policy guidance for the SEEK Program. Among the subjects on which recommendations were made to the Chancellor and to the SEEK Program were: eligibility requirements, budget and appropriations, the residence hall, community relation, et cetera.

From time to time, the membership of the Council has been broadened to provide greater scope, coverage, and "grass-roots" as well as city-wide representation.

Chancellor Bowker designated Professor Julius C.C. Edelstein, who is Coordinator of Urban Studies, as Convenor of the Advisory Council, and instructed the Office of Urban Studies, in cooperation with the Central Office of SEEK, to provide staff services.

The members of the Advisory Council, as of September 1, 1968, are as follows:

Mr. Joseph Aguayo  
Puerto Rican Forum, Inc.  
156 Fifth Avenue  
New York, N. Y. 10010

Hon. Herman Badillo  
Borough President of the Bronx  
851 Grand Concourse  
Bronx, N. Y. 10451

Mr. Eugene Calderon  
Office of Community Education Centers  
110 Livingston Street, Room 233  
Brooklyn, N. Y. 11201

Dr. Eugene S. Callender  
Deputy Administrator  
Housing & Development Administration  
110 Church Street, Room 425  
New York, N. Y. 10007

Mr. Arthur Chase  
New York City Community College  
300 Jay Street  
Brooklyn, N. Y.

Dr. Kenneth B. Clark  
Metropolitan Applied Research Center (MARC)  
60 East 86 Street  
New York, N. Y. 10028

Hon. Edward R. Dudley  
Justice of the Supreme Court  
100 Center Street  
New York, N. Y.

Rev. Malcolm R. Evans  
Office of Addiction Programs  
325 Broadway, Room 425  
New York, N. Y. 10007

Miss Helen Harris  
United Neighborhood Houses  
114 East 32 Street  
New York, N. Y.

Mr. David D. Jones  
Harlem Teams for Self-Help, Inc.  
179 West 137 Street  
New York, N. Y. 10030

Dr. Arthur C. Logan  
Upper Manhattan Medical Group  
1865 Amsterdam Avenue  
New York, N. Y. 10031

Mr. Frank Negron  
Mayor's Office of Education Liaison  
Human Resources Administration  
51 Chambers Street, Room 620  
New York, N. Y. 10007

Mr. Franklin A. Thomas  
Executive Director  
Bedford Stuyvesant Restoration Corporation  
268 Ashland Place  
Brooklyn, N.Y.

Mr. Hector I. Vazquez  
Executive Director  
Puerto Rican Forum  
156 Fifth Avenue  
New York, N. Y. 10010

EX-OFFICIO MEMBERS

Chancellor Albert H. Bowker  
City University of New York  
535 East 80th Street  
New York, N. Y. 10021

Professor Julius C.C. Edelstein  
Coordinator of Urban Studies  
City University of New York  
33 West 42 Street  
New York, N. Y. 10036

Dean Leslie Berger  
Director, SEEK Program  
Alamac Hotel  
154 West 71 Street  
New York, N. Y.

Dean T. Edward Hollander  
City University of New York  
535 East 80th Street  
New York, N.Y. 10021

Dr. Rachel Wilkinson  
Director, Community Relations  
SEEK Program  
Alamac Hotel  
154 West 71 Street  
New York, N. Y.

Mrs. Almira K. Coursey  
Office of Urban Studies  
City University of New York  
33 West 42nd Street  
New York, N. Y. 10036

Mrs. D'Jaris Watson  
Office of Urban Studies  
City University of New York  
33 West 42nd Street  
New York, N. Y. 10036

## FACULTY ORIENTATION AND TRAINING

For an experimental program, SEEK has been developing at an unprecedented rate of growth. When the Pre-Baccalaureate Program started in 1965, fewer than a dozen staff faculty persons were involved in the operation of the program; by 1967-68, however, well over 200 faculty were involved in teaching SEEK classes. Since these faculty members are working with a population that is new to the college environment, it is essential to review current educational approaches and develop new approaches and new methods for reaching black and Puerto Rican youth.

On the premise that a program will be as good as the morale, knowledge and training of its faculty, the central administration of SEEK has assumed responsibility, first of all, for providing the staff with a basic orientation. Then, in addition to encouraging creative experiments in teaching, the administration has been searching for improved methods of communication, to the end that as the programs at the different colleges expand, they may be of further benefit to each other and not become islands unto themselves. As the dissemination of new knowledge is facilitated, possible duplication of effort can be avoided and newly developed methods and approaches can be shared.

In this spirit, one of the first events in the Fall of 1967 was a SEEK Staff Workshop, held November 11 - 12 at Tarrytown House, Tarrytown, New York. Over 150 of the administrative staff, counselors and faculty attached to the programs at City College, Queens College and Brooklyn College participated, along with the administrative staff of

the SEEK Central Office. There were 10 students representing the SEEK student body. In addition to serving as an intensive orientation meeting for new staff members, the workshop proved to be a stimulating forum for the exchange of ideas in the field of higher education for black and Puerto Rican urban youth. For SEEK, it was a first step toward a comprehensive program of self-evaluation.

Workshop sessions were scheduled simultaneously in the specific areas of English, Foreign Language, Reading, Speech, Mathematics and Social Science. These enabled faculty from the different colleges to exchange information about their programs and to discuss the approaches they had found successful and the problems they had encountered in working with SEEK students. In addition, broad interest area workshops which cut across departmental lines were held. Thus, some teachers of English, Speech and Reading met together to discuss the "second dialect" approach to teaching English, while others met with Foreign Language teachers to explore mutual problems, or joined Social Science faculty to consider coordinated approaches to teaching freshman SEEK courses. Math and Science faculty met jointly to discuss such questions as whether or not scientific concepts should be introduced in the mathematics classroom. Separate workshops were held for the counseling and administrative staffs, to clarify policies and procedures in effect for all colleges participating in the SEEK Program.

All staff members attended general workshops for the discussion of such matters as the respective roles of counselors and teachers and the nature of the student-counselor and student-teacher relationship. Student representatives took part in the general sessions as panelists and individual participants.

As a follow-up to the November workshop, meetings for Reading, Speech and English teachers, as well as the counseling staff, were held during the year at the Central Office. Representatives from each of the colleges participated.

In May 1968 a committee, with both faculty and student members, was set up to develop a University-wide orientation and training program for SEEK faculty. Dr. Benjamin Lapkin, Director of the program at Hunter College-Bronx (now Herbert H. Lehman College), and Dr. Irving Branman, Director of the University Center Pre-Baccalaureate Program, were appointed co-chairmen of the committee, which was to arrange its first orientation meeting in September.

## STUDENT PARTICIPATION

Each campus has a SEEK student government elected by the SEEK student body. In the Spring of 1968 a University SEEK Student Advisory Council was set up to permit greater participation by students in the formulation of policies that affect the students and to help the University SEEK Director in communicating these policies to the students. The Advisory Council has two representatives from each of the SEEK student governments located at the different campuses.

It is intended that the Council will select student representatives to serve on the various faculty committees appointed by the Director of SEEK to assist him in policy making. This procedure has already been followed for the Faculty Orientation and Training Committee and another committee reviewing current policies on stipends.

At their request, students will also participate in the coming year in the meetings of the SEEK Advisory Committee to the Chancellor.

## THE RESIDENCE HALL

Residence hall facilities were established in September 1967 in order to begin to meet the great and increasing need for adequate living and study conditions for students in the SEEK Program. Many of the students come from environments that are physically overcrowded, educationally unsupportive and psychologically corrosive. For the most part, they start their college career with a very weak academic background. While positive educational measures are being undertaken in SEEK classrooms to remedy these deficiencies, a good study environment is crucial to the success of these students in a college program. The establishment of the SEEK Residence Hall is an effort to provide a maximally supportive and intellectually compatible setting. It is the first dormitory in the history of the City University, except for the residence for nurses attending Bronx Community College.

Early in the 1967-68 academic year, a survey was conducted at City College to ascertain the need for a residence hall. The counselors, who interviewed approximately 300 SEEK students, found that 15% of the students had very undesirable living conditions and would have moved into a dormitory immediately, if one were available. It was further found that another 25% of the students interviewed were definitely willing to move into a dormitory and would clearly stand to benefit from such a move. About 20% of the students expressed interest in a residence hall but were undecided as to whether or not they would choose to live there; some of them felt that their parents would be opposed to the idea.

Only 40% of the students indicated that they were not at all interested in moving into a residence hall.

The SEEK Residence Hall was set up to fulfill three major objectives of adequate student housing:

1. To provide physical accommodations for students who lack a suitable place to live and study in.

2. To provide the best possible facilities for the pursuit of learning. The Residence Hall affords an informal, non-competitive, non-threatening group living situation which can help to overcome the compartmentalization of coursework and otherwise enlarge the student's horizons.

3. To aid the student in his personal development. The student receives educational benefits in the Residence Hall which are not available to him in the classroom. The experience of group living can "teach" an individual social competence, emotional stability and citizenship - all of which will aid his growth and development into a mature person. The Hall is seen as a laboratory for social interchange, so rich in possibilities that its potential for education must not be left to chance but must be exploited in a variety of ways. Trained personnel can use the residence hall situation to encourage students in the development of adult habits, attitudes and abilities in such a way that the student will reach the maximum attainments consistent with his personal resources.

It was decided that a hotel building would offer the most desirable location for the Residence Hall, in that such a place would provide an adequate physical setting and it would be made immediately available. The site selected was the Alamac Hotel at the intersection of Broadway and West 71st Street. It was quite convenient to public transportation

lines and was therefore readily accessible to the various units of the City University - an important consideration. Furthermore, the rooms at the Alamac were large enough to accommodate two students per room, and the hotel was able to clear entire floors for occupancy, so that hotel tenants would not be living on the same floors as SEEK students.

During the 1967-68 year the Residence Hall housed 100 SEEK students. Fifty boys roomed on one floor, while fifty girls occupied another floor. Two resident counselors were assigned to each floor. (During the second semester they were assisted by volunteer student counselors.) The students elected representatives to a Residence Hall government consisting of a General Council and a Judicial Council, which dealt with most infractions of the rules, after setting up automatic penalties. Quiet hours and curfew hours were maintained. Two study lounges were provided on each floor to be used solely for study purposes and to be kept quiet at all times. Each floor also had three recreation lounges equipped with a kitchenette and a television set.

Throughout the year various cultural, social and educational activities were conducted. Functions were sponsored by such groups as the Program Committee, Cultural Committee, Arts and Drama Club and Speakers Forum. Interested students formed a Spanish Club and several study workshops for specific courses. As for athletics, the counselors organized SEEK sports teams and utilized community recreation resources.

For the Fall 1968 semester, it is planned that the Residence Hall at the Alamac will accommodate 200 students. When the Residence Hall was established, the demand for housing was not sufficient to call for the setting up of dormitories in separate boroughs. As the individual SEEK Programs grow, however, there will be an increased demand for

residence facilities in boroughs other than Manhattan. At some future date, residence halls might be set up in Brooklyn and Queens to service students attending Queens College, York College and Brooklyn College, while a residence hall in Manhattan would service students enrolled at City College, Hunter College, Herbert H. Lehman College and the University Center SEEK Program.

When one considers the cost of maintaining a Residence Hall, it must be taken into account that most of the students accommodated there would be living on their own if not in the dormitory. The SEEK Program provides weekly stipends to all its students on the basis of need. When a student lives alone, he is given a sufficient stipend to pay for his rent and food. Rents in the ghetto communities, even for grossly unsuitable accommodations, are quite high - approximately \$20 a week for a room. Moreover, the atmosphere provided by such quarters is not likely to contribute in a positive way to a student's growth and ability to benefit from the program. The Residence Hall is a means of providing the student with superior housing in lieu of financing his rent in inadequate living conditions.

## EMPLOYMENT DEVELOPMENT PROGRAM

Since December 1967 an Employment Development Counselor, based in the Central Office of SEEK, has conducted an Employment Development Program planned for all SEEK students. The Counselor, Mrs. Julia Hotton, is responsible to the Director of SEEK and works in cooperation with placement counselors attached to the SEEK Programs at the individual colleges.

During the academic year the Counselor met with personnel in many different areas of the business community in order to locate part-time, summer and permanent employment opportunities for the students. Her aim was not simply to find jobs, but to find jobs in areas of the business community which people from the kinds of backgrounds from which SEEK students come, may never have had the opportunity to consider for employment or careers. It was hoped that through a number of their temporary jobs the students would not only earn some much needed money, but would also become better acquainted with the business world and the opportunities that may exist there for them.

Among the many firms contacted were the large utility companies such as Consolidated Edison and the New York Telephone Company as well as major broadcasting companies, insurance companies, the airlines, publishing companies and representatives of the banking industry and the advertising industry. Contact was also made with many of the community-oriented agencies to ascertain information about summer jobs and permanent job prospects for those students who might be seriously considering careers in the areas of sociology and community work.

The task of finding gainful as well as meaningful summer employment for the students was made more difficult because of the newly created National Alliance of Businessmen, a group set up on recommendation of the President to find employment for the "hard core" unemployed. Nonetheless, SEEK personnel managed to place approximately 600 students for the summer of 1968.

The business concerns which made a special effort to hire SEEK students included: The New York Telephone Company, which hired some 70 students; Pan American Airways, which hired 40; and American Express, Time Inc., Mobil Oil Corporation, First National City Bank, Con Edison, United Airlines and C.B.S., each of which hired from 6 to 20 students. Some of the department stores - E. J. Korvette, Alexander's and Gimbels - were more than willing to hire SEEK students, but the students showed little interest in the sales work and salaries offered.

One noteworthy development was that C.B.S. instituted a training program for SEEK students in its news department. Under this program, five advanced SEEK students worked full-time at the network during the summer of 1968, and it was planned that they would continue to work one day per week throughout the school year, if their academic schedules permitted. Upon graduation, it was understood that the students would be offered responsible positions on the air in the news department.

Certain of the city and state agencies were especially helpful. The Business and Employment Division of the City Commission on Human Rights was most cooperative in bringing employment prospects to the attention of SEEK. The Manpower and Career Development Agency sent announcements of summer and permanent job openings. The New York State

Employment Service invited SEEK to refer students to their offices for information, consultation and referral. Some of the jobs available unfortunately did not begin until two or three weeks after students had completed their school year. The Urban Corps, set up by the Mayor to provide employment for college students in all areas of the City Government through the work study program, provided jobs for some of the SEEK students.

During the academic year, part-time jobs were found for most of the students who were in need of such employment and were given permission to work by their counselors. There were often more offers of positions than students to fill them.

By year's end, the employment picture for future graduates of the SEEK Program appeared quite promising. Many companies had expressed a desire to hire SEEK graduates. The Employment Development Counselor was considering plans for a workshop for representatives of the business community who had taken an active interest in providing employment opportunities for the students.

## THE SEEK BUDGET

### Procedures

One part of the SEEK budget consists of tax-levy funds. These are deposited with the City Comptroller's Office, and in the use of these funds, procedures similar to those followed by the University must be followed. The second part of the budget consists of New York State funds made directly available to the University. During 1967-68 these State funds were deposited by the University in a bank account and were disbursed through the Office of the Vice-Chancellor for Business Affairs. As of July 1968, all SEEK funds are deposited with the City Comptroller's Office. However, budget modification can be effected through the University Director of the SEEK Program.

At the beginning of the fiscal year, each college was allotted a budget, part from the tax-levy funds and part from the State funds, based on projected enrollment. The college SEEK Directors, through their local business and payroll offices, directly appointed personnel against the tax-levy budget. As a result, the University SEEK Director had insufficient information available, and insufficient control over the use of the tax-levy funds. The State funds were disbursed through the Office of the Vice-Chancellor for Business Affairs, as noted above, and all vouchers required the signature of the University SEEK Director before payment was made.

### 1967-68 Budget

During 1967-68 the SEEK Program had a budget of \$3½-million: \$1½-million from tax-levy funds and \$2-million from State funds. Table 1 shows the utilization of these funds. As can be seen from this table, \$1,990,512.23 of the State funds was used. From the tax-levy funds, \$1,373,805.16 was used. The greater amount of unexpended funds from the tax-levy budget was in part a result of the problem described earlier, in regard to the information available to the University SEEK Director, and was also partly due to the time required for budget modification in the Spring.

Table 2 shows the cost per student for the 1967-68 year for each of the SEEK Programs, based on the average enrollment for the Fall 1967 and Spring 1968 terms. For the colleges, the cost ranged from \$1982 at Brooklyn to \$2536 at Queens. The per student cost for the non-matriculated part-time students was \$935. However, the cost of the University Center Pre-Baccalaureate Program was quite high - \$3152 per student - owing to the fact that it was established as a new program outside the context of a college setting; thus a new administrative structure had to be established, all materials had to be purchased at the outset, etc. For 1968-69, all programs are receiving the same allocation of \$2500 per full-time student per year.

### Stipends

During the 1967-68 year, a total of \$1,004,953.31 was expended for student stipends. The procedure for determining the amount of individual stipends for full-time students was as follows: Each student worked out

a budget with his counselor, taking into account his needs and any funds available from work or family; a stipend request was then submitted to the college Director of the SEEK Program for his approval. Part-time non-matriculated students received a weekly stipend of \$10.00. The stipend checks were prepared weekly by the Office of the Vice-Chancellor for Business Affairs and distributed to the students through the business offices of the individual colleges.

#### Educational Opportunity Grants

In addition to the funds accounted for in Table 1, Educational Opportunity Grants were provided to the colleges by the Office of Economic Opportunity. During the year the following sums were made available for individual students and were then transmitted to the SEEK Program by the colleges: City College, \$54,000; Queens College, \$75,000; Hunter College-Bronx (now Herbert H. Lehman College) \$5,095; and York College, \$3,425.

For 1968-69, the college financial aid officers have made a commitment to provide approximately the following sums from Educational Opportunity Grants: City College, \$125,000; Queens College, \$100,000; Herbert H. Lehman College, \$30,000; York College, \$2,000; Brooklyn College, \$48,370; and the University Center Pre-Baccalaureate Program, \$161,000.

During the year the University Director of SEEK applied to the Office of Economic Opportunity for a direct grant for the SEEK Program. The request was denied because grants could only be given either to specific colleges or to the University itself (with no colleges applying), which could then disburse the funds to specific colleges.

TABLE 1

Budget

1967-68

	CITY	BROOKLYN	QUEENS	YORK	HUNTER*	DIRECTOR'S OFFICE **	UNIVERSITY CENTER	NON-MATRIC	TOTAL
Salaries	\$399,519.76	\$134,238.96	\$ 565,853.66	\$21,380.07	\$ 63,566.72	\$170,158.33	\$142,687.08	\$ 72,260.71	\$1,569,665.29
Supplies	1,937.62	374.35	2,116.12	1,035.31	2,141.16	8,834.57	7,928.29		24,367.42
Equipment	13,476.05	646.93	5,365.02	2,619.30	3,911.00	4,811.72	36,476.64		67,306.66
Tuition, Fees, and Books	219,201.56	51,105.29	83,486.86	3,484.95	22,027.73		12,835.83	47,342.40	439,484.62
Stipends	329,775.54	98,963.93	326,778.74	15,082.00	42,640.70		81,191.00	110,521.40	1,004,953.31
Other ***	500.99	2,556.49	6,998.33	119.27	12,645.01	17,812.48	4,291.23	3,510.00	48,433.80
Rent						107,643.65			107,643.65
Health Benefits	12,313.11	2,643.06	2,740.19	89.72	3,586.48	17,281.55			38,654.11
Social Security	14,747.86	4,883.78	23,714.57	865.92	2,702.98	7,536.67	6,278.23	3,078.52	63,808.53
TOTAL	\$489,958.78	\$157,218.06	\$ 703,596.98	\$23,296.47	\$ 87,498.89	\$167,197.80	\$200,688.30	\$161,056.95	\$1,990,512.23
State Tax Levy	<u>501,513.71</u>	<u>138,194.73</u>	<u>313,456.51</u>	<u>21,380.07</u>	<u>65,722.89</u>	<u>166,881.17</u>	<u>91,000.00</u>	<u>75,656.08</u>	<u>1,373,805.16</u>
GRAND TOTAL	\$991,472.49	\$295,412.79	\$1,017,053.49	\$44,676.54	\$153,221.78	\$334,078.97	\$291,688.30	\$236,713.03	\$3,364,317.39

\* These figures indicate expenditures for both Hunter-Bronx and part-time non-matriculated students at Hunter-Park.

\*\* These figures indicate expenditures for both the Director's Office and the Residence Hall, which cost approximately \$95,000.00.

\*\*\* This category includes such expenses as postage, telephone, travel, publications, etc.

TABLE 2  
PER STUDENT COST  
1967 - 1968

<u>Program</u>	<u>No. of Students</u>	<u>Cost per student per year</u>
Brooklyn College	149	\$ 1982
City College	470	2109
Hunter College - Bx <sup>1</sup>	96	2354
Queens College	401	2536
University Center <sup>1,2</sup>	185	3152
York College <sup>1</sup>	40	2234
Non-Matriculated Evening Session Program	296	935

1. Hunter College - Bronx, University Center and York College costs are projected from figures obtained from one semester of operation.

2. The cost of this program included starting - costs, classroom and office equipment and furniture.

TABLE 3  
STIPENDS  
1967 - 1968

<u>Program</u>	<u>No. of Students</u>	<u>Average cost per student per year</u>
Brooklyn College	149	\$ 664
City College	470	704
Hunter College - Bx <sup>1</sup>	96	708
Queens College	401	815
University Center <sup>1</sup>	185	878
York College <sup>1</sup>	40	754
Non-Matriculated Evening Session Program	296	402

1. Hunter College - Bronx, University Center, and York College costs are projected from figures obtained from one semester of operation.

## BROOKLYN COLLEGE PROGRAM

Brooklyn College began operating a SEEK Program in September 1966. For the first two years, the program was housed in the School of General Studies. As of September 1968, the program will be housed in the Day Session of the College with its Director reporting to the Dean of Faculty.

### Staff

The counselors and remedial teachers are hired by the Director. All subject matter teachers are hired by their respective departments.

The 1967-68 staff included four full-time and two part-time counselors. One of the full-time counselors held a PH.D. degree, while the other counselors held M.A.s. There were 33 SEEK teachers, all of them part-time. Two had PH.D. degrees, 30 had M.A.s, and one had a B.A.

In addition, 15 members of the regular college faculty taught SEEK courses.

### Student Body

For the Fall 1967 term, 63 students were accepted into the program, bringing the total enrollment to 120. For the Spring 1968 term, 59 new students were admitted and the total enrollment came to 168 students.

The total enrollment for the Spring 1968 term included 23 of the 35 students admitted in September 1966, 30 of the 46 admitted in February 1967, and 56 of those admitted in September 1967.

Of the students enrolled as of February 1968, 75.7% were black, 17.7% were Puerto Rican, and 6.6% were "other". A majority of the students (57.9%) were females.

### Curriculum

The 1967-68 program at Brooklyn had certain limitations imposed on it owing to the fact that it was located in the School of General Studies. Typically the SEEK students had part-time jobs and were enrolled for 12 classroom hours per week.

An effort was made to enroll students in at least one regular college course each semester - Speech, Psychology or Sociology. Pre-Baccalaureate courses, meeting for three hours per week, were offered in the areas of English and Mathematics. For the Fall 1967 term, many of the incoming students also took non-credit courses in Reading Enrichment, Speech, and Study Habits. For the Spring 1968 semester the SEEK Speech course was offered for credit, the Study Habits course was eliminated and a non-credit Social Science course was introduced and was taken by most of the students who continued in the Reading course.

Referral for tutoring was the responsibility of the student's counselor. Generally tutoring was utilized for regular college courses and was available on a once-a-week basis. The tutors, who were advanced college students, were required to give a progress report to the counselors at the end of each month.

### Progress of Students

The tables on the pages following give data for each entering class on: amount of credit work completed by June 1968; work completed with a

grade of "C" or better; work completed with a cumulative average of "C" or better; and grades for the Spring 1968 semester.

For further data, see Tables 30 through 44 (pp.77-91).

TABLE 4

## BROOKLYN COLLEGE PROGRAM

## CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965													
Spring, 1966													
Fall, 1966	35	23				1	3	5	2	2	6	1	3
Spring, 1967	46	30						1	6	8	12	3	
Fall, 1967	63	56							3	22	25	1	5
Spring, 1968	59	59								1	27	22	9

BROOKLYN COLLEGE PROGRAM - TABLE 5

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>	<u>Date of Entering Class</u>				
	9/65	9/66 n=35	2/67 n=46	9/67 n=63	2/68 n=59
Over 84					
72-84					
59-71					
46-58		1			
36-45		2			
26-35		3	1		
17-25		3	2	3	
10-16		1	6	17	1
3 - 9		9	17	27	26
1 - 2		2	4	1	20
<b>Total</b>		21	30	48	47

TABLE 6

BROOKLYN COLLEGE PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>	<u>Date of Entering Class</u>				
	9/65	9/66 n=35	2/67 n=46	9/67 n=63	2/68 n=59
Over 84					
72-84					
59-71					
46-58		1			
36-45		3			
26-35		2	1		
17-25			3	3	
10-16			2	21	1
3 - 9			3	9	27
1 - 2			1	1	19
Total		6	10	34	47

TABLE 7

Brooklyn College Program

## COMPARISON OF GRADES FOR THE SPRING 1968 SEMESTER FOR ALL ENTERING CLASSES

Entering Class of	9/66	2/67	9/67	2/68
Number Enrolled	35	46	63	59
Number Re-enrolled in 2/68	23	30	56	
Percentage of Students Completing Credit Courses with an Average of				
A			1.8%	1.7%
B	13.2%		17.9%	32.2%
C	17.6%	20.0%	37.5%	45.7%
Worse than C	51.6%	53.3%	32.1%	5.1%
Percentage of Students Completing No Credit Courses	4.4%	6.7%	1.8%	8.5%
Percentage of Students Withdrawing During Semester	13.2%	20.0%	8.9%	6.8%
Range of Credits Taken per Student	0-13	0-12	0-14	0-11
Average Number of Credits Taken per Student	5.7	4.0	6.7	3.4
Total Enrollment in Remedial Courses	9	20	46	50
Percentage of Remedial Courses Passed	55.6%	60.0%	71.7%	52.0%
Percentage of Remedial Courses Failed	44.4%	40.0%	28.3%	48.0%
Average Number of Remedial Courses Taken per Student	.4	.7	.8	.8

## THE CITY COLLEGE PROGRAM

The Pre-Baccalaureate Program, which a year later was to evolve into the SEEK Program, was started at The City College of New York in September 1965. The Director works closely with a Faculty Advisory Committee consisting of City College faculty members appointed by the Faculty Council. The hiring of SEEK personnel, the curriculum, and the retention of students or their withdrawal from the program are all matters reviewed by this committee.

### Staff

Counselors and remedial reading teachers are hired by the Director of the program and are directly responsible to him. All subject matter teachers are hired by their departments, whether they teach only SEEK courses or both SEEK and regular college courses.

The 1967-68 SEEK staff included 10 full-time counselors (six with a Ph.D. degree, three with an M.S.W. and one with a B.A.) and one part-time counselor with an M.A. degree. There were 46 SEEK teachers, 20 full-time and 26 part-time. One of the full-time faculty members held a Ph.D., while 15 held an M.A. and four held a B.A.

In addition, 18 regular college faculty taught in the program on a part-time basis.

### Student Body

For the Fall 1967 term, 173 students were accepted into the program,

bringing the total enrollment to 460. For the Spring 1968 term, 58 new students were admitted and the total enrollment came to 481 students.

The total enrollment for the Spring 1968 term included 58 of the 113 students admitted in September 1965, 144 of the 190 admitted in September 1966, 68 of the 81 admitted in February 1967, and 153 of those admitted in September 1967.

Of the students enrolled as of February 1968, 65% were black, 23.3% were Puerto Rican and 11.7% were "other". A majority of the students (55.9%) were females.

### Curriculum

In its three years of operation, the program has undergone continuous revision, but it has consistently aimed to place students in regular college classes as soon as possible, giving them tutorial assistance if this is called for. Students who are not prepared to enter regular college classes in sequential subjects such as English, Speech, foreign language and mathematics, may be assigned either to remedial courses or to special SEEK sections which follow the syllabus of regular college courses but are smaller in size and meet for more classroom hours per week.

In 1967-68 almost all the first-year students were enrolled in a Social Science Survey course specially designed for them. Guest speakers from the Social Science Department were invited to participate in a lecture series, and the students also met in recitation sections for discussion, reading assignments and written work.

In September 1967, incoming students had an increased number of

alternatives for their English coursework. Some 35 students were placed in the regular City College English 1 course. Then, in addition to the customary Pre-Baccalaureate English courses, an extended course, meeting for 10 hours per week, was offered for students requiring intensive work in English composition.

All incoming students were interviewed by the Speech Committee and placed in one of three Speech courses. A majority of the students also took Reading and Study Skills for at least one term.

Recent innovations to the program included Speech and Theatre workshops, a discussion workshop, required workshops in the sciences (Biology, Chemistry, Geology, Psychology) and voluntary workshops in History, Political Science and Sociology.

Tutoring was available on an individual basis for students who needed it. It was the counselors' responsibility to refer students for tutoring. The tutors were chosen from among the matriculated students at the College and were generally "A" students and majors in the subjects involved.

#### Progress of Students

The tables on the pages following give data for each entering class on: amount of credit work completed by June 1968; work completed with a grade of "C" or better; work completed with a cumulative average of "C" or better; and grades for the Spring 1968 semester.

For further data, see Tables 30 through 44 (pp. 77-91).

TABLE 8

## CITY COLLEGE PROGRAM

## CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965	113	58	4	6	21	9	7	6	4	1			
Spring, 1966													
Fall, 1966	190	144			1	14	43	38	27	13	6	2	
Spring, 1967	81	68					1	8	26	23	9		1
Fall, 1967	173	153							18	59	57	10	9
Spring, 1968	58	58								2	18	28	10

TABLE 9  
CITY COLLEGE

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>	<u>Date of Entering Class</u>				
	<u>9/65</u> n=113	<u>9/66</u> n=190	<u>2/67</u> n=81	<u>9/67</u> n=173	<u>2/68</u> n=58
<u>Over 84</u>	2				
<u>72-84</u>	1				
<u>59-71</u>	5	1			
<u>46-58</u>	17	2			
<u>36-45</u>	16	17			
<u>26-35</u>	10	39	4		
<u>17-25</u>	4	32	22	12	
<u>10-16</u>	5	30	22	43	2
<u>3 - 9</u>	2	19	17	75	14
<u>1 - 2</u>		2	4	10	27
<b>Total</b>	62	142	69	140	43

TABLE 10  
CITY COLLEGE

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>	<u>Date of Entering Class</u>				
	9/65 n=113	9/66 n=190	2/67 n=81	9/67 n=173	2/68 n=58
Over 84	4				
72-84	3				
59-71	6	1			
46-58	1	9			
36-45		26			
26-35	1	7	7		
17-25	2	3	13	17	
10-16	1	1	14	39	2
3 - 9		1	3	30	14
1 - 2				4	24
<b>Total</b>	18	48	37	90	40

TABLE 11  
City College Program

COMPARISON OF GRADES FOR THE SPRING 1968 SEMESTER FOR ALL ENTERING CLASSES

Entering Class of	9/65	9/66	2/67	9/67	2/68
Number Enrolled	113	190	81	173	58
Number Re-enrolled in 2/68	58	144	68	153	
Percentage of Students Completing Credit Courses with an Average of					
A	1.7%		1.5%	2.0%	
B	12.1%	9.0%	20.6%	22.2%	36.2%
C	43.2%	28.5%	35.2%	35.1%	29.3%
Worse than C	34.4%	47.2%	30.9%	32.8%	22.4%
Percentage of Students Completing No Credit Courses				2.0%	5.2%
Percentage of Students Withdrawing During Semester	8.6%	15.3%	11.8%	5.9%	6.9%
Range of Credits Taken per Student	0-17	0-17.5	0-15	0-15.5	0-12
Average Number of Credits Taken per Student	9.4	7.8	6.3	6.4	3.1
Total Enrollment in Remedial Courses	7	29	22	128	127
Percentage of Remedial Courses Passed	85.7%	41.4%	68.2%	82.0%	81.1%
Percentage of Remedial Courses Failed	14.3%	58.6%	31.8%	18.0%	18.9%
Average Number of Remedial Courses Taken per Student	.1	.2	.3	.8	2.2

## HUNTER COLLEGE-BRONX PROGRAM

Hunter College in the Bronx initiated its SEEK Program with the Spring Term of 1968. (In July 1968 the College formally separated from its parent college in Manhattan to become an independent college-Herbert H. Lehman College.) The program administratively is located in the School of General Studies, with the Director reporting to the Dean of that School.

### Staff

The counselors and the teachers of remedial subjects are hired by the Director. The college-level courses are taught by faculty hired by and housed in their respective academic departments. Many of the faculty are regular members of Day Session Departments; others come from the School of General Studies or were recruited to work specially for SEEK. A few high school teachers were brought in specifically to teach non-credit courses.

The SEEK staff for the first term of operation consisted of two full-time counselors with Ph.D. degrees and 18 teachers, only two of whom were full-time. Six of the part-time teachers had B.A. degrees, and all the others had M.A.s.

In addition three of the regular college faculty taught SEEK courses.

### Student Body

The Spring 1968 entering class numbered 96 students, 15 of whom were part-time students who had daytime jobs. As for ethnic background, 76% of the students were black, 13.5% were Puerto Rican, and 10.5% were "other". A majority of the students (57.3%) were females.

### Curriculum

With a number of modifications, the program at City College was used as a model for the Hunter-Bronx Program. The overall goal was to place students as quickly as possible into regular college classes, while paying careful attention to removing past deficiencies. The great majority of the full-time students carried from  $9\frac{1}{2}$  to  $12\frac{1}{2}$  credits and were in attendance for 20 class hours per week. The first semester's experience showed that most of the students were capable of carrying such a heavy schedule and, according to the Director, the number of hours spent in college actually heightened the students' desire to be fully committed to a college education.

As a rule, full-time SEEK students were expected to take the regular freshman courses in History and Physical Education and they were placed in the same classes as matriculated students in these subjects.

The full-time students took freshman English and Speech in special SEEK classes which were smaller than the regular college classes and met for more hours per week. For those students who had sufficient background in mathematics in high school, the required college-level math course was offered on the same basis.

All students were required to take a non-credit course entitled Reading and Study Skills. Those who scored below the tenth percentile on a reading test were placed in a non-credit history course designed to prepare them for the regular course the following semester. Similarly, those students who did not qualify for college-level mathematics were given preparatory high school level courses.

Part-time students were given the freshman English course and Reading and Study Skills.

Students who needed tutorial assistance were identified by their instructors and referred to their counselor. Arrangements were then made through the Tutorial Service of the Student Government Association, which was responsible for recruiting tutors, having them approved by the appropriate academic department, matching tutor and tutee, and making payments to tutors. Tutors had received honors in their major subjects and participated in a weekend training conference.

#### Progress of Students

The tables on the pages following give data for each entering class on: amount of credit work completed by June 1968; work completed with a grade of "C" or better; and work completed with a cumulative average of "C" or better.

For further data, see Tables 34 and 42 (pp. 81 and 89 respectively).

TABLE 12

## HUNTER COLLEGE-BRONX PROGRAM

## CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965													
Spring, 1966													
Fall, 1966													
Spring, 1967													
Fall, 1967													
Spring, 1968	96	96								10	70		16

TABLE 13

HUNTER COLLEGE-BRONX PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u> With "C" or Better	<u>Date of Entering Class</u>				
	9/65	9/66	2/67	9/67	2/68 n=96
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					1
10-16					5
3 - 9					71
1 - 2					
Total					77

HUNTER COLLEGE-BRONX PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

Number of Credits Completed	Date of Entering Class				
	9/65	9/66	2/67	9/67	2/68 n=96
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					1
10-16					8
3 - 9					52
1 - 2					
Total					61

## QUEENS COLLEGE PROGRAM

The SEEK Program at Queens College, like the one at Brooklyn, was started in September 1966. For the first two years the program was administratively housed in the School of General Studies, with the Director reporting to an Assistant Dean in that School. As of September 1968, however, this relationship will be changed and the Director will report to the Dean of Faculty at the College.

### Staff

The counselors and faculty teaching separate SEEK sections, regardless of subject matter, are hired and appointed to the SEEK Program at Queens by its Director.

The 1967-68 staff included 9 full-time counselors with one B.A., seven M. A.s and one Ph.D. and one part-time counselor with an M.A. There were 55 SEEK teachers, 26 full-time and 29 part-time. All of the faculty members held M.A. degrees, except for two full-time teachers who had B.A.s.

In addition, seven of the regular college faculty taught part-time in SEEK.

### Student Body

For the Fall 1967 term, 166 students were accepted into the full-time program, bringing the total enrollment to 250 students. In addition, 137 part-time students were admitted, making for a total enrollment of 197 in the part-time program.

For the Spring 1968 term, 96 full-time students and 76 part-time students were newly enrolled. At this time the combined enrollment for both programs came to 575 students, 329 full-time and 246 part-time.

The total number of full-time students enrolled for the Spring 1968 term included 41 of the 117 students admitted in September 1966, 37 of the 68 admitted in February 1967, and 155 of those admitted in September 1967.

The total number of part-time students enrolled for the Spring 1968 term included 6 of the 27 students admitted in September 1966, 33 of the 168 admitted in February 1967, and 131 of those admitted in September 1967.

Of the students enrolled as of February 1968, 74% were black, 16.5% were Puerto Rican, and 9.5% were "other". A majority of the students (51.5%) were females.

### Curriculum

Initially, SEEK students at Queens enrolled in primarily non-credit remedial courses, but the absence of credit proved to be a serious hindrance to the students' motivation and for the 1967-68 year the program was redesigned to give incoming students an opportunity to obtain up to nine credits.

Students typically had 16 classroom hours per week. In his first semester, a student took only SEEK courses. Then his counselor, after consulting with his teachers, determined what his second semester program would be. Most of the students continued to take SEEK courses exclusively, although some were placed in a regular Queens College course for that term.

The special SEEK courses followed the syllabus of regular college courses, but met for more hours per week to allow for remedial work and

the introduction of materials which were of particular relevance to the students' interests. The English and Social Science (Contemporary Civilization) courses, each meeting for six hours per week, were coordinated, and both courses included work in skill development. As a rule, the student also took either Art or Communications in his first term. In his second term, he generally took either a remedial math course or, if he had passed English, a foreign language course.

A library orientation program was conducted in cooperation with the SEEK English teachers.

Tutoring was considered an integral part of the SEEK Program at Queens, and all incoming students were assigned to a minimum of three hours of tutoring per week. The tutorial program was run by the Director of Student Services. Most of the tutors employed were undergraduates at the College, and some were advanced SEEK students; a limited number were graduate students. All were hired with the approval of a SEEK Tutoring Advisory Board consisting of three SEEK students.

#### Progress of Students

The tables on the pages following give data on student progress for both the full-time and the part-time programs at Queens, by entering class. These tables show: amount of credit work completed by June 1968; work completed with a grade of "C" or better; work completed with a cumulative average of "C" or better; and grades for the Spring 1968 semester.

For further data, see Tables 30 through 44 (pp. 77-91).

Still another measure of student achievement was an English proficiency examination taken by 126 SEEK students and 2173 regular Queens College freshmen in January 1968. The SEEK students passed the exam at a higher rate than the regular college students - 82% as compared to 63%. In June, when the English Department administered the exam to students who had

enrolled in February, the SEEK students again excelled, although by a narrower margin. These results seem to indicate that the SEEK students are receiving effective instruction in English skills and that they are capable of benefitting from good instruction. At the same time, however, this index of success makes the Queen's program's relative lack of success in terms of retention rate, credits earned and grade averages achieved even more puzzling.

TABLE 15

## QUEENS COLLEGE FULL-TIME PROGRAM

## CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below											
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0	
Fall, 1965														
Spring, 1966														
Fall, 1966	117	41						2	9	18	10	1	1	
Spring, 1967	68	37					1		6	11	12		7	
Fall, 1967	166	155							6	37	82	1	29	
Spring, 1968	96	89									40		49	

TABLE 16

QUEENS COLLEGE FULL-TIME PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u> With "C" or Better	<u>Date of Entering Class</u>				
	9/65	9/66 n=117	2/67 n=68	9/67 n=166	2/68 n=96
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35		1	1		
17-25		7	5	5	
10-16		19	9	32	
3 - 9		11	13	80	35
1 - 2		1		1	
<b>Total</b>		39	28	118	35

TABLE 17

QUEENS COLLEGE FULL-TIME PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

Number of Credits Completed	Date of Entering Class				
	9/65	9/66 n=117	2/67 n=68	9/67 n=166	2/68 n=96
Over 84					
72-84					
59-71					
46-58					
36-45			1		
26-35		2			
17-25		6	5	6	
10-16		10	9	35	
3 - 9		2	6	57	35
1 - 2				1	
<b>Total</b>		20	21	99	35

TABLE 18

Queens College Full-Time Program

## COMPARISON OF GRADES FOR THE SPRING 1968 SEMESTER FOR ALL ENTERING CLASSES

Entering Class of	9/66	2/67	9/67	2/68
Number Enrolled	117	68	166	96
Number Re-enrolled in 2/68	41	37	155	
Percentage of Students Completing Credit Courses with an Average of				
A	2.4%	2.7%	1.9%	
B	12.2%	21.6%	34.2%	12.5%*
C	31.7%	24.3%	20.0%	24.0%*
Worse than C	19.6%	16.2%	5.8%	21.9%*
Percentage of Students Completing No Credit Courses			2.6%	24.0%*
Percentage of Students Withdrawing During Semester	34.1%	35.2%	35.5%	10.4%*
Range of Credits Taken per Student	0-10	0-13	0-13	0-6
Average Number of Credits Taken per Student	3.6	4.2	3.8	1.3
Total Enrollment in Remedial Courses	8	5	51	166
Percentage of Remedial Courses Passed	62.5%	60.0%	88.2%	68.1%
Percentage of Remedial Courses Failed	37.5%	40.0%	11.8%	31.9%
Average Number of Remedial Courses Taken per Student	.2	.1	.3	1.7

\* Figures do not add up to 100% because 7 transcripts were missing.

TABLE 19

## QUEENS COLLEGE PART-TIME PROGRAM

## CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965													
Spring, 1966													
Fall, 1966	27	6			1	1				1	3		
Spring, 1967	168	33							6	8	13		6
Fall, 1967	137	131								5	61	2	63
Spring, 1968	76	76									3		73

TABLE 20

## QUEENS COLLEGE PART-TIME PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u> With "C" or Better	<u>Date of Entering Class</u>				
	9/65	9/66 n=27	2/67 n=168	9/67 n=137	2/68 n=76
Over 84					
72-84					
59-71		1			
46-58		1			
36-45					
26-35					
17-25			6		
10-16		1	6	5	
3 - 9		3	14	61	3
1 - 2				2	
<b>Total</b>		6	26	68	3

TABLE 21

QUEENS COLLEGE PART-TIME PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

Number of Credits Completed	Date of Entering Class				
	9/65	9/66 n=27	2/67 n=168	9/67 n=137	2/68 n=76
Over 84					
72-84					
59-71		1			
46-58		1			
36-45					
26-35					
17-25			6		
10-16			8	5	
3 - 9		2	6	52	3
1 - 2				1	
Total		4	20	58	3

TABLE 22

Queens College Part-Time Program

## COMPARISON OF GRADES FOR THE SPRING 1968 SEMESTER FOR ALL ENTERING CLASSES

Entering Class of	9/66	2/67	9/67	2/68
Number Enrolled	27	168	137	76
Number Re-enrolled in 2/68	6	33	131	
Percentage of Students Completing Credit Courses with an Average of				
A		3.0%	.8%	2.6%
B	33.3%	21.2%	15.3%	
C	16.7%	33.3%	27.5%	1.3%
Worse than C	50.0%	15.2%	7.6%	
Percentage of Students Completing No Credit Courses		6.1%	28.2%	59.3%
Percentage of Students Withdrawing During Semester		21.2%	20.6%	36.8%
Range of Credits Taken per Student	0-15	0-13	0-11	0-3
Average Number of Credits Taken per Student	6.7	4.6	2.7	.1
Total Enrollment in Remedial Courses	1	8	86	91
Percentage of Remedial Courses Passed	100.0%	62.5%	64.0%	82.4%
Percentage of Remedial Courses Failed		37.5%	36.0%	17.6%
Average Number of Remedial Courses Taken per Student	.2	.2	.7	1.2

## UNIVERSITY CENTER PROGRAM

The University Center Pre-Baccalaureate Program was established in January of 1968 to serve as the major experimental unit of the SEEK Program and to make it possible for the City University to carry out the minimum admission goals of the Master Plan despite the tremendous shortage of space on the college campuses. This program is located at the Alamac Hotel in Manhattan, where the Central Office of SEEK is also located. The Director of the program is under the immediate supervision of the University Director of the SEEK Program.

### Staff

The staff of the University Center Program is hired by the Director, with approval from the University SEEK Director. For the Spring 1968 term, the program employed five full-time counselors (four with a Ph.D. degree and one with an M.A.), 16 full-time teachers (one Ph.D., 12 M.A.s and three B.A.s) and three part-time teachers with M.A. degrees.

### Student Body

For the Spring 1968 term, 185 students were enrolled: 71.6% were black, 14.2% were Puerto Rican and 14.2% "other". Sixty percent of the students were males.

### Curriculum:

A typical full program for the Spring 1968 semester consisted of four or five courses, an average of 18 classroom hours. As with other SEEK Programs, students were placed according to their level of competence and interests. All students took English, Speech and Reading and Study Skills as a core of their program, whether on college or remedial levels.

Typically, a student who was enrolled in Freshman Composition included Sociology in his program, while a student enrolled in Remedial English included in his program the Introduction to Music course. Additional courses offered were Intermediate Algebra, Elementary French and Elementary Spanish.

An Intensive Remedial English course, meeting for 15 hours per week, was offered for 12 students. Most of those who were placed in this course spoke a dialect which would make it difficult for them to write and speak competitively on a college level or in the business community.

Students in need of tutorial assistance were identified by their teachers and counselors and referred for tutoring. Other college students, graduate students and advanced SEEK students served as tutors.

#### Progress of Students

The tables on the pages following give data for each entering class on: amount of credit work completed by June 1968; work completed with a grade of "C" or better; and work completed with a cumulative average of "C" or better.

For further data, see Tables 34 and 42 (pp. 81 and 89 respectively).

TABLE 23

UNIVERSITY CENTER PRE-BACCALAUREATE PROGRAM  
 CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965													
Spring, 1966													
Fall, 1966													
Spring, 1967													
Fall, 1967													
Spring, 1968	185	185								21	96	28	40

TABLE 24

UNIVERSITY CENTER PRE-BACCALAUREATE PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u> With "C" or Better	<u>Date of Entering Class</u>				
	9/65	9/66	2/67	9/67	2/68 n=185
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					
10-16					19
3 - 9					91
1 - 2					28
Total					138

TABLE 25

UNIVERSITY CENTER PRE-BACCALAUREATE PROGRAM

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>	<u>Date of Entering Class</u>				
	9/65	9/66	2/67	9/67	2/68
					n=185
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					
10-16					20
3 - 9					89
1 - 2					23
Total					132

## YORK COLLEGE PROGRAM

York College started its SEEK Program with the Spring Term of 1968. During the initial term, the Director reported to the Dean of Students. As of September 1968, the Director will report to the President of the College.

### Staff

The SEEK counselors and subject matter faculty members are hired by the Director of the program. They are all appointed in the Office of the Dean of Students. For the Spring 1968 term, the staff consisted of two counselors, one full-time and one part-time, three full-time teachers and two part-time teachers. All staff members had M.A. degrees.

In addition, two members of the regular college faculty taught part-time in the SEEK Program.

### Student Body

Forty SEEK students were enrolled for the Spring 1968 term. As for ethnic background, 87.5% of the students were black, 5% were Puerto Rican, and 7.5% were "other". A majority of the students (57.5%) were males.

### Curriculum

All SEEK students took four courses, a total of 16 classroom hours. Three of these were non-credit courses: Development of Reading, Mathematics, and English Composition. In addition, a credit course was taken

by all the SEEK students and an equal number of non-SEEK students attending the College. This course (Humanities 101: American Traditions of Social Change) was an interdisciplinary course taught by a member of the literature faculty.

A few of the students were enrolled in additional credit courses in lieu of one or more of the remedial courses.

Tutorial assistance was available to students who demonstrated a need for it. It was the counselors' responsibility to refer students for tutoring.

#### Progress of Students

The tables on the pages following give data for each entering class on: amount of credit work completed by June 1968; work completed with a grade of "C" or better; and work completed with a cumulative average of "C" or better.

For further data, see Tables 34 and 42 (pp. 81 and 89 respectively).

TABLE 26

YORK COLLEGE PROGRAM

CREDIT WORK COMPLETED BY STUDENTS STILL IN ATTENDANCE SPRING 1968

Entering Class	Original Number	Number Still Enrolled	Number of Students Who Accumulated the Credits Listed Below										
			Over 84	72-84	59-71	46-58	36-45	26-35	17-25	10-16	3-9	1-2	0
Fall, 1965													
Spring, 1966													
Fall, 1966													
Spring, 1967													
Fall, 1967													
Spring, 1968	40	40								1	29		10

TABLE 27

YORK COLLEGE

NUMBER OF STUDENTS IN EACH ENTERING CLASS BY NUMBER OF CREDITS COMPLETED WITH "C" OR BETTER SINCE ENTERING PROGRAM

<u>Number of Credits Completed</u>  With "C" or Better	<u>Date of Entering Class</u>				
	9/65	9/66	2/67	9/67	2/68 n=40
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					
10-16					1
3 - 9					22
1 - 2					
Total					23

TABLE 28

YORK COLLEGE

NUMBER OF STUDENTS IN EACH ENTERING CLASS WITH "C" OR BETTER CUMULATIVE AVERAGE, BY NUMBER OF CREDITS COMPLETED SINCE ENTERING PROGRAM

Number of Credits Completed	Date of Entering Class				
	9/65	9/66	2/67	9/67	2/68 n=40
Over 84					
72-84					
59-71					
46-58					
36-45					
26-35					
17-25					
10-16					1
3 - 9					19
1 - 2					
Total					20

### NON-MATRICULATED EVENING SESSION PROGRAM

In September 1966, to facilitate the launching of the SEEK Program, 750 SEEK students were enrolled on a part-time basis in evening sessions at community colleges and senior colleges of the University. Six community colleges - Borough of Manhattan, Bronx, Kingsborough, New York City, Queensborough and Staten Island - admitted 443 of the students. The Schools of General Studies in six senior colleges - Bernard Baruch, Brooklyn, City, Hunter-Bronx, Hunter-Park Avenue and Queens - admitted a total of 306 students.

Since a combined schedule of full-time work and part-time evening study such as these students were carrying is difficult to sustain over the eight to ten year period required to complete four years of college, it was decided that SEEK should concentrate on developing its full-time program. Therefore, the Non-Matriculated Evening Session Program was not expanded, and it has decreased in size with each successive term. For the Spring 1967 term, 515 students re-enrolled, and for the Fall 1967 term, 338. By the Spring of 1968, only 262 students were participating in the program. The academic progress of the students is recorded in Table 29.

TABLE 29

NON-MATRICULATED EVENING SESSION PROGRAM

	<u>Two-Year Colleges</u>	<u>Four-Year Colleges</u>
Students Entered 9/66	443	307
Students Re-enrolling 2/67	325	190
Students Re-enrolling 9/67	213	125
Students Re-enrolling 2/68	170	92 *
Percentage of Students with an Accumulated 2 year Average in credit courses of		
A	.5%	-
B	4.7%	3.6%
C	9.7%	7.5%
worse than C	22.8%	18.0%
Percentage of Students Completing No Credit Courses		
	.7%	-
Percentage of Students Not Completing 2 years		
	61.6%	70.9%
Range of Credits Taken Per Student in 2 years		
	0 - 68	0 - 51
Average Number of Credits Taken in 2 years by Students in Attendance 2/68		
	19.7	17.5
Percentage of Students Completing Courses during Spring 1968 Term with an Average of		
A	1.2%	1.1%
B	21.2%	12.4%
C	28.1%	39.4%
worse than C	37.7%	40.4%
Percentage Completing No Credit Courses		
	11.8%	6.7%
Range of Credits Taken Per Student during Spring 1968 Term		
	0-18½	0-15½
Average Number of Credits Taken Per Student during Spring 1968 Term		
	5.0	4.5

\* Includes 3 students enrolled at John Jay (Police Academy), who are not included in the academic progress data.

## ASSESSMENT

Without question, a program of the magnitude and nature of SEEK requires continuous evaluation. A program that is in a dynamic, evolutionary phase, however, should employ research and assessment only insofar as they do not rigidify the program's growth and development. From the very beginning, certain things were known: that new methods of teaching must be found if SEEK is to be successful with students who have heretofore failed in any academic setting, and new methods of counseling have to be found if SEEK is to reach students whose past experience with guidance counselors have been marked by distrust and failure. It is recognized in this program that there must be an atmosphere of openness in which classroom teachers and counselors alike can be encouraged to systematically explore and develop new approaches.

The SEEK Program just completed two years of operation. While it is too early to look upon the experiences thus far as hard data, certain trends are beginning to emerge that must be considered. An examination of Tables 31 through 34 (pp. 74-77), indicates that the past high school achievement of the students who enroll at any one college varies to a greater extent within any one institution from term to term than between institutions. Yet when we examine Tables 35 through 43 (pp. 78-86), the trends in retention rates, number of credits earned and grade average earned seem to show a relative trend for each of the colleges irrespective of the differences in past academic achievements. It may be assumed that the differences between the colleges in the retention rate, credits

earned and grade average achieved must be caused by factors other than the past academic performance of the students admitted to these programs. While it is difficult at this point to identify special causal relationships, these trends would seem to suggest that the counseling program at City College perhaps is succeeding in individualizing the college experience for each student in such a way that the student is less likely to experience frustration and failure, which may result in withdrawal from the program. It must be noted here that in an effective counseling situation, the counselor can not only assign the student to courses that are appropriate to him, but can also control the number of credits the student is taking. During the term, if the counselor is in close contact with the student, he has two avenues open to him in the event that the student gets into academic difficulties: he can either assign a tutor to help the student or he can advise the student to drop one course so that he may more effectively deal with the remaining courses. The assumption that counseling may be an important variable is especially supported by the differences between the programs in withdrawal rates during the term (see Table 44, p. 91). This withdrawal rate again seems to be specific to the college rather than the term in which the student entered, i.e., when the incoming students happened to have particularly weak academic backgrounds.

It is reasonable to assume that the programs that were more successful in retaining their students and having them achieve in college can be used as indicators of a future success rate for the SEEK students. It is also assumed that the program with a lower rate of success will improve its approach from the experience of the others.

TABLE 30

## DISTRIBUTION OF SEEK ENTERING CLASSES ACCORDING TO TYPE OF HIGH SCHOOL DIPLOMA AND HIGH SCHOOL AVERAGE

TYPE OF DIPLOMA	9/66		2/67		9/67		2/68		Total	
	n	%	n	%	n	%	n	%		
Academic Diploma	137	37.2	88	24.2	200	37.1	66	10.7	491	26.1
General Diploma	131	35.4	156	43.0	172	31.9	225	36.9	684	36.4
Voc.- Comm. Diploma	72	19.5	81	22.3	97	18.0	154	25.3	404	21.5
High School Equivalency	16	4.4	27	7.4	46	8.5	71	11.7	160	8.5
State Accredited H.S.	10	2.9	9	2.5	24	4.5	80	13.1	123	6.5
Foreign High School	3	.6	2	.6			14	2.3	19	1.0
Totals	369	100.0	363	100.0	539	100.0	610	100.0	*	1881 100.0
<u>HIGH SCHOOL AVERAGE*</u>										
75% or more	117	34.4	117	36.1	216	46.0	97	22.3	547	34.9
70% to 74.9%	120	35.3	128	39.5	166	35.3	172	39.5	586	37.3
65% to 69.9%	81	23.8	74	22.8	74	15.7	125	28.7	354	22.6
64.9% or less	22	6.5	5	1.5	14	3.0	41	9.4	82	5.2
Totals	340	100.0	324	99.9	470	100.0	435	99.9	*	1569 100.0

\* Figures for "High School Average" include only those students holding an Academic, General, Vocational or Commercial Diploma; thus the totals for the entering classes differ.

TABLE 31

## DISTRIBUTION OF HIGH SCHOOL DIPLOMAS FOR THE SEEK ENTERING CLASS OF FALL 1966, BY COLLEGE

	Brooklyn College 35 students	City College 190 students	Queens College 144 students
<u>Academic Diploma</u>			
75% +	16.1	32.3	8.5
70%-74.9%	16.1	10.2	7.7
65%-69.9%	6.5	1.8	6.8
64.9% or less	-	-	5.1
Total	38.7%	44.3%	28.1%
<u>General Diploma</u>			
75% +	9.7	15.0	4.3
70%-74.9%	12.9	10.9	14.5
65%-69.9%	3.2	3.6	27.4
64.9% or less	-	-	6.0
Total	25.8%	29.5%	52.2%
<u>Vocational or Commercial Diploma</u>			
75% +	6.5	12.0	5.1
70%-74.9%	16.1	6.6	4.3
65%-69.9%	3.2	1.4	2.6
64.9% or less	-	-	-
Total	25.8 %	20.0%	12.0%
<u>HighSchool Equivalency</u>	6.5 %	1.4%	5.1%
<u>State Accredited H.S.</u>	3.2%	3.0%	2.6%
<u>Foreign High School</u>		1.8%	

TABLE 32

## DISTRIBUTION OF HIGH SCHOOL DIPLOMAS FOR THE SEEK ENTERING CLASS OF SPRING 1967, BY COLLEGE

	Brooklyn College 46 students	City College 81 students	Queens College 236 students
<u>Academic Diploma</u>			
75% +	8.5	14.6	7.8
70%-74.9%	6.5	12.3	12.0
65%-69.9%	8.5	1.2	1.0
64.9% or less			
Total	23.5%	28.1%	20.8%
<u>General Diploma</u>			
75% +	8.5	15.9	6.0
70%-74.9%	21.6	14.6	19.1
65%-69.9%	10.6	8.5	19.1
64.9% or less	2.0		1.0
Total	42.7%	39.0%	45.2%
<u>Vocational or Commercial Diploma</u>			
75% +	14.8	17.1	10.0
70%-74.9%	6.5	4.9	9.0
65%-69.9%	2.0	1.2	1.0
64% or less		1.2	
Total	22.3%	24.4%	20.0%
<u>High School Equivalency</u>	8.5	1.2	13.0
<u>State Accredited H.S.</u>		7.3	1.0
<u>Foreign High School</u>	2.0		

TABLE 33

## DISTRIBUTION OF HIGH SCHOOL DIPLOMAS FOR THE SEEK ENTERING CLASS OF FALL 1967, BY COLLEGE

	Brooklyn College 63 students	City College 173 students	Queens Full-Time 166 students	Queens Part-Time 137 students
<u>Academic Diploma</u>				
75% +	33.3	14.9	23.1	8.9
70%-74.9%	20.6	11.0	19.9	7.6
65%-69.9%	3.2	2.6	9.6	2.8
64.9% or less	-	-	1.3	-
Total	57.1%	28.5%	53.9%	19.3%
<u>General Diploma</u>				
75% +	4.8	15.6	8.3	7.6
70%-74.9%	6.3	13.0	7.1	17.9
65%-69.9%	3.2	2.6	7.1	17.9
64.9% or less	1.6	1.3	3.2	2.8
Total	15.9%	32.5%	25.7%	46.2%
<u>Vocational or Commercial Diploma</u>				
75% +	17.4	20.8	5.1	6.2
70%-74.9%	3.2	5.8	4.4	6.2
65%-69.9%	-	.6	1.3	1.4
64.9% or less	-	-	-	-
Total	20.6%	27.2%	10.8%	13.8%
<u>High School Equivalency</u>	3.2%	2.6%	8.3%	17.9%
<u>State Accredited H.S.</u>	3.2%	9.2%	1.3%	2.8%
<u>Foreign High School</u>	-	-	-	-

TABLE 34

## DISTRIBUTION OF HIGH SCHOOL DIPLOMAS FOR THE SEEK ENTERING CLASS OF SPRING 1968, BY COLLEGE

	Brooklyn 59 Students	City 58 Students	Hunter-Bx 96 Students	Queens F/T 96 Students	Queens P/T 76 Students	UniversityCenter 185 Students	York 40 Students
<u>Academic Diploma</u>							
75% +	3.3	3.8	5.2	5.3	-	3.3	-
70%-74.9%	3.3	11.3	7.3	2.1	1.3	3.8	5.0
65%-69.9%	1.7	1.9	4.2	1.1	-	4.9	-
64.9% or less	-	1.9	-	-	-	-	-
Total	8.3%	18.9%	16.7%	8.5%	1.3%	12.0%	5.0%
<u>General Diploma</u>							
75% +	3.4	1.9	4.2	2.1	6.6	4.9	2.5
70%-74.9%	13.9	9.4	14.6	18.1	14.5	13.0	2.5
65%-69.9%	15.6	15.1	15.6	18.1	15.8	11.4	7.5
64.9% or less	1.7	9.4	3.1	6.4	-	8.2	7.5
Total	34.6%	35.8%	37.5%	44.7%	36.9%	37.5%	20.0%
<u>Vocational or Commercial Diploma</u>							
75% +	20.7	11.3	10.4	2.1	11.8	4.3	10.0
70%-74.9%	13.9	5.7	10.4	9.6	7.9	12.0	12.5
65%-69.9%	-	5.7	5.2	6.4	5.3	5.4	7.5
64.9% or less	-	-	-	2.1	-	1.6	2.5
Total	34.6%	22.7%	26.0%	20.2%	25.0%	23.3%	32.5%
<u>High School Equiv.</u>	6.9%	13.2%	-	13.8%	13.2%	12.0%	35.0%
<u>State Accredited HS</u>	15.6%	9.4%	10.4%	11.7%	23.6%	13.0%	7.5%
<u>Foreign High School</u>	-	-	9.4%	1.1%	-	2.2%	-

TABLE 35

## TOTAL ENROLLMENT AND RE-ENROLLMENT IN SEEK PROGRAM

	Brooklyn -				City -				Queens Full-Time				Queens Part-Time					
	9/66	2/67	9/67	2/68	9/65	2/66	9/66	2/67	9/67	2/68	9/66	2/67	9/67	2/68	9/66	2/67	9/67	2/68
Entered 9/65					113	103	81	68	57	58								
" 9/66	35	32	25	23			190	173	159	144	117	68	42	41	27	8	5	6
" 2/67		46	32	30				81	71	68		68	42	37		168	55	33
" 9/67			63	56					173	153			166	155			137	131
" 2/68				59						58				96				76
Total	35	78	120	168	113*	103*	271	322	460	481	117	136	250	329	27	176	197	246

	Hunter-Bronx	University Center	York	Total SEEK Enrollment					
	2/68	2/68	2/68	9/65	2/66	9/66	2/67	9/67	2/68
Entered 9/65									
" 9/66									
" 2/67									
" 9/67									
" 2/68	96	185	40						
Total	96	185	40	113*	103*	450 a	712 b	1027 c	1545 d

\* These figures actually refer to the City College Pre-Baccalaureate Program, which preceded the SEEK Program.

- a. 750  
b. To these totals should be added the Non-Matriculated Evening Session enrollment: b. 515  
c. 338  
d. 262

TABLE 36

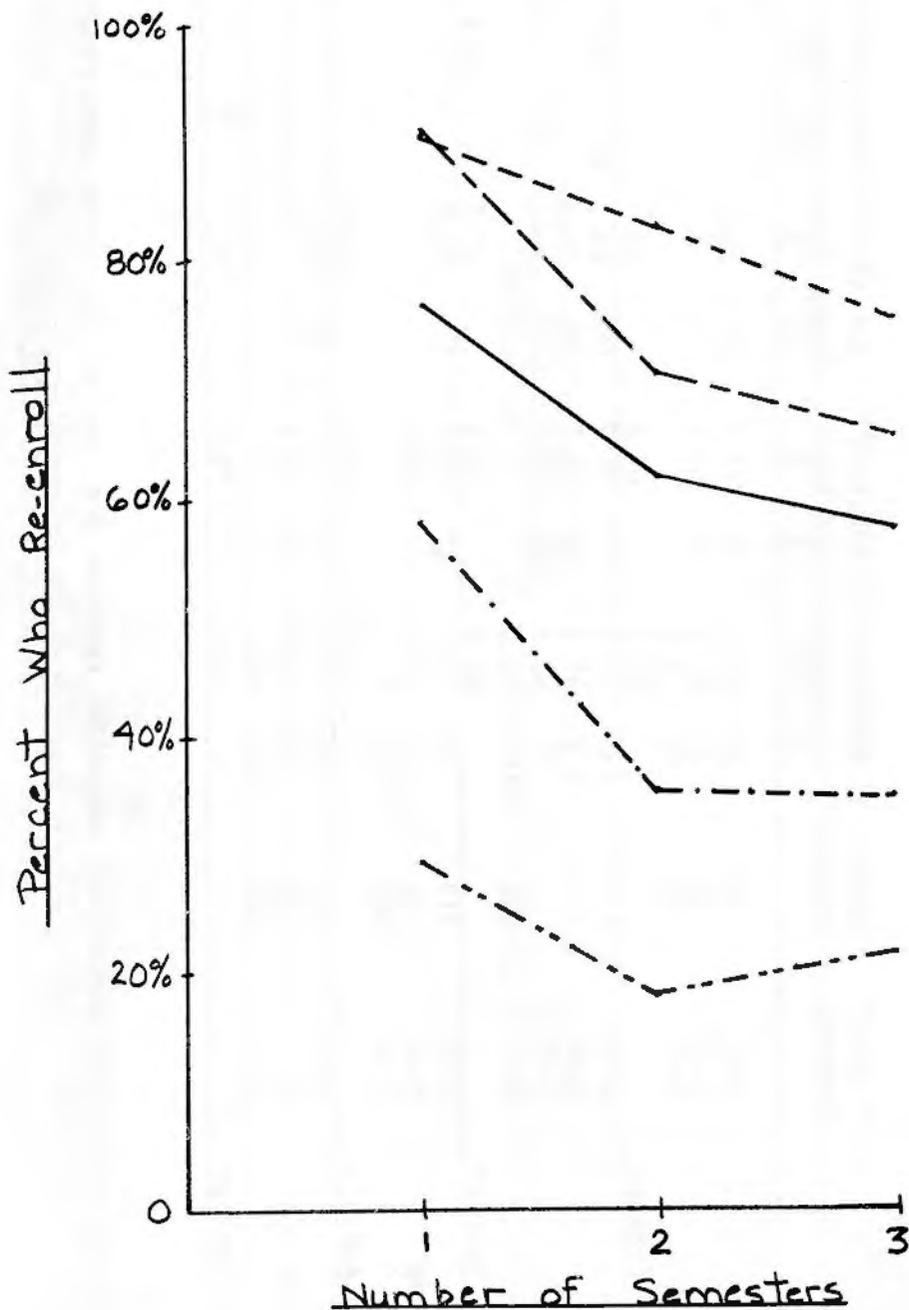
## RETENTION RATE FOR EACH COLLEGE FOR ONE, TWO, THREE, FOUR AND FIVE TERMS

College	Date Entered	Number Entered	Retained One Term		Retained Two Terms		Retained Three Terms		Retained Four Terms		Retained Five Terms	
			N	%	N	%	N	%	N	%	N	%
Brooklyn	9/66	35	32	91.4	25	71.4	23	65.7				
	2/67	46	32	69.6	30	65.2						
	9/67	63	56	88.9								
	Weighted Average			83.3		67.9		65.7				
City	9/65	113	103	91.2	81	71.7	68	60.1	57	50.4	58	51.3
	9/66	190	173	91.1	159	83.7	144	75.8				
	2/67	81	71	87.7	68	84.0						
	9/67	173	153	88.4								
	Weighted Average			89.8		80.2		70.0		50.4		51.3
Queens Full-Time	9/66	117	68	58.1	42	35.9	41	35.0				
	2/67	68	42	61.8	37	54.4						
	9/67	166	155	93.4								
	Weighted Average			75.5		42.7		35.0				
Queens Part-Time	9/66	27	8	29.6	5	18.5	6	22.2				
	2/67	168	55	32.7	33	19.6						
	9/67	137	131	95.6								
	Weighted Average			58.4		19.5		22.2				

The weighted average represents the overall retention rate for one, two and and three terms respectively.

TABLE 37

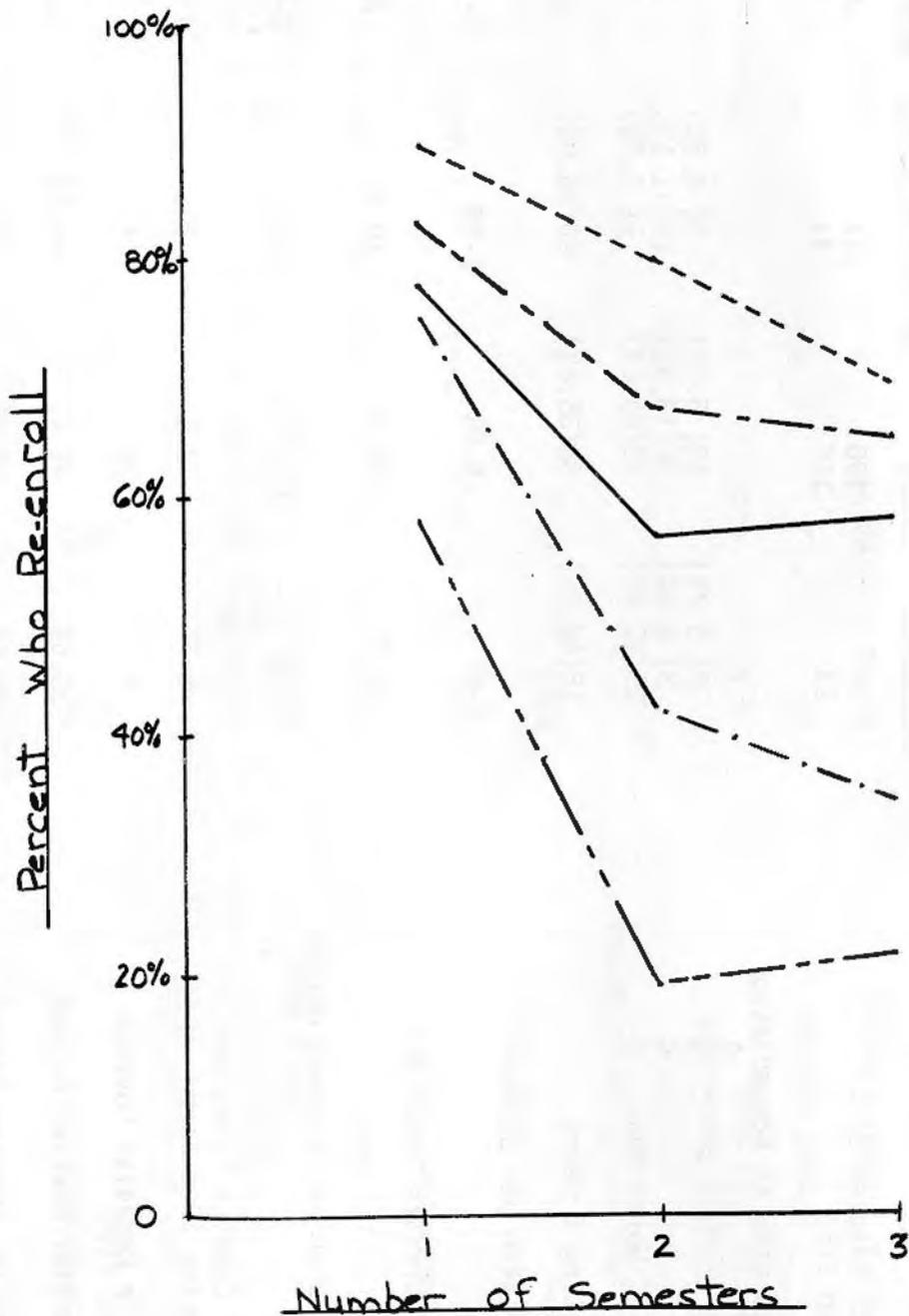
Re-enrollment rates by semester for the entering class of 9/66 at Brooklyn, City, and Queens Colleges.



Key: Brooklyn -----  
City .....  
Queens - Full-time - . - . - .  
Queens - Part-time - - - - -  
Total Program \_\_\_\_\_

TABLE 38

Re-enrollment rates after one, two, and three semesters at Brooklyn, City, and Queens Colleges



Key: Brooklyn \_\_\_\_\_  
City \_\_\_\_\_  
Queens-full-time - . - . - .  
Queens-part-time \_\_\_\_\_  
Total Program \_\_\_\_\_

TABLE 39

Comparison of Cumulative Grades Through Spring 1968 Term for Students Entering SEEK Program 9/66

	<u>Brooklyn</u>	<u>City</u>	<u>Queens Full-Time</u>	<u>Queens Part-Time</u>
Number of Students Entered 9/66	35	190	117	27
Number Re-enrolled 2/68	23	144	41	6
Number of Students with an Accumulated 2 year Average of				
A				
B	2 ( 5.7%)	13 ( 6.8%)	5 ( 4.3%)	2 ( 7.4%)
C	3 ( 8.6%)	36 (18.9%)	13 (11.1%)	2 ( 7.4%)
Worse than C	15 (42.8%)	73 (38.5%)	9 ( 7.7%)	2 ( 7.4%)
Number Not Completing 2 years	15 (42.9%)	68 (35.8%)	90 (76.9%)	21 (77.8%)
Range of Credits Taken per Student in 2 years	0-47	.5-56	1-29	3-59
Average Number of Credits Taken per Student in 2 years	19.7	28.5	10.2	24.8
Range of Credits Taken per Student during Spring 1968 Term	0-13	0-17.5	0-10	0-15
Average Number of Credits Taken per Student during Spring 1968 Term	5.7	7.8	3.6	6.7
Total Enrollment in Remedial Courses	9	29	8	1
Percentage of Remedial Courses Passed	55.6%	41.4%	62.5%	100.0%
Percentage of Remedial Courses Failed	44.4%	58.6%	37.5%	
Average Number of Remedial Courses Taken per Student during Spring 1968 Term	.4	.2	.2	.2



TABLE 41

Comparison of Cumulative Grades Through Spring 1968 Term for Students Entering SEEK Program 9/67

	<u>Brooklyn</u>	<u>City</u>	<u>Queens Full-Time</u>	<u>Queens Part-Time</u>
Number of Students Entered 9/67	63	173	166	137
Number Re-enrolled 2/68	56	153	155	131
Number of Students with an Accumulated 1 year Average of				
A		1 (.6%)	3 (1.8%)	1 (.7%)
B	11 (17.5%)	33 (19.1%)	38 (22.9%)	19 (13.9%)
C	21 (33.3%)	57 (32.8%)	44 (26.5%)	36 (26.2%)
Worse than C	18 (28.6%)	51 (29.5%)	15 (9.0%)	11 (8.1%)
Number Completing No Credit Courses	1 (1.6%)	2 (1.2%)		37 (27.0%)
Number Not Completing 1 year	12 (19.0%)	29 (16.8%)	66 (39.8%)	33 (24.1%)
Range of Credits Taken per Student in 1 year	0-18	0-25.5	2-22	0-12
Average Number of Credits Taken per Student in 1 year	8.5	9.8	6.3	2.8
Range of Credits Taken per Student during Spring 1968 Term	0-14	0-15.5	0-13	0-11
Average Number of Credits Taken per Student during Spring 1968 Term	6.7	6.4	3.8	2.7
Total Enrollment in Remedial Courses	46	128	51	86
Percentage of Remedial Courses Passed	71.7%	82.0%	88.2%	64.0%
Percentage of Remedial Courses Failed	28.3%	18.0%	11.8%	36.0%
Average Number of Remedial Courses Taken per Student during Spring 1968 Term	.8	.8	.3	.7

TABLE 42

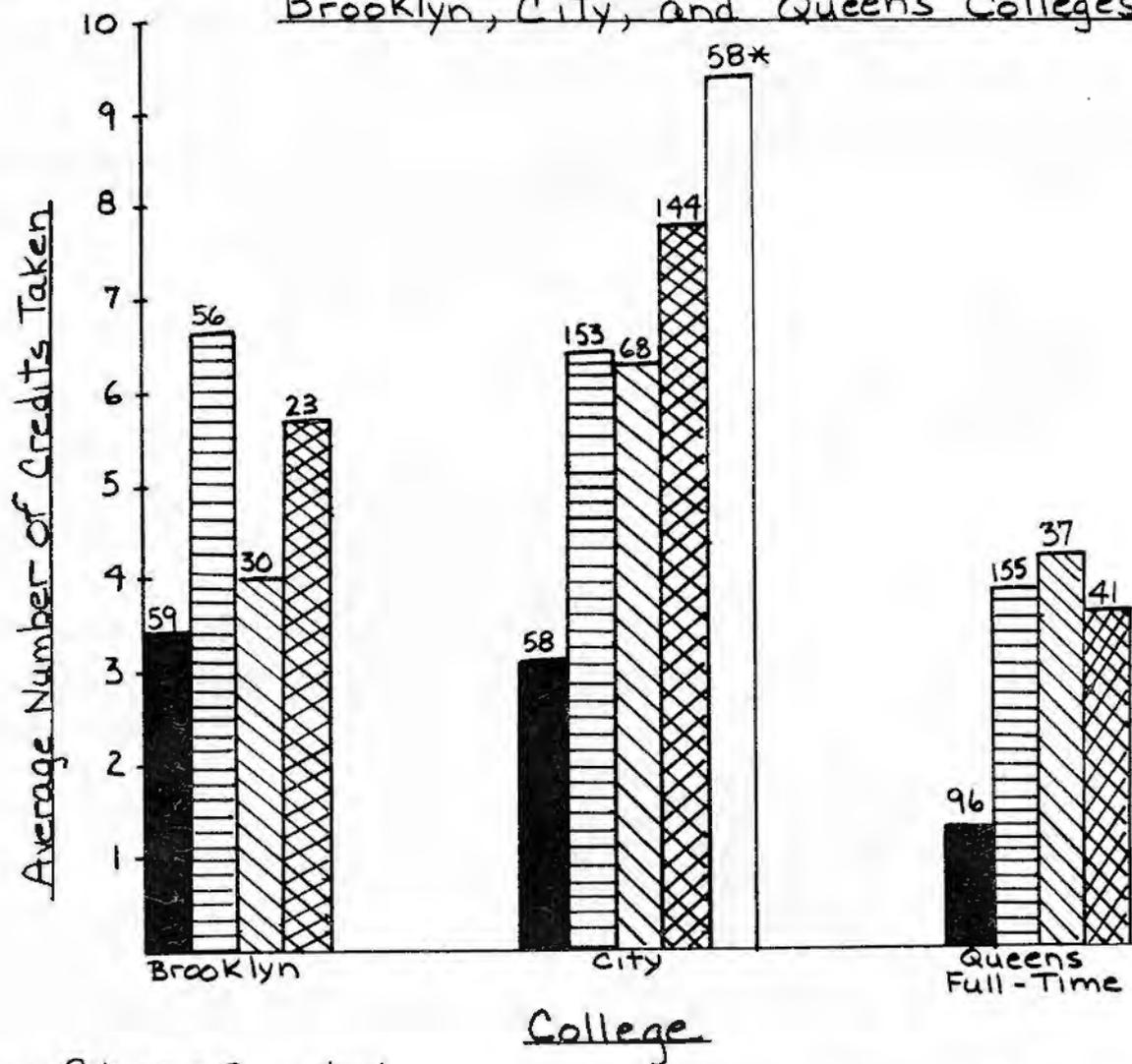
Comparison of Cumulative Grades Through Spring 1968 Term for Students Entering SEEK Program 2/68

	<u>Brooklyn</u>	<u>City</u>	<u>Hunter-Bx</u>	<u>Queens F/T</u>	<u>QueensP/T</u>	<u>Univ. Center</u>	<u>York</u>
Number of Students Entered 2/68	59	58	96	96	76	185	40
Percentage of Students with a First term Average in Credit Courses of							
A	1.7%	-	1.0%	-	2.6%	5.4%	2.5%
B	32.2%	36.2%	24.0%	12.5%*	-	31.9%	5.0%
C	45.7%	29.3%	38.5%	24.0%*	1.3%	34.1%	42.5%
Worse than C	5.1%	22.4%	20.8%	21.9%*	-	7.0%	25.0%
Percentage completing No Credit Courses	8.5%	5.2%	4.2%	24.0%*	59.3%	9.2%	15.0%
Percentage withdrawing during Term	6.8%	6.9%	11.5%	10.4%*	36.8%	12.4%	10.0%
Range of Credits taken Per Student - Spring 1968 Term	0-11	0-12	0-12½	0-6	0-3	0-12	0-12
Average Number of Credits Taken Per Student - Spring 1968 Term	3.4	3.1	6.0	1.3	.1	4.8	3.7
Total Enrollment in Remedial Courses	50	127	143	166	93	352	99
Percentage of Remedial Courses Passed	52.0%	81.1%	94.4%	68.1%	82.4%	76.4%	59.6%
Percentage of Remedial Courses Failed	48.0%	18.9%	5.6%	31.9%	17.6%	23.6%	40.4%
Average Number of Remedial Courses Taken Per Student during Spring 1968 Term	.8	2.2	1.5	1.7	1.2	1.9	2.5

\* Figures do not add up to 100% because 7 transcripts were missing.

TABLE 43

Average number of credits taken during the Spring 1968 Semester for all entering classes at Brooklyn, City, and Queens Colleges



Key: Entering Semester:

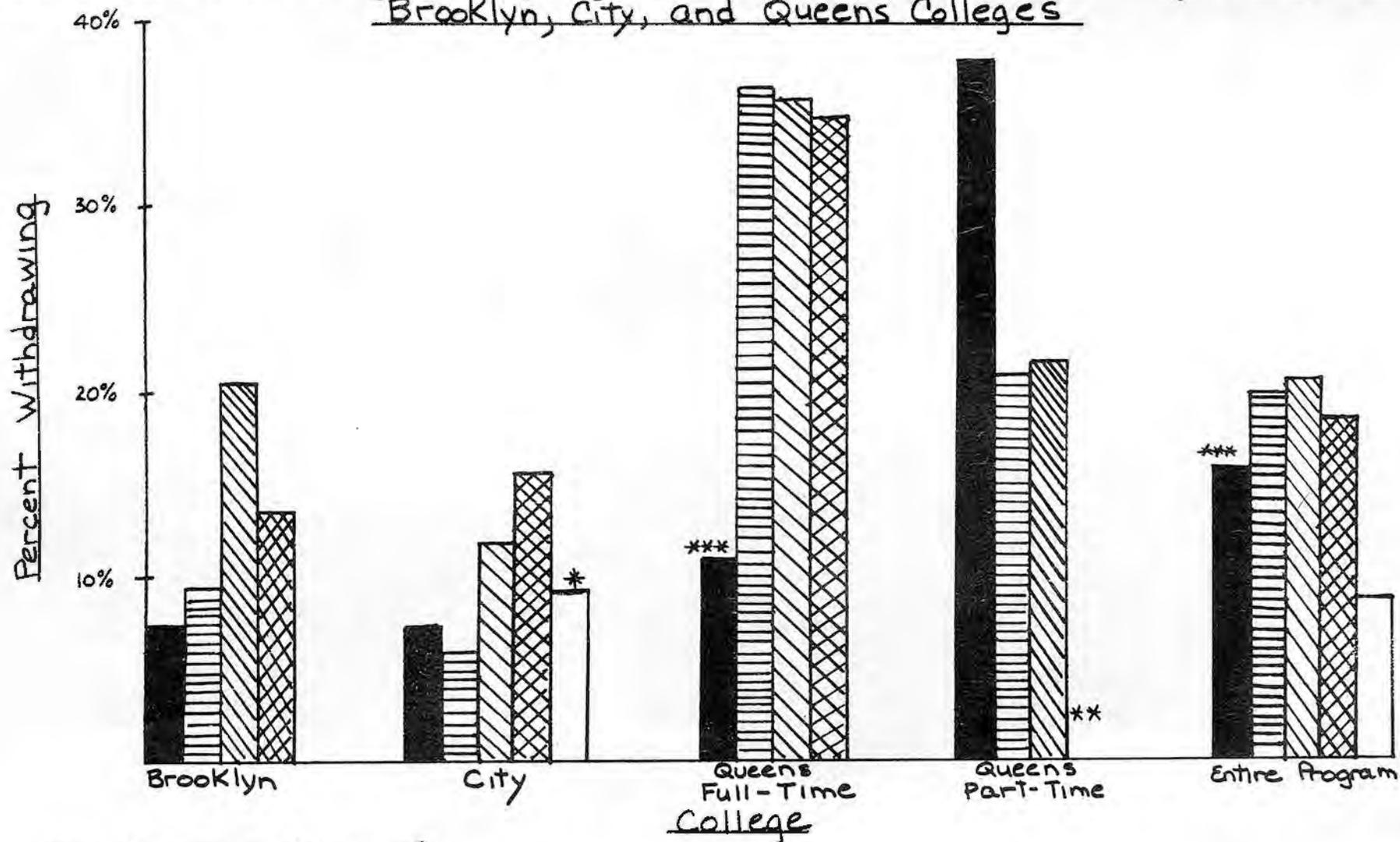


\* Only City College had a 9/65 entering class.

Numbers above each bar represent number of students re-enrolled for the 2/68 semester.

TABLE 44

Withdrawal rates during the Spring 1968 Semester for all entering classes at Brooklyn, City, and Queens Colleges



Key: Entering Class of:



- \* Only City College had a 9/65 class.
- \*\* 0% withdrawal rate (only 6 students).
- \*\*\* 7 transcripts not available for 2/68 Queens Full-Time Program.

