

Division of Continuing Education Annual Report

1979-80

LaGuardia Community College/CUNY
31-10 Thomson Avenue
Long Island City, Queens
212/626-5055

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

31-10 Thomson Avenue, Long Island City, N.Y., 11101
212-626-2700

Office of the President

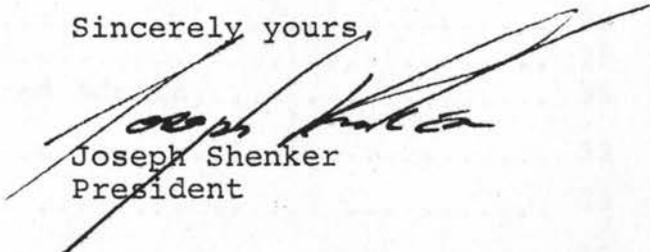
This past year illuminated for LaGuardia the fast pace and continuing diversity of educational opportunity for students. This was especially evident in the Division of Continuing Education where over 7,000 students enrolled in a broad array of academic, skills development, personal and career enrichment programs.

We were especially pleased with LaGuardia's selection by the American Association of Community and Junior Colleges as one of six national urban demonstration sites to address the community college's role in community education. In the first phase of this three year project, the Division is developing a comprehensive community profile of Western Queens and adjacent Brooklyn. Through this effort, educational concerns from the perspective of residents, employees, employers, organizations and institutions will be identified; with these same constituencies then working with the college to develop specific strategies to address these needs.

This project exemplifies, as do several others, a major aspect of LaGuardia's mission as an urban community college. These efforts encompass stimulating community development, increasing educational opportunity for adults in our diverse communities and initiating programs and services which strengthen adult skills in their roles as worker, parent and community resident.

We share with you, in this report, some of our activities to this end. Much of what we do would not be possible without your interest and support.

Sincerely yours,



Joseph Shenker
President

DIVISION OF CONTINUING EDUCATION

ANNUAL REPORT 1979-80

CONTENTS

I.	Introduction.....	1
II.	Student Outcomes.....	2
III.	Description of Programs	
	A. <u>Continuing Programs</u>	
	1. Adult Learning Center.....	6
	2. Alternative Degree Program.....	8
	3. Programs for Business.....	9
	4. Correctional Education Programs and Consortium.....	10
	5. Program for Deaf Adults and Physically Handicapped.....	11
	6. Education Associates.....	13
	7. English Language Center.....	13
	8. Extended Day Session.....	15
	9. Extension Programs.....	16
	10. Non-Credit Courses.....	18
	11. Older Adults Program.....	19
	12. School Food Service Management Degree Program.....	20
	13. Veterans Education Center.....	21
	14. Videotape Program Production Center.....	22
	15. Women's Program.....	22
	B. <u>Special Projects</u>	
	1. Consumer Capacity Building for Hispanic New Yorkers.....	23
	2. Family Day Care Training Project.....	24
	3. Multilingual Small Business Management Program.....	26
	4. Queens Needs Assessment.....	27
	5. Telecourse Program.....	28
	6. Tutor Counseling Services.....	29
	7. Programs for Visually Impaired Adults.....	30
VI.	Enrollment Summary.....	32
VII.	Program Directory.....	33
VIII.	Staff Directory.....	35

Introduction

Since the college's opening in 1971, the Division of Continuing Education has embraced the concept of lifelong learning in its broadest sense. As defined by Richard E. Peterson in Life Long Learning in America (1979, p.5), "lifelong learning is a conceptual framework for conceiving, planning, implementing and coordinating activities designed to facilitate learning by all Americans throughout all their lifetimes." For the Division, lifelong learning has been not only a concept but an active orientation for all program development efforts. To this end, the Division has undertaken the development of full capability to provide an educational access point for adults at every stage of development, with a myriad of learning needs and at places convenient for that learning. Through fee based, grant funded and community service programs on a credit and non-credit basis, Continuing Education has provided lifelong learning opportunities to mature women, working adults, the underemployed and unemployed, the undereducated, the handicapped, the adventurous, the newly immigrated and a variety of special adult populations.

As is increasingly evident in every urban area, the demographic profile of students who attend college is rapidly changing. Due to a declining birth rate, an increased aging population, lower enrollment on the elementary school level and other socio-economic factors, the profiles of future LaGuardia degree students will be similar to the profiles of those students currently enrolled in Continuing Education programs. In light of this demographic shift and because of expertise gained through working with these populations, the Division will play a crucial role in LaGuardia's ability to respond to the educational needs of a large segment of the college's constituency.

Historically, Division priorities have been focused on the provision of educational and community services to residents in Queens, Northern Brooklyn and areas in the Metropolitan region where specific populations have not been adequately serviced or where the Division has unique delivery capabilities. In addition to the utilization of on-campus resources, service to over 7500 students has been provided in a variety of settings. It is not uncommon to see our teaching faculty, which is drawn from the full and part-time faculty within the university, from professionals in the field and practitioners from all walks of life, conducting classes in correctional facilities, day care centers, senior centers, parish halls, school buildings, factories, and community centers.

Constituency identification, and current program development and evaluation are ongoing processes engaged in by Continuing Education's administrative, instructional and support staff. The Division's commitment to respond to newly identified educational and community service needs while also maintaining academic excellence in programs of major concern such as English as a Second Language, Adult Basic Education, Programs for Deaf and Physically Handicapped and High School Equivalency, presents a constant challenge. Two factors essential to the Division's continuing stability, growth and integrity are the philosophic and financial support provided by the college and the university and the dimensions of quality and responsiveness expected of us by our students.

Inherent in the definition of lifelong learning for the Division is the understanding that the "community", however defined, must play an important role in the planning and conducting of learning activities for its members. Through the Queens Assessment Project (see p.27) coordinated by the Division on behalf of the college, the Division has accepted the responsibility of seriously acting in partnership with the "community". The long range goal of this effort will be the fostering of the continual renewal of all aspects of community life through the perpetual growth and development of its residents as well as its social, cultural, academic, business and service institutions.

Student Outcomes

It goes without saying that the key element in any Adult Education Program, including ours at LaGuardia, is the student. Our diverse student population represents a variety of ethnic backgrounds, academic achievement levels and a broad range of career and personal skills and interests. Perhaps the only commonality shared by this growing population is the fact that they are all adults with a learning need and a desire to actively participate in changing their lives. How this learning need is expressed varies from, Freddy Joza, an Adult Basic Education student, who says:

My blunder was in dropping out of school. I thought I was never going to make it. My number of credits was low. I was getting older and even though I looked young, I felt uncomfortable. All my friends graduated and I was supposed to be graduating with them, but I didn't make it. Another reason was that I needed money. My mother

couldn't give me any. There were two kids that she had to support so I had to work to get money. Going to school and to work was kind of hard for me. I couldn't concentrate on both. I needed less hours on my job, but I couldn't get it. My boss didn't want to do it. I was forcing myself a lot, and I dropped out. It was since I dropped out that I began feeling very low. I kept saying to myself that my life was wasted. The more days that I was out of school, the worse I felt. When I went back to school to sign a paper to drop out, I saw one of my teachers, and he told me about LaGuardia Community College. I went to register. I was paying fifty-five dollars every term. I was learning, but not enough. Then I found out about the free A.B.E. program which changed that. It was a big change. I improved a lot. I'm getting smarter everyday. I'm happy, and I think that I will make it to college.

To Joyce Collazo, a Deans List student, who on her initial entry into the college stated:

At present I am employed at a pharmaceutical advertising agency. I find the business to be both interesting and challenging. But I want to do more than secretarial work. I find that one of the things that is holding me back is not having a college degree. I don't have enough time available with a busy and unpredictable work schedule and a home with four children to run, to primarily attend regularly scheduled classes. It is my opinion that the Alternative Degree Program would be ideal for me in that I could gain academic credit for knowledge gained through my life's experience plus earn more credits by doing projects independently. I am an intelligent, mature and capable individual. I can accomplish any task assigned to me very successfully. I have had many opportunities to prove this. I want to learn more about business management and finance. My primary interest is in the marketing area because I believe I will be able to put that knowledge to work for me in order to reach my occupational goal.

As shown by these two examples, our students represent the entire spectrum of educational achievement, from those who score in the highest levels of academics to the undereducated, whose educational accomplishments have been interrupted by personal factors or external conditions.

Our programs attract minority students whose families have lived in this country for many generations but have been kept out of the mainstream for a variety of socio-economic reasons. One example is James Anderson, who was a high school drop out and a Vietnam Veteran before the age of 21. Mr. Anderson returned to civilian life in New York City with no significant service connected skills, an incomplete secondary education and no employment to look forward to. Although not thoroughly convinced of the value of an education, Mr. Anderson heard about LaGuardia's Veterans Program and enrolled in the summer of 1974. By September 1975, he had earned his high school equivalency diploma (GED). He then became a student in the Human Services degree program at the college. Mr. Anderson started working part-time for the Veterans Program in the Fall of 1975 and continued his employment through his graduation from the college in 1976 and his entrance into York College in 1977. In 1979 Mr. Anderson was hired by LaGuardia's Veterans Program as its Office Coordinator. He graduated from York College with a B.A. degree in Social Work in 1980, is still employed full-time by the Veterans Program and plans to pursue a Master's Degree in Social Work. Because of Mr. Anderson's experience as a former GED student, his understanding of the unique problems shared by Veterans and the skills he has developed as a counselor, he has become a valuable asset to the Veterans Program.

Through our English As A Second Language Programs, individuals, newly immigrated to this country from places such as The Peoples Republic of China, Korea, Latin America, the Caribbean and Europe, grapple with mastery over the English Language while becoming acclimated to a new and strange environment. Beatriz Eugenia Yusty is just one of this growing number of foreign students who come to LaGuardia's English Language Center to upgrade their language skills and then apply for admission to a degree program. Beatriz is from Cali, Columbia, and began her studies at the center in its intensive program of English as a Second Language in September of 1979. She made rapid progress and upon completion of the second program, she took the Test of English as a Foreign Language and scored high enough to be admitted to the City University of New York. LaGuardia was one of her choices and she will begin studying in the area of Data Processing in September of 1980. Beatriz is looking forward to attending either Queens College or Hunter College upon completion of her studies at LaGuardia.

Hearing impaired and other physically handicapped persons have enriched the college through their participation in our programs and college wide events. Several hearing impaired persons, like Dorothy Pakula, have either resumed their secondary education or begun their post secondary education in Continuing Education Programs. Ms. Pakula entered the college through the Education Associates Program in 1972 and graduated with an A.A. degree in 1976. Deaf from birth, Ms. Pakula has worked as a paraprofessional at Public School 47, School for the Deaf, for the past seven years. She is totally immersed in and committed to the education of deaf individuals at every age level. Since 1976, she has worked as a tutor with adults in LaGuardia's Programs for Hearing Impaired Adults. She is now the Coordinator of Tutorial Services for this program and is responsible for the planning and supervision of student programs and tutorial staff. She has attracted many hearing impaired individuals to the various programs at the college. Through her individual accomplishments, involvement in college and city wide activities, Ms. Pakula continually educates our faculty, student body and the community at large regarding the capabilities, strengths and talents of the hearing impaired population.

These brief profiles are merely illustrative and can only touch upon the multitude of individual experiences, attitudes, skills and directions gained through our programs. The remainder of this report will describe different types of programs offered by the Division of Continuing Education to students such as those profiled above.



III. Description of Programs

A. Continuing Programs

1. The Adult Learning Center

Programs in the Adult Learning Center focus primarily on preparing individuals for the New York State High School Equivalency (HSE) Examination and in assisting adults to improve reading and computation skills - Adult Basic Education (ABE). Courses offered through the center include: High School Equivalency Test Preparation in English and Spanish, Pre-High School Equivalency classes, Adult Basic Reading, Guided Independent Study (providing small group instruction and individual tutorials); Math Brush-Up and Study and Test Taking Skills.

Students in the Center's programs are made aware of college admission requirements through group and individual counseling. The center schedules instruction at times most convenient for an adult working population with most classes meeting in late afternoons, evenings and on Saturdays. The Center is also open for tutoring and small group instruction Monday through Thursday 9 a.m. - 9 p.m. and on Fridays 9 a.m. - 2 p.m.

During the past year, instruction in HSE in Spanish was sub-divided into two levels, --pre-HSE and HSE--thus meeting a need which began to be evident late in 1979 when the New York State Education Department instituted new High School Equivalency tests in both Spanish and English. The implementation of two-quarter Saturday HSE classes in Spanish has proven to be very successful; students in those classes report that were it not for Saturday classes they would not be able to attend.

Of the 227 students who entered HSE classes in English in Summer 1979 through Winter 1980 quarters, 148 reported for the NYS HSE Test and 94 passed. In the same three quarters, 218 students were enrolled in Spanish HSE classes; of these 122 reported for the Test and 84 passed. It is anticipated that the final figures will increase somewhat when results are received from a two-quarter Winter 1980 class which did not report for the NYS HSE Test until early July. Of the 197 students who entered pre-HSE classes in both English and Spanish during the four quarters (Summer 1979 - Spring 1980) 116 students completed their course of study and most continued into a HSE course.

One hundred and twenty-one students who enrolled in both Spanish and English HSE classes in Spring 1980 are awaiting test results.

A major accomplishment for the Center in 1979-80 was the receipt of an Adult Basic Education (ABE) grant award of \$40,000 from the New York State Education Department (NYSED) under Title XIII of the Adult Education Act. This program served 116 individuals in five tuition free classes, offered between October 1979 and June 1980, and was taught by three part-time teachers and tutors and supervised by a half-time academic coordinator. Grant monies also supplied the students with books and other instructional supplies and materials. The popularity of this program is attested to by the fact that a number of students had to be placed on a waiting list because the program was unable to serve all of them immediately.

Students entered the ABE program with reading grade equivalency ranging from approximately fourth to sixth grade levels. Of the 89 students in the program, reading scores were increased an average of 1.5 grade levels, math scores increased 1.5 and thirty-five students have entered, or plan to enter, HSE classes within the next two quarters. With the advent of NYSED support for the ABE program, other new involvements in the community were initiated. St. Rita's Roman Catholic Church in Long Island City was chosen as the site of an off-campus ABE class, enabling us to serve a population which could not easily travel to on-campus classes.

The Center became an integral mover and part of an informal Queens Coalition of ABE Providers which included (in addition to LaGuardia's Division of Continuing Education), the Armenian General Benevolent Union, the Hellenic American Neighborhood Action Center, York College and the NYC Board of Education ABE Programs located in Queens.

Special Divisional support was given to five staff members who provided initiative for organizing the first City-wide Conference for ABE Teachers on March 29, 1980 at Fordham University. The highly successful event was co-sponsored by LaGuardia Community College, New York City Community College, Fordham University, the Basic Education and Reading for Adults Interest Group of the International Reading Association, and the New York State English To Speakers of Other Languages and Bilingual Educators Association.

Approximately 300 ABE and ESL Teachers and Supervisors and several visitors from the N.Y. State Education Department in Albany attended the conference. Through attendance at addresses made by leaders in the field and participation in over 30 workshops, participants were able to share their needs, philosophies and thoughts on new directions in ABE and ESL. Examples of workshops include New Approaches to Teaching Grammar, Reading and Writing, Basic Legal Information and Consumer Education.

2. Alternative Degree Program (A.D.P.)

This program offers adults with high motivation and good academic skills an opportunity to earn an Associate Degree through a combination of independent/individualized study, classroom based instruction and a variety of non-traditional learning experiences. Students design individualized degree plans with the aid of a faculty advisor (mentor) which reflects prior college level experiential learning and future educational/career goals. The credentialing process encompasses educational background, documentation of prior learning and the completion of individual degree plan requirements.

Attracted to the program because of extensive employment and civic experience, 20 new students joined the first year's group of students, during the Fall and Spring of 1979-80. The majority of students requested credit for knowledge gained through prior experience in the areas of Business Management/Administration, Accounting, and Secretarial Science. Students generally combined two to three classes with one independent/individualized study contract per quarter. The major portion of independent/individualized work was contracted in the areas of English and Business.

During the Spring quarter representatives from the National Council for the Advancement of Experiential Learning (C.A.E.L.) conducted a two day site visit and evaluation of the program. Although the final evaluation is not ready, preliminary feedback indicates that the program's strength lies in the caliber of students attracted to and involved in the program. The evaluators found that A.D.P. students were extremely supportive of the program, the staff involved and the results of their studies. Areas which need strengthening include the development of clear program policies and clarification of the assessment process. It was felt that written guidelines were needed to assist the students in the portfolio process. Based on these preliminary findings staff

have arranged for consultants to conduct assessment workshops for staff and faculty members involved in the program. When the final evaluation is completed the staff will review findings in order to improve the services provided to the A.D.P. student.

Four students who entered the program in 1978-79 graduated during the Summer of 1980 with honors.

3. Programs for Business

In an effort to develop stronger ties to the industrial community of Long Island City, the Division launched the Programs for Business and Industry. The program is a logical outgrowth of last year's outreach effort in which over 70 companies were contacted to assess the educational needs of local employers/employees and to acquaint them with Divisional programs and capabilities. Through collaborative efforts, the program has begun to provide educational and training services in several local industries.

In its first full year of operation, the program conducted two instructional projects. After careful assessment of the academic skills and needs of interested employees, a Pre-High School Equivalency course was designed for the employees through the assistance of the Educational and Cultural fund of the Electrical Industry and sponsored by Cerro Wire and Cable Company. Similarly a Spanish course was developed for supervisors to enable them to effectively communicate with Hispanic workers at Advanced Graphic Services, a bindery in Long Island City.

Proposals for Employee Peer Tutor Training and for Supervisory Skills Training for Local Small Industry have been developed and submitted to federal and state funding agencies. Members from local industry have participated in a workshop meeting held at the College to identify the components most needed in a supervisory skills training program for local businesses. A slide show presentation to promote industrial relocation to and expansion in Long Island City is being prepared by Community Board #2, using LaGuardia student and staff photographers and coordinated by the Programs for Business Office.

Additional plans for the future include continuing the strengthening of liaisons with the Queens Chamber of Commerce and local Community Planning Boards. The program will continue to develop on-going relationships with businesses and develop courses appropriate to their needs.

4. Correctional Education Programs

The educational programs provided by the Division at the Queens House of Detention for Men and Rikers Island are designed to help inmates improve their reading, math, and language skills, provide an opportunity to obtain a High School Equivalency diploma, enroll in college credit courses, find vocational direction and learn life coping skills to help in problems related to themselves, their families, their community and work. During the 1979-80 school year, 353 men signed up for courses at Queens House and 390 enrolled at the Rikers Island C76 facility. In addition, 140 men registered for the High School Equivalency preparation classes in English and Spanish and 81 men passed the test and received GED diplomas.

Changes during the past year include expanding basic literacy classes at Rikers Island to extend into the evening hours four days a week. The students in these classes have reading and math skills below fifth grade level. The objective is to help the inmates who participate in the program increase their reading, math, and language skills to a level high enough to enter high school equivalency classes.

Additional funding from the Department of Correction and the Correction Education consortium (described below) enabled the college to purchase video-tape equipment to add another dimension to our educational program. It also allowed us to hire a specialist in audio-visual media who teaches a class in broadcast journalism at the Queens House. In addition to on-going classroom use, the videotape equipment is being used to develop tutor training modules in several subject areas. These tapes and accompanying manuals will be used to train tutors for programs in correctional facilities as well as on-campus.

Another new project has been developed, at the request of the New York City Department of Correction, to provide tape recorders, audio cassettes and polaroid cameras so that sentenced inmates at C-76 may send taped messages and pictures to their families. If this project is successful, it will be expanded to include other institutions in the city that house sentenced men.

At Queens House a contact was established with C.W. Post College to provide the institution with volunteer graduate student interns who will teach college preparatory classes in psychology and social science.

Correction Education Consortium

The Consortium was formed in October, 1978 as a private, non-profit corporation by representatives of LaGuardia Community College, New York City Community College, The Higher Education Development Fund and the New York City Department of Correction. Established primarily to coordinate the delivery of educational programs and aftercare services available to incarcerated and ex-offender populations in the greater New York area, the Consortium is a pilot project exploring the viability of resource sharing among various higher education institutions.

Throughout eight institutions run by the New York City Department of Correction, the Consortium is offering courses ranging from adult basic education through college courses for credit. In addition to the educational focus, a counseling component involves in-house counseling services provided to the incarcerated population as well as aftercare services provided in the Community colleges. The Consortium recently received additional funding to implement a program of fine arts instruction, "Facing Time". The artists and student interns involved in this program will provide instruction in drawing, painting, ceramics, and video drama. The Consortium has an enrollment of more than 1500 students each quarter and an annual enrollment rate of 6,000. Roughly 37% of the students are in basic education units, 25% in high school equivalency/English units, and 15% in Spanish GED classes. Another 6% are enrolled in ESL units while 7% participate in various classes such as vocational training, life coping skills and expressive writing. Approximately 15% of the total are involved in college classes for credit.

In addition to developing ways in which the community colleges can become even more actively involved in providing educational and counseling services throughout City and State institutions, the Consortium is exploring programs in skills training areas and job development/placement.

5. Programs for Deaf Adults and Physically Handicapped

The basic goal of the program is to make a broad range of educational services accessible to adults with physical disabilities. Deaf individuals enroll in both general Continuing Education courses and those designed to provide ancillary support services (e.g., tutors, interpreters, readers, counselors). Specialized courses such as Guided Independent Study Program for Deaf Adults and Driver Education have also been developed.

Within the American Sign Language (ASL) and Sign Language Interpreting Program (SLI), the goals are to develop and refine curricula, train a cadre of ASL - SLI instructors, and offer quality programs to adults wishing to acquire fluency in ASL and/or upgrade SLI skills.

During the 1979-80 academic year, the Continuing Education Programs for Deaf Adults was able to expand its scope of services, both on and off-campus, through receipt of grant funding through Title I and Vocational Education Act (VEA) from the N.Y. State Education Department. The grants enabled the program to hire an ASL - SLI coordinator and a coordinator of Interpreting Services as full-time professional staff.

Through the VEA grant, the ASL - SLI programs offered workshops and classes to an impressive variety of professionals and paraprofessionals (e.g., librarians, teaching assistants, corrections officers) working with multiply handicapped populations. The ASL - SLI programs have also recruited and trained a number of highly skilled adjunct instructors with new instructional curricula and materials supplemented with access to audio-visual equipment. Instructional programs were provided to 622 students both on and off-campus during the 1979-80 academic year.

Funds from the Title I grant enabled the program to hire several part-time tutors each quarter to work with students in the Guided Independent Study Program for Deaf Adults. The addition of a team of tutors has made it possible to meet a diversity of student needs both on an individual and small group basis. One hundred and six deaf students were served in the program during the 1979-80 academic year.

At present, LaGuardia is the only CUNY unit with a full-time interpreter on staff. Students enrolled in both degree and non-credit programs have thus been able to more effectively participate in college-wide activities. In addition, the delivery of interpreting services to deaf students has been improved through outreach and peer evaluations on-site. The program was able to recruit more certified interpreters in 1979-80 than during the 1978-79 academic year. On Saturdays throughout the year, the Division, in cooperation with the N.Y.C. Board of Education, offers an intensive typing program for multiply handicapped adults.

6. Education Associates

This program enables paraprofessionals employed in the classroom by the Board of Education to secure a college education leading to career advancement in the city school system. Paraprofessionals are encouraged to pursue a Liberal Arts education at the two year college level which is transferable to senior colleges. Curriculum focus includes courses in Sociology, Psychology, and Early Childhood Development. Paraprofessionals receive a stipend from the Board of Education to defray educational costs. Over the past year between 40 - 50 paraprofessionals enrolled in courses each quarter. During the Summer quarter over 20 paraprofessionals completed an American Sign Language course. Learning a new skill to work with deaf students will expand the career options open to them.

The Union has mandated that all paraprofessionals complete a minimum of six credits within a two year period in order to continue their employment with the Board of Education. This ruling may generate renewed interest in a program whose enrollment has gradually declined over the past five years.

7. The English Language Center

Credit Programs

The Center offers both credit and non-credit courses in English as a Second Language to over 6,000 students each year. The purpose of the credit program is to provide the language instruction necessary to help matriculated students achieve a level of proficiency in English sufficient to meet the academic demands of their major fields of study. The program is broken down into four levels of sequential instruction. Over fifty courses were offered during the year, taught by five full-time faculty members and over thirty adjunct faculty.

Special emphasis during the year focused on orientation of new faculty, standardization of course passing criteria, and professional development. Orientation included the establishment of a "buddy" system whereby each full-time faculty member assumed responsibility for assisting a number of adjuncts. Fact sheets for students were also developed which provided information about instructional/performance objectives, grading standards, homework assignments, absences, and faculty office hours. Two professional development workshops were held, one focusing on X-Word Grammar as a teaching tool and the other to develop a videotape which will be used to train ESL tutors and teachers.

Plans for the coming year include the development of a new faculty manual, offering a new workshop on English Pronunciation, and gathering more extensive data about student performance once they finish their ESL sequence and move into their major fields of study.

Non-credit Programs

In the non-credit area, the Center offers both intensive (18-20 hours per week) and non-intensive (four to five hours per week) programs. During the past year 331 students completed the day intensive program with instruction for lower level students focusing on listening and speaking and on reading and writing for higher level students. The majority of students in this program are from various countries abroad, including increasing numbers from the People's Republic of China, who plan to continue their studies at colleges and universities throughout the United States.

Program accomplishments over the year include the development of detailed syllabi for the top levels of instruction, institution of on-going lunch meetings with faculty to discuss pedagogic issues, professional development, teaching successes and failures and new developments in ESL, and publication of a new information brochure in English and Spanish, with plans for translation into Italian, Greek and Chinese. Increasing efforts are also focusing on using the city's vast cultural resources as an instructional tool. As an example, students, while exploring a particular cultural medium are given specific linguistic tasks to perform which are then critiqued by the instructors.

Non-intensive classes (40 hours of instruction per quarter) are offered late afternoons, evenings and on Saturdays. Nearly 3,000 students enrolled in these classes to improve speaking, listening, reading and writing skills. Particular emphasis again depends upon student need and level. Housewives, and factory and office workers comprise the bulk of students with many moving into high school equivalency or college degree programs after one or two quarters of ESL study. Almost half the students enroll in more than one quarter of non-intensive instruction.

New developments in the past year include streamlining testing and placement, including using a shorter test version, and providing ongoing faculty meetings with specific focus on lessons, teaching techniques and materials. Plans for the coming year include

offering new non-credit courses in advanced writing, English pronunciation and typing with ESL instruction and conducting workshops for students interested in high school equivalency programs or college admission.

In all areas of ESL instruction, enrollment continues to grow with student diversity also increasing. Faculty and staff have kept pace remarkably with these changes and have continued to improve systems, further develop curricula and enhance support services to students. Such efforts have been instrumental in increasing the positive recognition given to the Center throughout the City.

8. The Extended Day Session

The Extended Day Session provides weekday evening (5:20 - 10:30 p.m.) and Saturday morning (8:00 a.m. - 1:30 p.m.) classes for adult students. This scheduling pattern offers working adults access to classes in Business Administration, Management and Accounting, Data Processing, Secretarial Science, Human Services, Occupational Therapy and Liberal Arts.

During the 1979-80 academic year student enrollment in the Extended Day Session remained at an annual average of 1600. There was a substantial increase in the number of adults enrolled in the Programming option of Data Processing and the Executive option of Secretarial Science.

New course offerings in the Liberal Arts program which generated an enthusiastic response from adult students include World Geography, Choir, Cultural Anthropology, Literature of the Adolescent and Afro-American History.

At the end of the Spring term a student questionnaire was distributed to over 400 students to assess the enrollment patterns and the academic support needs of the Extended Day population. Highlights of the survey are as follows:

1. 84% of the students enrolled in classes after 5:00 p.m. enroll exclusively in evening classes.
2. Students take, on an average, three courses per quarter.
3. 60% of the students do not want to attend classes during the Summer quarter.
4. 78% of the students feel that the 5:20 p.m. starting time for classes is convenient.

5. 90% of the students expressed a need for additional academic lab support and improved administrative services (e.g., cafeteria, parking and student activities).

The Cooperative Education Program for adults, which enables employed and unemployed adults to investigate and explore the world of work, expanded its work-related curriculum during the past year. The program continued to assist the unemployed adult population in the development of skills related to job search, interview techniques, resume writing and career exploration.

Extended Day students took part in a variety of special programs and events. The Department of Social Science sponsored two well attended Teach-In's on Iran and the Draft. The President and the Deans of the College held an Open House which was attended by hundreds of Extended Day students. Student feedback indicates that they were extremely gratified to be able to voice their special concerns and views to policy makers at LaGuardia. Finally, the Humanities Department presented a choir concert which was well received by Extended Day students. Attendance at these events shows the strong interest and involvement of the Extended Day population in College activities.

9. Extension Programs

The Division continued to provide a range of educational services to community groups in Brooklyn and Lower Manhattan. Adults with varying academic skill levels, diverse educational interests and needs, and a wide range of family, work and civic responsibilities, were able to take credit bearing courses in their respective communities. After consultation with academic chairpersons courses were selected and offered in the supportive environments of three National Congress of Neighborhood Women (NCNW) Centers in Ridgewood/Bushwick, Carroll Gardens, Williamsburg and at the primarily Hispanic community organization, Solidaridad Humana, based in Manhattan's Lower East Side.

Building upon the existing peer group network, the Division coordinated an effort to increase the delivery of college support services at the extension sites. Counselors and staff from Student Services, the Registrar's Office and the Division of Cooperative Education provided services at the four sites throughout the year. Students were encouraged to utilize on-campus tutorial and library facilities.

As the year progressed the Division and community leaders at N.C.N.W. sites began to explore the possibility of working out similar educational arrangements with several four year institutions. The Division is encouraging this exploration while re-affirming its commitment to provide basic skills and introductory Liberal Arts credit bearing courses in these and other communities.

N.C.N.W. - Ridgewood/Bushwick, Carroll Gardens and Williamsburg

During the 1979 - 80 year, 250 students at the three sites, took courses offered by seven of the ten academic departments of the college. In keeping with N.C.N.W.'s desire to offer courses which prepare students to work toward the stabilization and revitalization of their communities, the majority of courses were offered by the Department of Social Science. Faculty from the Division of Cooperative Education, the Department of Social Science and educational coordinators from two sites, collaborated in the design of a six credit Leadership curriculum. The curriculum paired Community Control with a specially developed Cooperative Education Seminar. Community Control analyzes the major institutions in the United States and especially in New York City from the perspective of decision making and power. The development, goals, and strategies of community organizations are examined in the area of education, health care, government, housing and work. The Cooperative Education Seminar, along with concurrent field placement, focused on the critical examination of leadership strategies for neighborhood improvement. The development of this curriculum exemplifies the attempts made to relate academic work to students' community interest and involvement, in addition to equipping them with a theoretical framework to act as agents of social change in their neighborhoods. The process of course selection was refined by the development of an annual projection of courses for each site for the 1980-81 year.

One of the biggest challenges to be faced by the off-campus programs during the coming year, will be developing ways to provide tutorial assistance for students with Basic Skills needs. Since students do not have ready access to Labs on campus, new approaches must be developed to supplement classroom instruction. Off-campus staff have met with administrators and tutors in the Adult Learning Center to review materials and methods which may be adapted to meet the Basic Skills needs of off-campus students.

Solidaridad Humana

This bilingual outreach program offers a three quarter sequence of credit courses, including sections of English as a Second Language and content courses taught bilingually to Hispanic students on the Lower East Side.

Of the forty students who entered during the 1979-80 academic year approximately seven transferred on-campus for the Spring Quarter and seven registered in the Summer for Liberal Arts courses on-campus. Students received an average of twelve credits for the three quarters. It is anticipated that ten to fifteen additional students will register for courses on-campus in the Fall of 1980, while 30 new students will begin their studies at the off-campus site.

Discussion among college and outreach administrators has led to new directions for the program including expanding ESL lab facilities at Solidaridad Humana. Advanced ESL students will be brought on-campus for labs one night a week so students will begin to utilize campus facilities.

10. Non-credit Courses

Community residents continued to take advantage of the non-credit professional development and personal enrichment courses offered by the Division. Individuals interested in developing or improving vocational skills enrolled in typing, stenography and bookkeeping courses. In the general business area popular courses continued to include exporting and license preparation for real estate salespersons and brokers. A total of 350 students enrolled in vocational skills development courses during 1979-80. Personal enrichment courses which generated an enthusiastic response from 175 students include calligraphy, photography, auto repair, dance, piano and psychic phenomena. In response to students' requests, two art courses, Art for Parents and How to Enjoy Art, were designed and offered. In keeping with the Division's commitment to the development of Community Service courses, Law for Everyone, How to Make Government Work for You and the Juvenile Justice System will be offered during the 1980-81 academic year.

In the Spring and Summer quarters, the Division offered a series of free career development workshops to interested students and community residents. The workshops, covering such topics as Resume Writing, How to Interview for a Job, Conducting Your Job Campaign, and Assertiveness Training were very well attended and well-received.

Part of the reason for offering the workshops was to find out more about the career needs of persons in each community and to develop more extensive courses to be offered in the Fall of 1980.

As a result of the free workshops, the Division will be offering a more extensive career development program for adults in the fall on a free basis. The purpose of the courses and programs offered will be to help adults develop the skills and knowledge needed to choose, find and advance in a satisfying career. As part of our Adult Career Counseling service, interested students will be offered free group orientation sessions or individual counseling sessions to help them decide whether or not to register for a career development course. Courses to be offered in the fall are Intensive Career Planning, a series of workshops to help adults define their career related skills and interests and to use these as the basis of an effective job search; College Exploration, a series of workshops to help adults decide whether or not attending college is a realistic and desirable way to achieve their career goals, and Assertiveness Training, a course to help adults learn responsible, assertive behavior in relationships with fellow workers, supervisors, and supervisees.

During 1980-81, based on results from the Queens Needs Assessment project (see p.27), the Division will begin to explore the development of non-credit courses which respond to the identified vocational training needs and personal interests of community residents.

11. Older Adults Program

This program is designed to provide non-credit courses to members of senior centers and organizations in Queens. Specific course selection and focus is determined by seniors at more than nineteen centers with whom the college maintains ongoing contact. Most of the course offerings are made possible through the Institute of Study for Older Adults, administered by New York City Technical College through federal funding from the New York City Department for the Aging. Legislation for the funding is under the Older Americans Act.

During the past year, over 540 seniors received certificates for having successfully completed more than 20 courses developed to be of particular interest to senior adults and offered at member centers. The newest course developed this year was Italian Perspectives in the United States. Other diverse courses offered

this year include: French, Psychology in Every Day Living, The Law and The Senior Citizen, Comparative History, English as A Second Language, Community Politics, Great Lives, Hispanic Culture, Health Needs of The Older Adult, Principles of Human Relations, Ethnic Studies, Yoga, Introduction to Drama and Current Events. In addition to course offerings, on-going meetings with center directors and staff were held to discuss the educational concerns of adults over 60.

Through their involvement in Continuing Education programs, the senior adults have done much to help the college community know and understand the concerns, strengths, fears and expectations of older citizens.

12. School Food Service Management Degree Program

Since 1975 LaGuardia Community College and District Council 37 have collaborated to offer educational programs to union members. This year the Board of Education joined the College and DC 37, Local 372 - School Lunch Workers Union to develop a School Food Services Management Degree Program. The program began on a preliminary basis in March 1980 with 32 students. Through full-time evening study, school lunch workers will be able to obtain an A.S. degree in two and one-half years, majoring in a modified curriculum under the college's existing Dietary Technician Program.

Program components include nutrition and food preparation courses offered by the Department of Natural & Applied Science, management courses offered by the Accounting/Managerial Studies Department and a special career development component developed by the Division of Cooperative Education. The career development component attempts to link students' current job experiences with future employment possibilities in the food service field.

Successful graduates of the program will be qualified for managerial positions in the City of New York's School Lunch Programs. The DC 37's Local 372, has recruited over 150 students from its membership who presently work as School Food Service Workers for the Board of Education. The Union will provide basic skills training and counseling to these potential students in preparation for college entry. Upon completion of Basic Skills requirements, either at union headquarters or the college, these students will move into the full sequence of food service and management courses.

13. Veterans Education Center

Since 1972 the Veterans Education Center has worked with over 1,812 veterans by providing academic preparation in High School Equivalency, career counseling, personal counseling and other support services. The Center's staff is comprised of administrators, instructors, tutors and counselors who are sensitive to the unique academic and counseling needs of Veterans. Many former students are employed by the Center in a variety of supportive roles. Of the 1,812 men and women who have participated in the program during the last eight years, 74% have completed the ten to sixteen week program and 57% have enrolled in degree programs at the college.

This year the program, partially financed by federal funds from HEW, met the diverse needs of 154 veterans through a variety of courses and services. Program participants attended workshops, classes, tutorial labs and individual and small group counseling sessions. Recreational and cultural activities enriched the program's focus in Mathematics, Language Arts, Study Skills and Career Development. Field trips were incorporated into the program to motivate students while supplementing concepts introduced through classroom readings, discussions and assignments. Of the 154 students who participated in the program during three cycles, 95 took the High School Equivalency Test and 51% received their High School Equivalency Diplomas.

Major changes this year include extension of the program cycle from fourteen to sixteen weeks, and the introduction of Oral Communications into the curriculum.

Financial problems continue to plague Veterans, thus affecting their ability to concentrate on academic pursuits. Program staff attempted to alleviate some of the financial pressures felt by Veterans by instituting an early interview, testing and VA certification schedule. By the beginning of classes, Veterans were able to receive advance checks needed to supplement family income, buy books and provide carfare and lunch money.

In addition, counselors began to increase and update referral resources in order to help participants gain financial aid and family support - both necessary for regular student attendance and, therefore, effective development of academic skills. To assist the program in improving services, the college and the community will be joining with the program staff to form an ongoing advisory committee.

14. Videotape Program Production Center

The Videotape Program Production Center was developed to produce videotapes which would be used to supplement educational materials in Continuing Education Programs. These audio-visual aids have been utilized by instructors, tutors, and students in the Prison Programs, the Tutor Counseling Service, in Programs for Business and in the Consumer Education Program.

Six tutor training videotape modules have been produced to provide low cost training of non-specialist tutors. Themes in this series include: an introduction to the characteristics of adult learners, identification of problem areas in the lower levels of reading, math and grammar, and effective methods of assisting adult students in a tutorial setting.

A promotional tape was designed to assist in acquainting the local business community with the special programs LaGuardia offers to meet the educational needs of both employers and employees. In an effort to assist non-native students understand the basics of consumerism, fourteen videotapes were designed for use in ESL classes. The tapes contain actual situations and were filmed on location throughout New York City.

During the coming year the Center will produce additional training modules and videotapes for use by the Correctional Education Programs, the Adult Learning Center and the English Language Center.

15. Women's Program

Mature women, actively involved in the work force or engaged in homemaking and civic activities are provided the opportunity to resume formal education through the Women's Program. The Program is designed to assist women to overcome obstacles of school re-entry by providing credit bearing courses which focus on Women's issues, a peer counseling support system and exposure to information on realistic career options.

Approximately 100 women enrolled in the program to work toward an Associate degree during the past year. In addition to fulfilling college basic skills requirements, students took re-designed courses offered by the English Department, the Social Science Department and the Business Department. A successful first time pairing of Introduction to Philosophy and Writing thru Literature was offered to Women's Program students.

Special workshops were provided to explore issues related to time management, role conflicts, overload, and sexism in the work force. Credit bearing career exploration seminars provided by the Division of Cooperative Education included Women in the Workforce and Women in Business. This year the program graduated twelve women who serve as role models for current students while embarking on new careers or continuing their education at four year institutions. The graduates also volunteered to speak at Women's Program workshops and seminars on topics related to career exploration and vocational opportunities for women in the workforce. An advisory network has been formed by the graduates which is an important component of the program. Women's Program students have continued to be among the college's highest achievers, averaging a grade point index of over 3.0.

This coming year there will be an increased number of workshops developed in response to needs and interests expressed by program participants. Forthcoming workshops include How to Improve Your Study Skills, Strategies For Coping with Sexism on the Job and a series of Assertiveness Training Workshops.

B. Special Projects

Each year the Division of Continuing Education conducts several short term projects. These projects range from specialized workshops to large scale funded programs and may be generated by staff within the Division or developed in response to initiation by outside agencies and organizations who approach the college with a particular program need, problem or idea. In most instances, the projects are supported by public and private monies and contract arrangements. The section which follows describes the Division's major special projects of the past year.

1. Consumer Capacity Building for Hispanic New Yorkers

This project was funded by the former DHEW, Office of Consumer Education. The primary focus of the program is to develop a comprehensive curriculum designed to teach consumer skills and the concomitant English as a Second Language (ESL) skills to Hispanic New Yorkers.

Consumer education materials developed by the project have been successfully piloted in four ESL classes, two at LaGuardia and two at Solidaridad Humana, an Hispanic Community Organization located on the Lower East Side of Manhattan. The materials were extremely well received by the students and the

classes were well attended. A total of 80 students were served by on and off-campus classes.

Written modules and videotapes were developed and used to disseminate consumer education information within the classroom. Fifteen written modules have been completed. Each module consists of a cover page listing the performance objectives in terms of consumer education aims, linguistic aims, and communication aims. The cover page also suggests classroom aids that the lesson may require. Following the cover page is a detailed lesson plan incorporating parallel teacher/student activities. The lesson plans provide the instructor with detailed consumer information and supplementary exercises for the students.

Examples of topics covered in the modules include: Obtaining Life Insurance and Writing Wills, Planning a Household Budget, Finding an Apartment, Credit Rights and Responsibilities, Utilization of Consumer Protection Agencies, Using the Yellow Pages, Obtaining Medical Services, Finding a Lawyer and Legal Services, and Guarantees and Warranties.

In addition to the written modules, the production of corresponding videotapes is in progress. The projected titles of the tapes include: Getting the Most Out of Your Food Dollars, Where to Go for Help, Protect Yourself Before You Buy and Day to Day Banking. Finalized versions of both the written modules and the videotapes are available to interested organizations.

2. Family Day Care Training Project

This program provides comprehensive day care training for parents licensed by the City of New York to care for children in their homes. The project works closely with the Agency for Child Development (ACD) and local Family Day Care Programs to meet the varied training needs of many of the 2,100 family day care providers affiliated with the Family Day Care programs in the five boroughs of New York City.

Operating under a Title XX formula grant contract with the New York State Department of Social Services, the program offers four components taking place in a variety of settings, LaGuardia Community College, the Red Hook Centers and individual Family Day Care Agencies and homes throughout the city. Program components are divided into the following major areas: Basic Training of Newly Licensed Providers, the expanded Home As a Learning Environment (H.A.L.E.) curriculum, college level credit courses and Adult Education.

Field based workshops are the vehicle through which newly licensed providers and ACD staff receive intensive basic training in areas of safety, health, nutrition and Family Day Care guidelines. These workshops are offered in more than 35 day care centers in Queens, Manhattan, Brooklyn and the Bronx. Each of the 35 centers has approximately fifteen licensed homes geographically clustered around it. Approximately 145 providers and staff received basic training this year.

Home as a Learning Environment (H.A.L.E.), the newest component is a result of the compilation of curriculum developed over many years. H.A.L.E. proved to be an extremely effective mechanism in the training of 336 providers to implement developmentally sound activities with school age, pre-school and infant children in care.

Family Day Care Providers who wish to take credit courses and who score sufficiently high on the CUNY Freshmen Skills Assessment Test are enrolled in college credit courses in Child Development and Human Services. During the year 37 providers took one or more credit courses in the Human Services curriculum. Providers who are either not proficient in the English language or have completed only a minimal amount of formal education enroll in workshops in English Specific to Family Day Care Providers (ESP) on site or at the College. The ESP classes utilize relevant topics for Family Day Care Providers including such areas as nutrition, child development, communication, handling of emergencies and using appropriate learning materials and activities. Providers who wish to work toward their High School Equivalency diploma attend classes in the Adult Learning Center at LaGuardia. One hundred and seventy-nine providers were serviced by the ESP and GED programs this year. Evaluation of the 104 students enrolled in ESP courses by comparing pre and post test scores on a standardized English proficiency examination showed an average increase in total score from 10 to 15.9 representing a 50% increase in skills measured by that test. Seventy-five providers enrolled in the High School Equivalency course and are awaiting results of the examination taken in the Summer of 1980.

In addition to direct services to family day care providers, the project held a series of professional development days or mini-conferences for the staff of the 60 Family Day Care Provider Programs throughout New York City in January and April 1980. The Department of Health Education and Welfare conducted an on site monitoring visit in September of 1979. The report of the monitoring team was extremely supportive of the various project activities especially the approach to curriculum development, the utilization of staff skills and the creative way in which the project solves the many logistical problems in Family Day Care Training.

3. Multilingual Small Business Management Program

This project is designed to train 120 persons of limited English speaking ability (LESA) in Small Business Management. Management courses, are offered in conjunction with English as a Second Language courses which are specifically geared for the Small Business Management profession.

Initially funded by the N.Y.S. Education Department as a Small Business Program for Greek residents, this past year the program expanded to include current and potential Small Business managers/owners of Hispanic and Armenian descent.

The students were selected for the program from the unemployed and underemployed Greek, Hispanic and Armenian populations living in the vicinity of the college. Courses in Small Business Management were taught in each group's native language and ESL was taught by instructors trained in ESL methodology who were familiar with one of the native languages of each group. Students received seven hours of ESL and five hours of Small Business Management (including record-keeping, advertising and general administration) per week for twenty weeks.

From the original cycle a comprehensive syllabus of lesson plans and student materials, in Greek, was produced and has served as the basis for similar materials development in Spanish and Armenian. Staff worked diligently to ensure that ESL instruction paralleled the vocabulary and content focus introduced in the Business courses.

This past year the program was further expanded to include an Italian component. While Greek and Hispanic classes were offered during both 20 week cycles of the program, the Armenian and Italian classes were offered during alternate cycles. The Armenian class was offered during the first cycle and the Italian class during the second.

By the completion of the 1979-80 program year approximately 100 students successfully completed the ESL and Business Management Program. The ethnic and cultural diversity of the students created an exciting and challenging learning environment. Special events and co-curricular activities were organized to help foster interchange and resource sharing among the different student groups.

A small business association was formed to include all of the graduates of the program. The purpose of the association is to deal with problems which confront small businesses. Members of this association exchange and disseminate vital information concerning current developments in the small business market. In addition, the Division has arranged seminars with the Small Business Administration and community based placement offices.

4. Queens Needs Assessment

LaGuardia Community College was selected as one of six urban community colleges in the nation to participate in a three year demonstration project aimed at encouraging and expanding community college involvement in the urban community. LaGuardia's participation in the project is being coordinated by the Division of Continuing Education. The project, sponsored by the Center for Community Education of the American Association of Community and Junior Colleges and funded by the Charles Mott Foundation will be conducted in three phases. These phases include, community needs assessment, program development in collaboration with representatives from the community and dissemination of findings on a national level.

As a participant in the project LaGuardia has committed itself to increasing it's capacity to assist in the development of strong communities by providing leadership and assistance in the development and strengthening of community organizations and by designing curricula offerings that address community needs.

The initial phase of LaGuardia's involvement in the project has been a community needs assessment. After identifying the "Community" as those populations most closely associated with the college either geographically and/or through participation in college programs, 840 residents from Western Queens and selected neighborhoods in Brooklyn were interviewed by phone. Kane, Parsons and Associates, a research firm, assisted the Division in this phase of the project. The extensive telephone survey was conducted to ascertain from residents their previous involvement in continuing education, in addition to determining their individual educational needs and interests. District managers of seven targeted community districts have been visited. Approximately 40 community organizations and agencies have been contacted by letter or in person to determine their perspective on community needs.

Several local factory managers have been contacted re: employee participation in a written questionnaire to determine vocational skills training and educational needs of both employers and employees.

Following compilation and initial analysis of data gathered from phone surveys, site visits and questionnaires the project will focus on program development through the establishment of an Advisory Committee representative of the targeted communities.

In 1982, the third and final year of the project, LaGuardia will serve as one of six case studies for other community colleges concerned about urban community education. This dissemination phase will most likely take the form of a national conference at each of the colleges involved in the project.

5. Telecourse Program

The Telecourse Program is an experimental approach to instruction for adults who cannot attend classes at LaGuardia in the time frames required by conventional courses. Telecourses are commercially produced courses which systematically integrate instruction through video programs, textbooks, and study guides in such a way that required class attendance can be reduced from 45 hours per three-credit course to from nine to twenty hours, depending on course content and format. The video programs may be broadcast over public television so that students can view them in their homes or they may be placed in libraries or institutional settings so that students are not bound by broadcast schedules and are free to take the course in an independent study mode.

During the past year two academic departments of the college have modified commercially produced telecourses to meet the instructional objectives of LaGuardia courses and have offered courses in conjunction with broadcasts over Channel 13/WNET. The Business Department has modified It's Everybody's Business, a telecourse produced by Dallas County Community College District to meet the instructional objectives of Introduction to Business, and the Social Science department has modified Family Portrait, a telecourse produced by Coastline Community College District to meet the instructional objectives of Sociology of the Family. Both these telecourses were offered in the spring quarter of 1980 by these departments. Continuing Education undertook a recruitment effort which included newspaper advertisements, radio announcements, and distribution of flyers through local trade association and by hand

at subway stops near the college. This recruitment effort resulted in over 125 phone inquiries but insufficient enrollment to offer either course. An informal survey of a sample of persons who inquired about the courses but did not enroll indicated that most of these persons did not register because they could not afford the tuition rate charged.

Several Alternative Degree students have used It's Everybody's Business as part of their independent learning contract to earn credit for Introduction to Business, and about 20 inmates of the Queens House of Detention have earned credit for Introduction to Business through viewing video programs in this telecourse in conjunction with attending classes and group discussions offered by a faculty member from the Business Department.

The biggest problem to be confronted in offering telecourses is the lack of broadcast time. WNET/Channel 13 places a low priority on telecourses, giving only one hour a week to telecourses and then scheduling them in the least desirable time frames. There is presently no cable system in Queens that might provide more ample and more convenient broadcasting.

In the coming year the Division will continue to offer credit telecourses in an independent study mode in the Queens House of Detention and a number of non-credit telecourses to interested community residents. The offering of credit courses to community residents will be postponed, pending the development of more satisfactory programming arrangements with a local broadcaster. A University Task Force on Telecommunications, on which LaGuardia was represented, has recommended that the University explore use of Channel 31, the City--owned UHF station, for broadcasting credit and non-credit courses for adult students, and future developments in cable television in Queens may eventually provide the technology needed for LaGuardia to offer Telecourses to residents of Western Queens.

6. Tutor Counseling Services

The Tutoring-Counseling Service Project (TCS) responds to the premise that students being tutored in the Writing, ESL and Reading Labs may be blocked in learning, not only by cognitive, but also by affective difficulties.

The core of the program is the integration of certain counseling skills and awarenesses into the teaching of an academic subject, thus helping the learner develop a positive self-image in relating to that subject.

Tutors in three labs--Writing, ESL and Reading (Communication Skills)--attend workshops in theory and methodological applications, given by the TCS Tutor-Trainer and a variety of guest-speakers. This training is then applied in tutoring sessions. The program is currently studying changes in the self-image of students after their encounter with tutoring enriched by TCS-trained staff. Also under investigation are students' attitudes towards their labs and their tutors; grades and pass/fail rates in basic skills courses; and retention rates as students move into regular college courses.

Over the past year fifteen TCS trained tutors worked with 439 Freshmen English as a Second Language students, twenty-one worked with 325 Basic Writing students and eighteen worked with 325 Reading students.

Grant Funds from the DHEW Office of Education, Special Projects enabled the program to hire and train a total of 54 tutors. TCS related professional development was particularly noteworthy in the ESL Lab this year. Restructured to be more conducive to implementing individualized, student-centered instruction, the lab attracted and held high-caliber tutors. These tutors were not only sensitive, but professionally committed to and academically prepared in teaching English as a Second Language. Spring Quarter student evaluations were the most favorable ever, indicating a general high degree of satisfaction with all aspects of the program except the physical space. There were six three-hour workshops on general TCS theory and applications held each quarter during the year. An average of twenty-five tutors and teachers from all three departments involved participated in these workshops.

Responses on evaluations after each series indicated that participants were pleased with the workshops, and are successfully applying aspects of the training in their tutoring sessions. As the program has evolved it has begun moving away from a Counseling-Learning dynamic to a more general and eclectic approach which will be reflected in future training sessions.

7. Program for Visually Impaired Adults

The Program for Visually Impaired Adults aims to make courses in Continuing Education fully accessible to blind and partially sighted adults, ranging in age from the late teens to senior citizens. Efforts are made to integrate blind students into courses offered on campus and off-campus through special support services.

While attending courses on campus blind students have access to trained readers and tutors. Special equipment is available in the library, such as books recorded on cassettes and machines that magnify the printed page for partially sighted readers. Support service is also available to faculty members who seek help in working effectively with blind students.

Off campus courses are offered at various sites in the community, most typically, in senior centers. In six such centers, during the past year, blind seniors, integrated in a class with sighted seniors, have enjoyed taking such non-credit courses as Creative Expression, Psychology Of Daily Living, and Controversial Issues Of The Day. Students are awarded certificates after completing the requirements for each course.

The program sponsored a highly successful Helen Keller Centennial Celebration during the Spring of 1980. Over 200 people from the LaGuardia community participated in the day long celebration. An innovative course to train readers for blind and physically handicapped people was developed and piloted during the Summer of 1980. Based on the success of recent activities two major conferences are planned for next year. During the Fall of 1980 the program will host a conference for Directors of Senior Centers in Queens, in addition to hosting a conference linking Continuing Education to Vocational and Social Services within the blindness field. The program is financially supported by a two year grant from the New York Community Trust.

Summary

This year was an extremely exciting and productive year for the Division of Continuing Education. Particularly stimulating and informative were the many fruitful hours spent by Program Directors and Coordinators in goal setting sessions. The sharing of philosophies, individual program needs, aspirations for future program development and general brainstorming have already produced new directions for the Division. These new directions will increase our capability to serve our community in the most creative, responsive and productive way possible. We would like to thank the many individuals within the college community, public and private funding agencies, and community agencies and organizations who have assisted us in our educational and community service endeavors. We look forward to strengthening these relationships in the coming year.

LaGuardia Community College

Continuing Education Enrollment Summary

<u>Year</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>	<u>Total</u>
1971/2	-	462	997	1130	2589
1972/3	779	562	905	701	2947
1973/4	1310	813	1480	820	4423
1974/5	1698	1232	1240	850	5020
1975/6	1444	995	1163	651	4253
1976/7	1134	1139	1478	954	4705
1977/8	1886	1376	2286	1973	7521
1978/9	1739	1858	2248	1472	7317
1979/80	1738	2361	2053	1380	7532

Program Directory

- A. Adult Learning Center
High School Equivalency
Adult Basic Education 626-5537
- B. Community Service and Special Populations 626-2705
Programs for Visually Impaired
Programs for Hearing Impaired
Older Adults Programs
Education Associate Program
- C. Corrections Education Programs 626-8709
High School Equivalency
Basic Education
English as a Second Language
Credit Courses
- D. English Language Center 626-2718
Intensive and Non-intensive
English as a Second Language
- E. Veterans Education Center 626-8504
High School Equivalency
College Preparatory Program
- F. Office of Non-credit Programs 626-5055
Career Counseling
Non-credit vocational, personal
development and community service
courses
- G. Office of Extended Day Session 626-5513
Credit courses in accounting,
business management, data
processing, secretarial science,
humanities, liberal arts and
natural sciences.
- H. Programs for Business and Industry 626-2713
Skills training and upgrading for
employees
Managerial and supervisory
workshops

I. <u>Special Programs</u>		
1. Alternative Degree Program		626-8520
2. Consumer Education		626-8712
3. DC-37 Food Service Training		626-2713
4. Extension Centers		626-8520
5. Family Day Care Training		626-5091
6. Multilingual Small Business		626-5489
7. Telecourse Project		626-5091
8. Tutor Counseling Program		626-5450
9. Women's Program		626-8546

Staff Directory

Acevedo, Janet, Coordinator, Sign Language/Interpreter Programs

Alers, Milagros, Secretary, The English Language Center

Anderson, Glenn, Coordinator, Program for Hearing Impaired Adults

Anderson, James, Office Manager, Veterans Program

Aziz, Rashida, Instructor, The English Language Center

Box, Gertrude, Teacher/Coordinator, Correctional Education Program

Branch, Audrey, Director, Women's Program

Brauch, Steve, Director, Programs for Business

Burrell, Jacqueline, Video Production Specialist, Correctional Education Program

Byrd, Donald, Associate Professor, The English Language Center

Cacopardo, James, Counsellor, Veterans Program

Carter, Diane, Secretary, Community Service Programs

Carter, Gloria, Secretary, Community Service Programs

Dorgan, Virginia, Coordinator, Credit Courses, Correctional Education Program

Dowling, Gretchen, Tutor Trainer, The English Language Center

Farrell, Sam, Director, Veterans Program

Fitzhugh, Shirley, Secretary, Correctional Education Program

Frazier, Alexis, Academic Coordinator, Adult Basic Education

Freeman, Barbara, Placement & Counselling Coordinator, Correctional Education Program

Gallingane, Gloria, Director, The English Language Center

Garrett, Ralph, Director, Extended Day Session

Gazianis, Despene, English as a Second Language Coordinator, Family Day Care Program

Gex, Judy, Instructor, The English Language Center

Goldberg, Allan, Director, Program Operations

Goodman, Bill, Coordinator, Program for Visually Impaired Adults

Gomez, Eric, Video Technician, Correctional Education Program

Gorman, Rosie, Secretary, Non-Credit Programs
Grant, Elizabeth, Academic Coordinator, Veterans Program
Heaphy, David, Director, Institutional Programs
Ionos, Marc, Coordinator, Multi-Lingual Small Business Program
James, Florence, Secretary, Deans Office
Johnson, Cynthia, Secretary, Special Programs
Kane, Edith, Mott Fellow, Community Service Programs
Kenny, Pat, Associate Director, Family Day Care Program
Khan, Fern, Director, Community Service Programs
Lance, Maxine, Secretary, Extended Day Session
Lee, Janine, Program Assistant, Programs for Business
Martin, Steffani, Director, Bi-Lingual Studies Program
Martinez, Grace, Secretary, The English Language Center
Miller, Ruth, Secretary, Deans Office
Miller, Shirley, Assistant Director/Coordinator, Adult Learning Center/
Veterans Program
Morales, Diane, Secretary, Program Operations
Oprandy, Bob, Assistant to Director, The English Language Center
Osman, Alice, Director, Adult Learning Center
Portnoy, Jeanne, Materials Developer, Consumer Education
Ransom, Margaret, Staff Interpreter/Assistant, Programs for Hearing Impaired
Saulsbury, Shirley, Assistant to the Dean
Sheppard, Ken, Coordinator, Credit Programs, The English Language Center
Smith, Theresa, Lab Technician, The English Language Center
Speights, David, Director, Special Programs
Telmar, Sheila, Coordinator, Correctional Education Programs
Thomas, Lillian, Administrative Assistant, Extension Programs
Watson, Sandy, Coordinator, Extension Programs

Weaver, James, Instructor, The English Language Center
Wells, Renee, Administrative Assistant, Continuing Education
Whalley, Jean, Secretary, Extended Day Session
Wilkerson, Cheryl, Secretary, Veterans Program
Zelinski, Stanley, Instructor, The English Language Center

McGaughey, Judy, Assistant Dean, Continuing Education
Kappner, Augusta, Dean, Continuing Education