

MEC  
BACKGROUND

Mr. Belgrane

*The City University of New York* Office of the Chancellor

535 East 80 Street, New York, N.Y. 10021

212/360-2121

October 7, 1968

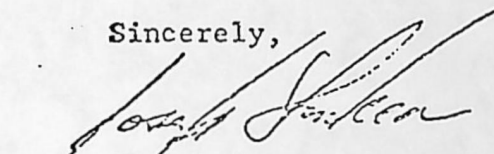
Dr. Fred E. Crossland  
Program Officer  
Special Projects in Education  
Ford Foundation  
320 East 43rd Street  
New York, New York

Dear Dr. Crossland:

Please find enclosed the revised version of our Proposal to Improve the Planning and Implementation of Community College Number Seven. This document has been revised to incorporate the suggestions and modifications we discussed during our meeting of July 29, 1968.

Thank you for your interest in the development of Community College Number Seven.

Sincerely,

  
Joseph Shenker  
Acting Dean for Community  
College Affairs

JS:rmh

Encl.

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

A Proposal to Improve the Planning and Implementation of  
Community College Number 7

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

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

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

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

A committee of community leaders made up of representatives of the community organizations will participate in the Presidential Search and also serve on the Selection Committee.

The basic purposes of the proposal discussed below are twofold:  
(1) to assist the City University and the community in meeting the

target date for the opening of the new college September, 1969 and (2) to assist the City University and the community in developing a totally new type of college which will be able not only to serve the traditional functions of a community college, but meet the special needs of the students and the community-at-large in a disadvantaged area. The University is aware of the magnitude or types of problems to be faced and solved, but due to both budgetary considerations and staff limitations has been unable to make adequate provision for providing answers and programs based on new information and/or experimentation. The proposed innovations planned for Community College Number Seven fall into the following categories:

- 1) those totally new, innovative programs for which new information and fact-finding are necessary, with provision for implementation and evaluation;
- 2) those programs not requiring extensive fact-finding which are basically compensatory in nature, and will provide a richer immediate environment for students and/or faculty.

The first group of proposals would include projects to gather and evaluate information for both the University and the community which will be necessary to informed decisions concerning a) new types of admissions policies; b) means of providing a third and fourth year of education to qualified graduates of the new college; c) a common first semester or "core semester;" and d) an oral-emphasis instructional program. The ability to gather such information, even before a president is selected, will be of primary importance if the new institution is to meet its target date for opening in the fall of 1969.

The second group of proposals designed to supplement traditional college programs and facilities, both quantitatively and qualitatively, would include: a) a study center and resource facility (or library); b) programs designed to provide better student faculty ratios and more personalized instruction (such as teaching internships for local graduate students planning to teach in urban community colleges); c) programs to provide more relevant student personnel work (such as the use of student personnel assistants drawn from local residents who are community college graduates); and d) programs to acquaint both faculty and administrative personnel with the distinct educational opportunities and responsibilities of the new institution through pre-service and inservice institutes. The president may desire changes in the types of supplementary programs proposed and these would be spelled out prior to their implementation date.

The timetable required for these projects - assuming that the fact finding will begin before a president is appointed, but that no decisions will be made except by the president of the institution - is shown below. Also included is the funding commitment as of each date and the required support available by fiscal quarters assuming affirmative decisions in all cases.

TIMETABLE

November 1, 1968	Fact-finding begins; commitment through January 31, 1969.
February 1, 1969	President appointed; fact-finding continues; commitment through June 30, 1969.
March 1, 1969	President's decision on admission, core semester and oral emphasis; development begins.

April 1, 1969 Admissions Plan completed; other development of operational plans continues.

June 1, 1969 President's decisions on study center, interns, student personnel assistants, and faculty orientation; commitment to June 30, 1970.

July 1, 1969 Development continues; 2+2 research begins.

July 15, 1969 Student personnel summer program begins.

September 1, 1969 Faculty orientation begins; intern hiring completed.

September 15, 1969 COLLEGE OPENS.

REQUIRED FINANCIAL SUPPORT BY FISCAL QUARTERS

October 1, 1968 - December 31, 1968	\$20,848 (Fact-finding)
January 1, 1969 - March 31, 1969	\$31,272 (Fact-finding)
April 1, 1969 - June 30, 1969	\$31,272 (Fact-finding)
July 1, 1969 - September 30, 1969	\$111,003 TOTAL
	\$14,753 (Fact-finding)
	\$86,900 (Resource center)
	\$ 5,300 (SPA summer program)
	\$ 4,050 (Faculty summer program)
October 1, 1969 - December 31, 1969	\$62,548 TOTAL
	\$14,753 (Fact-finding)
	\$18,707 (Interns)
	\$24,400 (SPA's)
	\$ 4,688 (Faculty institutes)
January 1, 1970 - March 31, 1970	\$62,548 TOTAL
	\$14,753 (Fact-finding)
	\$18,707 (Interns)
	\$24,400 (SPA's)
	\$ 4,688 (Faculty institutes)
April 1, 1970 - June 30, 1970	\$62,548 TOTAL
	\$14,753 (Fact-finding)
	\$18,707 (Interns)
	\$24,400 (SPA's)
	\$ 4,688 (Faculty institutes)
GRAND TOTAL:	\$332,039

A. Fact-finding Projects

1. New Admissions Standards

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

Traditional admissions criteria for the University's community colleges have been the students' high school grades, with those students presenting the highest academic averages gaining admission to the curriculum of their choice. [The intent of the new college is to provide a mechanism by which students from the community (Bedford-Stuyvesant) can gain admission to programs for which they might otherwise not qualify because of higher grade averages presented by students from other sections of the City. At the same time, those students from other areas of the City cannot be denied admission to those programs which the new institution offers

which may be unique to this institution within the City University. And, perhaps more basic, one may question on what basis students should be admitted - if not their prior performance - and what role the various interested groups (such as the community itself) should play in the selection of these students.

Once new admissions standards are established, the staff for this program will assist the president in developing and carrying out the procedures required under the newly-established admissions policy.

2. 2+2

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

Community College Number Seven, whether through modification of existing programs or creation of new programs.

Several alternate possibilities will be investigated by the fact-finding staff of this program. It may be desirable to create an additional "upper divisional institution," similar to the University's Richmond College, composed of only the junior and senior years and drawing upon graduates of community colleges for the majority of its students. Or, it may be desirable to create a new institution, at the senior college level, which provides specialized education in a given field, such as the four-year teacher-training institution proposed for Harlem. The staff of this program will collect information to assist the President, the community, and the Board of Higher Education in determining the best means of insuring a four-year education for qualified graduates of Community College Number Seven.

### 3. Common First Semester ("Core Semester") *which is a similar approach.*

The planning document for the new institution (page 11) proposes a common first semester of study for all students in that "The proposed institution would admit students to the college rather than to specific programs of study." Yet, several basic questions concerning this common first semester remain. Since most City University students are now admitted to a curriculum, the colleges are able to gauge the space and staffing requirements which each entering class will have. Institution of a common first semester - with choice of curriculum coming at a later time - poses problems for the institution which it otherwise might not face. Further,

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

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

The staff for this program must investigate the appropriate structure of a core program so that loss of credit or delayed graduation is avoided upon transfer to a senior or four-year institution. Further, the staff must carefully review the purpose and objectives of the core curricula (whether college-wide or area-wide) with particular reference to the ultimate needs and objective of disadvantaged students. Alternate approaches to the common first semester will be outlined and discussed with educators, guidance personnel and former students from the community; the administrative implications of a core program, including those arising from the need for State Education Department approval, will also be explored.

#### 4. Oral-Emphasis Program

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

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

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

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

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

Budget for Fact-finding Projects

During the planning year 1968-69 a director would be employed who would be responsible for the development and planning of the Admissions, Core Semester, and Oral-Emphasis programs. He would be assisted by three staff assistants, one responsible for each project. Consultants would be used as curriculum specialists particularly in the Core Semester and Oral-Emphasis projects where they would help develop programs in each of the following areas: social sciences, mathematics, physical sciences, English remediation, and learning theory.

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

1968-1969 (November 1, 1968 - June 30, 1969)

Research Director	\$12,000	<sup>4</sup> + 5,000
Staff Assistants (3)	24,000	
Secretaries (3)	11,000	
Fringe Benefits	7,990	
Consultants	20,000	
Space Rental	3,600	
Supplies & Equipment	4,800	
	<u>\$83,390</u>	

1969-70

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

B. Compensatory Projects

1. A Study Center and Resource Facility

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

July 1, 1969 - September 15, 1969:

Rent and renovation of 5000 sq. ft.	\$20,000
Purchase of tables, shelving, chairs	6,900
Purchase of books or resource materials	50,000
Creation of study carrels	10,000
	<u>\$86,900</u>

## 2. Interns

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

The existence of a new community college, dedicated to educational opportunity in urban ghetto areas, presents an opportunity not only for those who will be students, but also for those who would become teachers. Thus, one program with both an immediate and a long-term effect on urban education would be an internship program for community college teachers to be established in cooperation with local graduate schools. Through provision of the interns' salaries and that of a program coordinator, a program can be established which will (1) provide intern-teachers to aid in and supplement the instruction given in the regular community college curriculum, (2) provide the students with greater access to those with expertise in the various subject areas (3) offer an opportunity for graduate students who hope to be teachers to both earn and gain first-hand experience which will aid in their own development, and (4) hopefully provide contacts and experience which will draw the graduate students into similar teaching situations upon completion of their studies. The approximate budget for

this proposal would be as follows:

September 1, 1969 - June 30, 1970:

Coordinator ( $\frac{1}{2}$ time) (with 1/2 time)	\$ 6,000
10 Interns ( $\frac{1}{2}$ time)	40,000
Fringe Benefits	<u>10,120</u>
	\$56,120

(4,000 each) 12,000

3. Student Personnel Assistants

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

July 1, 1969 - September 30, 1969:

Institute Director (part-time)	\$2,000
Secretary (part-time)	500
Fringe Benefits	550
Guest Speakers	2,000
Books and Materials	<u>250</u>
	\$5,300

October 1, 1969 - June 30, 1970:

Salaries for Ten S.P.A.'s	\$60,000-
Fringe Benefits	<u>13,200</u>
	\$73,200

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

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

One week prior to the opening of the college, a specially-developed pre-service orientation workshop for all faculty (estimated at 30 maximum) will be held. Running over a period of three days, the institute would be aimed at providing specific information (1) about the community in which the college is located (2) about the student body and its background (3) about the special services offered within the college, such as remediation and counselling (4) about the place of the college within the City University and within the total educational structure of New York City. Speakers would be drawn from the college staff, from community groups, and from the central office of the University. The program would be designed to both inform and involve the participants so that their teaching will reflect an understanding and awareness of the special situation in which they will be operating.

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

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

The approximate budget for this project is as follows:

July 1, 1969 - September 30, 1969

Director (part-time)	\$2,000
Secretary (part-time)	500
Fringe Benefits	550
Speakers and Miscellaneous	<u>1,000</u> - including students -
	\$4,050

October 1, 1969 - June 30, 1970:

Director ( $\frac{1}{2}$ time)	\$ 6,000
Secretary ( $\frac{1}{2}$ time)	2,250
Fringe Benefits	1,815
Speakers	3,000
Miscellaneous and Supplies	<u>1,000</u>
	\$14,065

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

September 5, 1968