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ABSTRACT Presented are detailed descriptions of the college open admissions program at the City University of New York. Descriptions provide the first systematic presentation of how a major institution of higher education tried to deal with a shift from a selective to a free-access admissions policy. The data presented is a basis for assessment of the impact of college programs. Evaluations are not presented in this report, but descriptions are provided on which an evaluation could be carried out. (Author/KE)

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FROM SELECTIVE TO FREE ACCESS HIGHER EDUCATION:

Institutional Responses to Open Admissions  
At the City University of New York

DEPARTMENT OF SOCIOLOGY  
HERBERT H. LEHMAN COLLEGE  
CITY UNIVERSITY OF NEW YORK

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September, 1976

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Ms. Irene Shrier was very closely associated with the project. She participated with me in the bulk of the interviewing, and she pulled together diverse materials and wrote initial drafts for most of the colleges of City University.

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PART I  
INTRODUCTION

CHAPTER 1

OVERVIEW OF INSTITUTIONAL RESPONSES

When the City University of New York embarked upon its open admissions program, a great deal of controversy surrounded it. Some thought it was an ill-advised policy which could only result in failure. Others viewed it as one of the most humane and innovative experiments in American higher education. Because of the controversy, and for sound educational reasons as well, it was evident that a research evaluation would be required.

To date there have been numerous studies describing the academic fate of open admissions students. That is, their grades, rates of progress, dropout and graduation phenomena have been described. Of considerable importance has been the discovery of wide variations among campuses in the academic achievement of their students. To what should we attribute these variations? First, they could be due simply to differences in the types of students attending different colleges. Second, they could be due to the impact of specific college programs which had been designed to implement the open admissions policy -- perhaps the remedial programs or the counseling services had more positive effects at some colleges than at others (Of course, student achievement could be due to some combination of the above two factors).

One of the major aims of this research project is to assess the relative importance of individual and college program factors as determinants of academic outcomes. In order to complete such analyses it is necessary to have information on (1) Student performance; (2) Student backgrounds; (3) College open admissions programs. All of these data have now been collected.

The aim of this report is to present, for the first time, detailed descriptions of the college open admissions programs. These descriptions are of importance for at least two reasons. First, they provide for the City University, and for the wider academic community, the first systematic presentation of how a major institution of higher education tried to deal with a shift from a selective to a free access admissions policy. Second, the data in this report provide the basis for assessment of the impact of college programs, and a specification of which (if any) programs had the greatest effect.

It should be emphasized that although the evaluation of program impact is a major aim of the overall project, the evaluations themselves are not presented in this report. Rather, the descriptions provide one basis for carrying out these evaluations. Such work is now under way and will be presented in a forthcoming book.

BACKGROUND

In the fall of 1970 the fifteen undergraduate campuses (8 four-year senior colleges and 7 two-year community colleges) of the City University of New York (CUNY) embarked upon an open admissions program. Approximately 35,000 freshmen matriculated at CUNY in that year as compared with about 19,000 in the fall of 1969. Most of this 84% increase was directly attributable to the new admissions policy under which all graduates of New York City high schools were guaranteed a place at one of the campuses, if they chose to come.

To qualify for admission to one of the senior colleges, a high school senior had to graduate either in the top half of the class or attain at least an 80 average. If neither of these criteria was met, the student could attend a community college (with the guaranteed option of transferring to a senior college after attaining the community college A.A. degree).

While open admissions programs are not new in American higher education (they go back to the last century), the CUNY program was unique in several respects, and thus attracted national attention. First, the CUNY admissions criteria resulted in less stratification of senior and community college

populations than has been the case in other places. Second, open admissions programs elsewhere have been characterized by high attrition rates. At such colleges it is the obligation of the institution to provide access, but the responsibility for academic success lies almost exclusively with the student. At CUNY it is an explicit aim that the "revolving door" aspect of open admissions should be avoided. In order to achieve this, while at the same time maintaining traditional academic standards, the university developed complex and massive programs designed to improve the academic skills of students with weak preparation. The aim was to increase the probability that such students would be able to pursue their studies successfully. Thus, the CUNY program, to a significant degree, shifted the responsibility for academic success more toward the system.

In short, the most striking feature of the CUNY policy was not simply the change in admissions criteria, but rather, the institutional adaptations that arose in response to the changed criteria. The purpose of this report is to describe these institutional responses in detail.

Overview of CUNY Decision-Making Structure

The understanding of the open admissions program is dependent, in part, upon a comprehension of the administrative structure of the University. Prior to 1961 various campuses which now constitute CUNY were autonomous units. While each operated, pro forma, under the aegis of the Board of Higher Education of New York City, they functioned in fact as independent entities, submitting budget requests directly to the city and state, and having direct liaison with those public officials and agencies responsible for various services and resources which they required. In 1961 these units became federated into one City University. Certain functions such as budget requests and negotiations, planning for physical plants, and some educational policy-making were then coordinated by a central administrative staff. Predictably, the new federated structure generated some conflict. On the one hand, the colleges desired to maintain as much autonomy as possible, while on the other, the central administration took an increasingly active role in attempting to bring more and more college functions under its scrutiny, and in some areas, its control. Nevertheless, the CUNY system adheres more closely to a federated rather than highly centralized model.

In the spring of 1969 serious disturbances occurred at one campus, City College. The disturbances were initiated largely by Black and Hispanic students, along with some faculty. This group felt that the admissions policy of the college effectively excluded the participation of larger numbers of the third world community. This was considered particularly anomalous in view of the fact that City College was physically located in Harlem. While the university did have a plan for a very stratified open admissions policy (essentially, open admissions students would have gone to community colleges), beginning in fall, 1975, neither the target date nor the type of plan were acceptable to the protesting group. Open admissions in fall, 1970 at all campuses was an outcome of negotiations between the dissident students and faculty and representatives of the City College administration, the central administration, and the Board of Higher Education.

The overall aims and guidelines for implementing open admissions were set by the Board of Higher Education. However, these guidelines were never specified in detail. While every college was expected to develop a range of services designed to increase the success of the policy, the specific structuring of such services was determined essentially by the individual campuses. Nevertheless, each campus was expected

to submit to the central administration for review and discussion, its proposed implementation of the policy.

Because CUNY is a federated rather than highly centralized university, the initial structuring of open admissions services showed considerable diversity from campus to campus. In effect, there were fifteen open admissions programs. Because the CUNY effort was unprecedented in American higher education, the diversity was fortuitous. Over time, different programs might have different types and degrees of impact on student educational outcomes. Some outcomes would be considered more desirable than others. Insofar as these could be attributed to programs or specific components thereof, this would furnish a pragmatic basis for subsequent program modification at all CUNY campuses. Moreover, since open access higher education is a national trend involving increasing numbers of poorly prepared students, data from the CUNY experiment can provide guidance for those contemplating such programs at other colleges. One major aim of this research is to contribute to this goal.

#### Academic Characteristics of Open Admissions Students

When CUNY made the decision to begin open admissions, it was assumed that there would be a decline in the academic strength

of the entering students. If one considers the high school academic average (in college preparatory subjects) as a rough indicator of academic skills, there is no doubt that this is true. Among the 1970 freshmen who entered senior colleges, about 40% would not have been admitted prior to open admissions. At the community colleges, about 65% would not have been admitted prior to 1970.

Further evidence regarding academic skills comes from standardized tests. In 1970 and 1971 graduating high school seniors took two forms of the Stanford Achievement Tests: (1) a test of reading skill and comprehension; (2) a test of numerical competence. The purpose of the testing was to provide the university with a preliminary estimate of the proportions of entering freshmen who would need remedial services. In defining "need for remedial services", students were classified as needing "intensive" remediation, "some" remediation or no remediation. Students whose reading scores placed them among the bottom 30% of ninth grade students were defined as needing intensive remediation. Students whose scores placed them in the bottom 30% of college preparatory high school seniors were defined as needing some remediation. Students above this cut-off point were not considered to need remediation.

For the math test (actually a junior high school level numerical computation test) a student who scored among the bottom 25% of end of year ninth graders was considered to need intensive remediation. A student whose score was not higher than the 60th percentile for end-of-ninth grade students was deemed in need of some remediation. In functional terms the math tests provided an assessment of whether a student had the minimal numerical skills to complete most college courses (other than mathematics courses). For example a student in need of remediation might have difficulty reading and interpreting simple statistical tables or doing simple computations that might constitute part of the work in a sociology or psychology course.

The test results are presented for the 1970 freshman class in Tables 1-3, and for the 1971 class in Tables 4-6. These tables describe the proportion of students defined as needing remediation in reading, math, or either area. As the data show, more than 60% of entering students showed the need for at least some remediation (Tables 3 & 6). As one would expect, community college students were much more likely than senior college students to need compensatory work. In order to attain the goals which the University set for itself under the open admissions policy, these stu-

TABLE 1  
NEED FOR REMEDIATION IN READING:  
1970 Freshmen

<u>SENIOR COLLEGES</u>	Need for Remediation			Total N
	Intense	Some	No Need	
CCNY	6.8%	37.6%	55.6%	2,371
Baruch	5.9	43.3	50.8	1,130
Hunter	6.0	34.2	59.7	2,430
Lehman	5.2	33.8	61.0	1,808
Brooklyn	3.2	24.3	72.4	3,306
Queens	2.5	23.1	74.4	2,951
York	5.2	44.0	50.8	620
John Jay	11.0	44.9	44.1	363
Senior Total	4.8%	31.7%	63.5%	14,979
<u>COMMUNITY COLLEGES</u>				
Staten Island	10.7%	48.4%	40.8%	1,489
Bronx	19.5	52.0	28.5	1,128
Queensborough	8.3	50.6	41.1	2,314
Kingsborough	15.3	54.0	30.7	1,709
Manhattan	21.3	57.2	21.5	1,055
NYCCC	25.9	54.1	20.0	1,771
Community Total	16.0%	52.4%	31.5%	9,466
CUNY TOTAL	9.2%	39.7%	51.1%	24,445

TABLE 2  
NEED FOR REMEDIATION IN MATH:  
1970 Freshmen

<u>SENIOR COLLEGES</u>	Need for Remediation			Total N
	Intense	Some	No Need	
CCNY	17.7%	20.6%	61.7%	2,371
Baruch	17.8	24.4	57.8	1,130
Hunter	14.9	27.2	57.9	2,430
Lehman	17.5	25.8	56.7	1,808
Brooklyn	7.9	17.6	74.5	3,306
Queens	7.4	16.4	76.2	2,951
York	17.9	34.2	47.9	620
John Jay	35.8	29.2	35.0	363
Senior Total	13.5%	21.9%	64.6%	14,979
<u>COMMUNITY COLLEGES</u>				
Staten Island	26.5%	35.4%	38.1%	1,489
Bronx	44.4	32.1	23.5	1,128
Queensborough	23.4	36.5	40.1	2,314
Kingsborough	37.4	36.7	25.9	1,709
Manhattan	48.3	33.0	18.7	1,054
NYCCC	50.1	32.0	17.9	1,771
Community Total	36.7%	34.6%	28.7%	9,465
CUNY TOTAL	22.5%	26.8%	50.7%	24,444

TABLE 3

PERCENT NEEDING REMEDIATION IN READING,  
AND/OR MATH: 1970 FRESHMEN

SENIOR COLLEGES	%	Total N
CCNY	55.5	2,371
Baruch	61.4	1,130
Hunter	55.4	2,430
Lehman	56.2	1,808
Brooklyn	38.7	3,306
Queens	36.5	2,951
York	67.9	620
John Jay	76.3	363
Senior Total	49.6	14,979
<u>COMMUNITY COLLEGES</u>		
Staten Island	75.8	1,489
Bronx	85.5	1,128
Queensborough	75.8	2,314
Kingsborough	86.0	1,709
Manhattan	92.0	1,055
NYCCC	92.2	1,771
Community Total	83.7	9,466
CUNY TOTAL	62.8	24,445

TABLE 4

NEED FOR REMEDIATION IN READING:  
1971 Freshmen

<u>SENIOR COLLEGES</u>	Need for Remediation			Total N
	Intense	Some	No Need	
CCNY	10.6	42.0	47.3	2595
Baruch	6.8	42.8	50.4	1163
Hunter	3.7	35.3	61.0	1865
Lehman	4.9	36.8	58.3	1596
Brooklyn	3.9	29.0	67.1	2082
Queens	1.6	22.1	76.3	2467
York	4.3	39.5	56.2	650
John Jay	9.8	49.9	40.3	559
Medgar Evers	29.6	50.0	20.4	162
Senior Total	5.8	35.0	59.2	13,139
<u>COMMUNITY COLLEGES</u>				
Staten Island	13.6	54.1	32.3	647
Bronx	23.7	55.4	21.0	997
Queensborough	9.3	50.7	39.9	1,876
Kingsborough	21.3	57.6	21.1	1,301
Manhattan	25.9	55.3	18.7	721
NYCCC	26.5	55.5	18.1	1,085
Hostos	39.5	49.4	11.0	172
LaGuardia	14.3	52.2	33.5	230
Community Total	19.2	54.2	26.6	7,029
CUNY TOTAL	10.4	41.7	47.9	20,168

TABLE 5

NEED FOR REMEDIATION IN MATH  
1971 Freshmen

<u>SENIOR COLLEGES</u>	Need for Remediation			Total N
	Intense	Some	No Need	
CCNY	26.3	27.3	46.4	2,594
Baruch	14.0	26.5	59.5	1,163
Hunter	16.5	30.6	52.8	1,864
Lehman	16.5	29.9	53.6	1,596
Brooklyn	10.0	22.3	67.6	2,082
Queens	7.7	20.0	72.3	2,466
York	20.8	28.0	51.2	650
John Jay	39.2	32.2	28.6	559
Medgar Evers	50.0	32.7	17.3	162
Senior Total	17.1	26.2	56.7	13,136
<u>COMMUNITY COLLEGES</u>				
Staten Island	34.9	34.0	31.2	648
Bronx	53.2	29.9	16.9	998
Queensborough	27.7	37.1	35.2	1,877
Kingsborough	36.2	36.1	27.8	1,300
Manhattan	60.5	25.4	14.1	721
NYCCC	54.8	29.8	15.4	1,086
Hostos	76.2	18.0	5.8	172
LaGuardia	37.0	36.1	27.0	230
Community Total	42.6	32.8	24.7	7,032
CUNY TOTAL	26.0	28.5	45.5	20,168

TABLE 6  
 PERCENT NEEDING REMEDIATION IN READING  
 AND/OR MATH: 1971 FRESHMEN

<u>SENIOR COLLEGES</u>	%	Total N
CCNY	68.1	2,595
Baruch	60.1	1,163
Hunter	60.4	1,865
Lehman	58.1	1,596
Brooklyn	46.0	2,082
Queens	37.5	2,467
York	63.2	650
John Jay	79.2	559
M. Evers	90.1	162
<b>Senior Total</b>	<b>56.3</b>	<b>13,139</b>
<u>COMMUNITY COLLEGES</u>		
Staten Island	82.4	648
Bronx	91.0	998
Queensborough	78.0	1,877
Kingsborough	88.8	1,301
Manhattan	93.5	721
NYCCC	92.0	1,086
Hostos	97.7	172
LaGuardia	82.6	230
<b>Community Total</b>	<b>86.6</b>	<b>7,033</b>
<b>CUNY TOTAL</b>	<b>56.9</b>	<b>20,172</b>

dents constituted a major challenge. To the extent that their academic skills could be improved, the probability would be increased that such students would then be able to complete successfully a course of study leading to a degree. The development of open admissions services on every campus embodied an attempt to respond to this challenge.

#### Overview of Open Admissions Services

It is worth reiterating that the CUNY open admissions policy was, at the outset, far more than just a new set of admissions criteria. It involved a complex and large scale set of institutional responses designed to avoid high attrition rates, maintain academic standards, and improve the academic skills of inadequately prepared students.

In attempting to reach these goals, what kinds of services were involved? Included were the following: (1) The process of application, admission, and allocation; (2) Evaluations of incoming freshmen; (3) Program planning and orientation; (4) Remedial/compensatory work; (5) Counseling services.

These institutional services and processes were not new or unique in the sense that they existed only as a response to the aims of open admissions. Indeed, all exist at least to some degree on college campuses everywhere. What was unique about them in the open admissions setting was the manner in which the various services were structured, related to one another, and delivered to the student.

Each of the general areas is now described in greater detail.

#### APPLICATION, ADMISSION, AND ALLOCATION

In their senior year students may apply for admission to the university (there are some students from high schools outside of New York City who apply, but this is a relatively small number). In the overwhelming majority of cases, students' applications are processed not by the specific college or colleges which they wish to attend, but rather, by a central applications processing office which asks each applicant to choose six colleges which he wishes to attend, in rank order of preference. Through a computer procedure, students are allocated to one of their chosen colleges. An illustration of how this procedure operated when open admissions began is as follows: if, on the basis of high school average and/or

high school rank the student qualified for a senior college, and in fact desired to attend such a college, he was initially entered into the pool of applicants who indicated that a given college was their first choice. The students were then ordered according to high school average, and the number of spaces available were filled on this basis. Students not admitted to their first choice college after this initial procedure were entered into the applicant pool for their second choice college and the procedure began again.

When the process was completed, students were notified of their acceptance at one of the colleges of their choice. While 80% of students were admitted to either their first or second choice college, there was considerable variation in the "attractiveness" of colleges. At the most popular colleges, admission was more competitive. As a result, these schools tended to have a smaller proportion of open admissions students than the less popular institutions. Another consequence was that colleges varied considerably in their ethnic and socio-economic composition, even though the university as a whole exhibited a significant increase in the proportions of minority group students and students from lower socio-economic levels. The magnitude of the open admissions challenge thus varied from college-to college. After the

initial year of open admissions, some effort was made to intervene in the allocation process, so that every college would participate more fully in the open admissions effort. Nevertheless, the basic allocation process and its consequences, remains as described above.

#### EVALUATIONS OF INCOMING FRESHMEN

The next stage in the institutional processing of the students generally took place during the spring and summer prior to matriculation in the coming fall. Colleges developed various procedures by which students were evaluated with regard to academic skills, interests, and other data used for the initial planning of academic programs. One of the prime purposes of this pre-entry evaluation was to identify those students in need of compensatory or remedial work.

Colleges managed the initial processing in different ways. At some, the students came through in large groups. At this point the campus resembled an Army induction center. At others, the groups were smaller. At still others, the students were run through initially in large groups, but were, at various points, broken into smaller groups for orientation purposes.

Different types of assessment procedures were used, either alone or in combination. The simplest approach was to examine the high school record in order to assess the extent of preparation in different areas. On some CUNY campuses the need for remedial or compensatory work was indicated if the high school record showed that certain courses were never taken. Thus, a student who had not taken high school algebra would be defined as needing additional preparatory work in mathematics. Considered in this way, the high school record is an indicator of exposure, but not necessarily achievement.

Another assessment procedure involved the administration of tests. Some campuses used standardized tests with national norms. When such tests were administered, cut-points were defined to identify students needing additional work. Other campuses used locally constructed tests.

In the English area, the incoming student was often asked to produce a writing sample. This sample was evaluated by one or more members of the faculty (in the English department and/or other department) in order to identify students in need of additional work in writing.

While mathematics, reading and English composition skills were the areas most frequently assessed, some colleges evaluated students in other fields as well.

On the basis of these assessments, information for each student was collated and provided a basis for program planning. It should be noted, however, that the rapidity and efficiency with which this was done varied from campus to campus. Overall, these procedures were carried out more efficiently with the 1972 freshman class than was the case for the 1970 group.

#### PROGRAM PLANNING AND PLACEMENT

Subsequent to the initial evaluation procedure, the resulting individual student data were supposed to be collated and transmitted to the persons representing the college who were responsible for helping students to plan an initial academic program. Typically, the student was asked to return to the campus for a second visit in order to accomplish this. The individual responsible for working with the student was usually a faculty member, or a member of the counseling staff.

Campuses developed a set of guidelines for program planning. There was variation in the explicitness of these guidelines. At one extreme were campuses where the guidelines were very clearly specified (usually in writing), and the function of the advisor or counselor was to apply them to the individual case. In this instance the advisor had relatively little discretion in program planning. At the other extreme would be the case where there were no formal specifications and the advisor had considerable discretion in helping the student plan the program.

Outcomes of the program planning process may be described in terms of at least three critical dimensions. First, based upon the evaluation of the high school record, test scores, and the like, the student may have registered for remedial - compensatory work. Second, there were courses which some campuses considered to be overly difficult in the freshman year for students defined as poorly prepared. These might be courses in natural science, mathematics, English, and/or social science. On some campuses students were advised to avoid such courses. On others, they were prohibited from registering for them. Third, there were some campuses where students with weak academic credentials were advised to register for a reduced credit load.

Usually the reduced credit load was simply a logical outcome of taking remedial courses which offered little or no credit. In this event the student was registered for fewer credits, but in terms of actual hours in the classroom, he may have spent as many or even more than the student who took no remedial courses. Occasionally the reduced credit load was, at least in part, independent of placement in compensatory courses. The rationale behind the reduced credit load is simply that the chances for academic success among students with weak academic backgrounds will be increased if they are eased more gradually into the mainstream of college work.

It is of importance to note that whatever may have been the formal design of the student assessment and program planning processes, campuses varied in the effectiveness with which the design was implemented. Certainly, during the initial year of open admissions there were students whose programs were not consistent with the guidelines which may have been developed by the college. This was due to several factors. First, some campuses were unable, for administrative and/or funding reasons, to add the sections and additional faculty necessary to the full implementation of compensatory services.

Second, there were instances where the processing of assessment tests was not completed at the time when the data were required for the scheduled program planning session. In such cases advisors simply had to "play it by ear."

Third, certain types of organizational strains may have been responsible for less than full delivery of supportive services. For example, at one campus the evaluation and student assessment functions were the responsibility of one unit of the college, while the actual academic advising and program planning remained the responsibility of faculty. In this case faculty were not committed to implementing program planning guidelines, because these were perceived as conflicting with departmental interests. That is, to place significant numbers of students in compensatory courses, and to exclude them from certain departmental offerings, carried with it the possibility of lower than usual enrollments in certain departments and in certain courses.

Keeping in mind these organizational limitations which sometimes interfered with the delivery of services to all students defined as needing them, the outcome of the program planning process may be seen as initially directing students along one of two major pathways. First, many students were

initially programmed in the "traditional" fashion. Such students were not taking compensatory work, nor were they taking reduced credit loads, nor were they excluded from taking any specific courses as a result of the initial evaluation of their academic backgrounds. In short, they were processed as traditional college students (Of course, some students with weak preparation were inappropriately placed in this trajectory).

A second pathway is what may be called the "supportive." Any or all of the following features would characterize this trajectory: (1) being registered for compensatory course work; (2) taking a reduced credit load; (3) being excluded from certain types of courses, whether this occurred as a matter of advice to the student or whether it was mandatory.

#### SUPPORT SERVICES, I: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

As we have noted earlier, the initial open admissions guidelines developed by the Board of Higher Education (in cooperation with the colleges) specified that each campus should develop services whose aim was to increase underprepared students' chances for academic success. Beyond this

general mandate, each campus had considerable autonomy in implementing the guidelines. This resulted in considerable program diversity.

We now present the generic dimensions by which programs on each campus may be described. The two essential types of services designed to improve students' chances for academic success are (1) remedial-compensatory programs and (2) counseling. While the two are inter-related on many campuses, for expository purposes we shall consider them independently. The remedial-compensatory programs are considered first.

#### Clarification of the Remedial-Compensatory Concept.

We have been using the terms "remedial" and "compensatory" interchangeably. In fact, we treat them as conceptually equivalent. However, the campuses do not necessarily use the terms in this manner. At the colleges, terms such as "remedial", "compensatory", and "developmental" are used, but they have no uniform meaning. Nevertheless, the choice of terminology may reveal something about the attitudes of a college toward the services offered and toward the students receiving them. For example, the term "remedial" may be viewed by some as stigmatizing, since it explicitly defines the student as in-

adequate and may be viewed as implying that this is, somehow, the fault of the student. Other terminology is not considered to have this meaning.

We shall use the terms interchangeably and in the following general sense: They simply refer to any kind of course or related service designed to improve academic skills.

#### Characteristics of Compensatory Programs

There are several significant dimensions which may be used to describe, summarize, and compare compensatory services on each campus. We briefly describe these.

1. Mandatory versus Voluntary Placement. After the pre-entry evaluation of a student, he may have registered for compensatory work. On some campuses the student had little or no choice in this decision. On the basis of the high school record, test scores and other data, it simply was college policy that he be placed in compensatory coursework. At the other extreme, such placement could be voluntary. In this instance the counselor or faculty advisor indicated to a student that compensatory work would be helpful to his

success in college, but the student could choose to reject such advice. While this dimension is described as if it were a dichotomy, in fact there were degrees of "voluntariness". The efforts of the counselor or faculty advisor to persuade the student could vary from mild to very active.

2. Credit versus No Credit. On some campuses it was a policy that no compensatory courses carried credit. At other colleges credit was given in some areas (e.g., writing), but not in others (e.g., mathematics). In a non-credit course a student might have been expected to spend as much as five or six hours per week in class. The rationale was simply that to raise students' academic skills involved work that should have been covered and mastered in high school, and that it was inappropriate to grant credit for such work. Whether to give credit is an issue which generated controversy among faculty, students and administrators on many campuses. Those who advocated credit for compensatory work argued that it is very difficult to motivate students if they are asked to spend several hours per week in a course which does not generate any credit. Therefore, it was argued, the chances that a student's skill level will improve are increased if at least some credit is carried. It was also argued that in the case of students who were taking two or

three remedial courses, the consequence could be that as many as fifteen hours per week might be spent in class, with no possibility of earning credit. This could have demoralized students, leading to a greater likelihood of drop-out - quite the opposite of what was intended under open admissions.

3. Variations in Course Duration. At some campuses students were placed in compensatory courses which, from the content point of view, were considered to be clearly at the college level. For example, underprepared students at some campuses were placed in English composition courses which covered the same material that a well prepared student would cover. However, what was "compensatory" about them is that rather than meeting for the standard 3 hours per week, the course met for 6 hours. Similarly, a one semester course might be stretched out over two semesters. In short, the pace at which material was covered was slowed down significantly. Under such a compensatory concept, credit was given; e.g., the 6 hour or two semester course received the same 3 credits as the 3 hour or one semester "regular" course taken by traditional students.

4. Areas of Compensatory Work. Campuses varied somewhat in the areas in which compensatory work was offered. The three primary areas were mathematics, writing, and reading. Study skills courses were also provided. Some colleges combined reading, writing, and study skills within one course, while others offered them separately. In addition to compensatory work offered in these basic skills areas, some colleges offered work in academic areas such as biology, chemistry, philosophy, and the like. In these instances, special sections of an introductory course were composed of students with diagnosed academic weaknesses.

5. Generic versus Skill-Content Orientation. An important distinction in the conceptualization of compensatory work involves what may be called the generic conception versus skill-content linkages. In the generic conception the emphasis is on acquisition of greater facility in the basic skill areas such as math, writing, and reading. It is assumed that acquisition of such skills will have a generalized effect, leading to the improvement of student performance in subsequent academic courses. Such compensatory work was taught more or less in vacuo, so to speak. On the other hand, some campuses had moved toward the development of skill-content linkages. In this case the compensatory course used the content of a standard academic course. For example, a section of a history course might be

composed of students defined as having inadequate preparation in the writing, reading, and/or study skills areas. The compensatory effort was then geared to increasing the student's skills in dealing with the specific content of the history course. Under these conditions the teaching function was frequently carried out through the cooperation of both the history instructor and an academic skills specialist (the latter might be located in the english department or an academic skills department). The rationale underlying this approach was that the impact of the compensatory effort would be greater where the student had an opportunity to learn and apply basic skills within the context of a standard academic course.

6. Tutoring. Another aspect of the compensatory effort involved tutoring. Of course, the tutoring function is not unique to open admissions and is generally available at all colleges. However, under open admissions tutoring was frequently organized in new ways. For example, tutors were sometimes directly integrated with the staff teaching compensatory courses. In this case, they attended the classes and worked with students on individual difficulties. In other cases the tutoring service had a separate location to which students went, either because they were referred by an instructor, or on a self-referral basis. Where tutoring was separately

located, there was variation in the way the function related to the compensatory course. In one variation, the tutor was familiar with the work of the course and its objectives. In another the tutor might not have been familiar with the specific course, but was available to work with the student on the problem presented.

Where the student was referred to the tutor by the course instructor, there were also campus variations in the nature of the referral system. Sometimes the student was simply advised that it would be a good idea to see a tutor, but whether this happened was left to the initiative of the student. A more structured alternative involved a formal referral by the instructor. Here a monitoring system was involved: the tutor would be informed that the student had been referred, the instructor, in turn, would receive a report as to whether the student had seen the tutor, and the tutor would provide information on the results of the sessions.

7. Study Labs. On some campuses the compensatory courses were taught in conjunction with study labs. These provided opportunities for further, more intensive work. Typically the labs were set up in connection with courses in the math, writing, reading, and studies skills areas. The labs varied in the facilities

available. The simplest consisted of a room in which various learning materials such as text books and problems could be used for further work. Such labs were staffed by faculty, student tutors, or a combination of these. More elaborate labs had a variety of audio-visual equipment such as cassettes and video tapes. On one campus the math lab had video tapes of lectures given in one of the compensatory math courses. This allowed a student having difficulty understanding a classroom lecture to go to the lab to replay that lecture as many times as necessary in order to comprehend the material. Also available in connection with the videotaped lectures were problems dealing with the topic covered. The student could immediately work on these problems in order to obtain feedback on his understanding of the material. He could simply ask for the problems, work on them, and submit them to a laboratory assistant for scoring.

These labs were sometimes an integral part of a compensatory course. Students were expected to attend, and the instructor received reports regarding their attendance, progress, and the like. In other cases the lab was simply a facility available for supplementary work, and attendance was essentially voluntary.

8. Self-Pacing versus Externally Paced Courses. Certain campuses attempted to structure the compensatory experience so that students could proceed at their own rate of progress. Indeed, on one campus the self-pacing concept constituted almost the total approach to the educational objectives of the school. Self-paced compensatory courses tend to be structured into a series of small learning units sometimes called "milestones". The student proceeds to a subsequent unit only after completing a prior one. When every unit has been completed satisfactorily, the student is then finished with the course. This means that some students finish before others.

9. Sequential Courses. Another characteristic of the CUNY compensatory effort concerns the extent to which remedial courses were sequenced. Some colleges developed a sequential structure. For example, there were two or three compensatory English courses. A student's initial placement in this sequence was dependent on the initial pre-matriculation assessment (e.g., test scores, ratings of writing samples, and the like). If, on the basis of this assessment a student was placed in the "lowest" level course, he was expected to complete the total compensatory sequence. At other campuses the sequential structure was not used. All students defined as in need of compensatory work (say, in English composition) were placed in the writing course.

In this case, groupings based upon initial skill level were not made.

One implication of the sequential type of structure should be noted: Where this occurred, the student was likely to have longer exposure to remediation. Some were likely to be taking compensatory work throughout the entire freshman year and even into the sophomore year. At campuses where this approach was not used, exposure to remedial work was likely to be briefer.

10. Centralized versus Decentralized Compensatory Structure.

A major structural variation in the organization of compensatory work involved the extent of centralization. In a highly centralized compensatory service all compensatory courses were taught within a single department. As a response to open admissions, many campuses established departments with names such as "Department of Educational Services", "Department of Academic Skills", and "Department of Basic Educational Skills". Usually, faculty teaching compensatory courses held appointments exclusively in the centralized department.

In a highly decentralized structure no compensatory department would exist. Rather, compensatory work in English was directly staffed and under the control of the English department, and compensatory work in math was under the control of that department.

In the centralized type, initial assessment and placement was often under the control of the compensatory department, although assessment criteria were usually developed in consultation with traditional academic departments (e.g., assessment criteria in writing were developed in consultation with the English department). In the decentralized structure the actual assessment and placement were handled by some other office of the college (such as the Dean of Students Office).

In practice campuses varied somewhat between these extremes. For example, there were some at which a central department taught writing and study skills courses, but the math department taught the compensatory courses in its area. In addition some of the centralized compensatory education departments were partly staffed by faculty whose primary appointments were in academic departments.

We think that the degree of centralization of the compensatory effort may reveal something about a college's general attitude toward open admissions. In the decentralized structure, a wider range of faculty tend to be involved. Where this kind of structure developed, it may indicate a greater commitment to the open admissions effort. In the centralized model, the

compensatory effort was, in effect, insulated from the mainstream of academic work. In some cases this model did seem to develop as a result of the unwillingness of faculty to commit itself to open admissions.

Values aside, the two organizational models may have had different impacts on students. The centralized model facilitated the monitoring of students, and increased the likelihood of interaction among the faculty. The decentralized model increased the problems of coordination, and tended to segment the student's experience in remedial courses. At colleges with the decentralized structure, this usually resulted in the establishment of an office which coordinated various open admissions services.

In short, we think that the decentralized model may have indicated a greater faculty commitment to the aims of open admissions. On the other hand, the logistical advantages of the centralized approach may have been beneficial to students.

11. Criteria for Exit from Compensatory Courses. What must a student demonstrate in order to complete compensatory work? The answers vary from one campus to another. At some, criteria for satisfactory completion were left to the dis-

cretion of the individual instructor. In other cases the criteria were set by the department offering the course, and students in every section were required to pass a departmental examination, rather than an examination constructed by the individual teacher.

In some cases the test initially used for placing the student in the course was administered at the end of the course. If the student attained a defined level on the post-test, he was considered to have passed the course. If the initial placement procedure did not generate a quantitative score (for example, ratings of writing samples), the post-test involved ratings of a writing specimen using the same criteria that were applied to the initial assessment.

If students did not pass the course on the first attempt, in most cases they were expected to retake the course. Some campuses placed a restriction on the number of attempts a student could make. If the course was not passed after two or possibly three attempts, the student was asked to withdraw from full-time matriculated status. At other colleges students were able to attempt regular courses, even though they may not have passed the compensatory ones. Sometimes this occurred as a consequence of policy, while at other times it

occurred as a result of ineffective administrative monitoring of student progress.

### Self-Assessments of Remediation

When colleges commit major resources to an effort such as compensatory education, the question arises as to the impact of the effort. The question certainly was considered on every campus, but there were major variations in how they went about answering it. First, there were some campuses where the research effort was initiated by the departments offering compensatory work. At others, the effort was mandated by senior staff in the administration. The actual research was sometimes carried out by the staff of the remedial departments, and sometimes by the college's office of institutional research.

At some campuses the only available "data" consisted of the impressions of those faculty directly involved in teaching the remedial courses. At other colleges more systematic assessment efforts were made. A variety of research designs were used. They were, for the most part, inadequate since they usually did not allow one to relate the results to the program components being assessed. That is, the research re-

sults frequently could have been interpreted as due to effects other than the compensatory variable. Nevertheless, those colleges that made significant efforts at systematic evaluation, perhaps had a greater predisposition to modify their programs, if the data seemed to warrant this.

#### SUPPORT SERVICES, 2: COUNSELING STRUCTURE

Open admissions has had considerable impact upon the counseling services offered at CUNY. In this section we shall briefly present the primary dimensions for the description of counseling services.

##### Open Admissions as a Context for the Counseling Function

For children growing up in a climate of economic and educational advantage, the decision to attend college is frequently not a decision at all. Rather, it is something which is deeply imbedded in the socialization process. Such children typically understand and expect from an early age that college attendance will be a routine part of their educational careers. Decision making therefore focusses

upon the selection of a "proper" college, rather than the question of whether to attend. Moreover, children from such families typically are acquainted with other young adults who are attending college or who have completed it. In addition, it is not infrequently the case that one or both parents have had college and even graduate school experience. Location in this kind of social network implies a considerable amount of anticipatory socialization, resulting in a fairly detailed conception of the expectations which must be met in a college setting.

Under open admissions, many students who entered would, under traditional admissions criteria, never have gained admission. These students, preponderantly of lower middle class and working class backgrounds, are less likely to have experienced the social networks and contexts which provide anticipatory socialization for college. Frequently, these open admissions students are the first in their families ever to attend college, and they are likely to have been acquainted with few, if any, peers who were attending or had attended college. Such students are in a real sense, entering foreign territory. In the first place, their conceptions of college are likely to be sketchy. Second, for many of these students the idea of attending college may generate considerable anxiety.

A substantial number are, after all, students with a history of mediocre or below average academic achievement. They are not likely to have a strong sense of academic competence. Moreover, in most cases the realization that college was possible and the decision to attend did not occur until several months before actual matriculation.

In short, it was expected that under open admissions, a large number of students would be entering CUNY with both inadequate academic preparation and, in a broad sense, inadequate psychological readiness. Therefore, it was one of the assumptions in the planning for open admissions that such students would require more than compensatory and remedial academic services. It was expected that self-concept difficulties and inadequate orientation to the demands of college would also require attention, if the chances for success in college were to be increased. To deal with this set of problems was a primary responsibility of the counseling service on each campus.

We now consider briefly the dimensions necessary for the description of counseling services. The primary focus of the discussion is on the delivery of counseling services to open admissions students during the freshman year.

### Administrative Locus of Counseling

Prior to open admissions counseling activities were typically conducted through the office of the dean of students. On many campuses this arrangement was not affected by open admissions. However, at some colleges counseling functions were allocated to the department responsible for compensatory education. This provided a way of integrating services designed to improve academic skills and services designed to provide other types of support. Students not participating in the compensatory program continued to be served by counselors located in the dean of students office.

### Counseling functions

A number of dimensions are necessary in order to describe what it is that counselors do and how these activities are organized. Six types of counseling may be identified. These are as follows: (1) academic; (2) therapeutic; (3) career; (4) financial aid; (5) veterans; (6) exit counseling. These functions do, of course, overlap.

Academic counseling includes several functions. First,

it refers to activities usually considered under the rubric of "academic advisement." That is, it deals with the assessment of student interests and competencies, and the use of such information for planning students' academic programs. In addition it includes counseling connected with academic difficulties, including diagnosis and possible solutions. It also may include any role that counselors play in representing the interest of the student before committees on academic standing (e.g., where the continued matriculation of the student may be at issue, either for academic reasons or otherwise). Academic counseling is not conducted by the counseling staff on all campuses. On some it is the responsibility of the faculty.

Therapeutic counseling focuses upon those student difficulties which may be broadly described as "emotional." This has been a traditional counselor function. It may range from short-term counseling, involving one, or at most a few sessions, to much longer term counseling in cases which seem to be particularly severe and which may require more intensive psychotherapy. In the latter case the counselor was frequently the agent who initially defined a problem as serious and who referred the student for further help, frequently to a source in the community. One must note, however, that the line between academic and therapeutic counseling is somewhat arbitrary. Academic problems frequently arise because of emotional difficulties

and vice versa. However, the arrival of open admissions did have an impact upon counselor definitions of their role. On some campuses the counseling staff moved away from the traditional clinician's orientation and began to view student problems more in situational rather than psychodynamic terms.

Career counseling involves a variety of functions related to work. It may involve consultation designed to place a student in a work setting over the summer or during the school year, when the student may need additional income. It may also involve career planning at the point when the student is about to complete college.

Students in need of financial aid, be these stipends or otherwise, received counseling designed to consider their financial needs, and possible sources of financing.

Veterans (particularly Vietnam veterans) attending City University could receive counseling designed to deal with various problems relating to their status as veterans.

At some campuses students who were in the process of leaving matriculated status were counseled. This included students who were dropping out for health reasons, financial

reasons, or due to academic inadequacies. In such cases counselors would work with the student in order to help him plan for the transition from student to non-student status. This could include efforts to locate jobs, as well as dealing with the student's feelings about leaving. In addition the counselor and student often discussed plans for returning to college. Under open admissions, the pattern of dropout and return occurred frequently, and this type of counseling may have been of considerable importance in assuring the eventual return of the student to college.

#### The Counseling Division of Labor

How specialized were the counseling functions described above? The answers varied from one campus to another. On some the emphasis was on the counselor as generalist. That is, each counselor was expected to provide all or almost all of the various types of counseling described above. In this model, the counselor would be the individual primarily responsible for helping the student plan the academic program. The counselor would also be the person to whom a student would go in case of subsequent academic questions or difficulties. In addition the student would see the counselor for problems having to do with adjustment to college, family difficulties,

and the like.

At the other extreme is the specialist model. Here, each counseling function would be handled by a different counselor. One potential difficulty with this model is that it tends to be left to the student to define the problem category. In some cases the student definition might not be the most appropriate for effectively dealing with the problem.

In practice no campus represented the generalist or specialist model in pure form. Rather, it was a matter of emphasis which placed campuses at one or the other end of the continuum. Usually, financial aid and veterans' counseling were handled by specialists. Career and vocational counseling were also frequently separate, particularly when the emphasis was upon placement of graduating students.

### Styles of Counseling

There are a number of dimensions which refer to the orientations or goals of the counseling service. We now describe these.

1. Medical versus Outreach. The traditional counseling function has been structured in terms of the "medical" model. That is, the student, if he felt the need, would make an appointment with the counseling service. The arrangement is analogous to what is involved when one seeks the services of a physician or psychiatrist.

Under open admissions many campuses initiated a significant shift away from this medical model. Instead an "outreach" orientation was developed. Here, contact between a student and a counselor was not left entirely to the initiative of the student. The counselor took considerable initiative in generating contacts. This could have occurred in different ways. First, the counselor might have periodically contacted the student in order to discuss possible problems and to obtain some idea of the student's academic progress and social adjustment. Second, there may simply have been a schedule worked out at the beginning of college whereby a student was expected on a periodic basis to seek a counselor. Third, there were counselor functions, such as planning, advising and registering a student for his academic program, which made it necessary and inevitable that the student see the counselor. In this case it was necessary because otherwise the student would not have been able to complete his registration. At such times other matters could be explored.

2. Mandatory versus Voluntary, Counselor - Student Interaction.

While we have noted above that many colleges attempted to routinize student-counselor meetings, it did not always follow that such contacts were mandatory. The counselor may have attempted to contact the student, first by letter, second by telephone, but there were no sanctions if the student did not comply with the request of the counselor. However, in some cases it was made clear to the student that certain potential sanctions might exist for failing to see the counselor. For example, it could be indicated to the student that if he did not see the counselor at the expected intervals, the student could expect little support should he run into academic difficulty which might require the counselor to intercede on his behalf. In short, there were structural arrangements on some campuses that made student-counselor contacts inevitable, and therefore mandatory for all practical purposes. Aside from these arrangements, whether contacts were mandatory or voluntary was a matter of degree.

3. Dyadic versus Group Counseling. Largely as a response to particular problems of open admissions students and due also to the increased student-counselor ratio, some campuses developed group counseling programs. There was no case on any CUNY campus

where group counseling replaced dyadic counseling. However, as a matter of emphasis, some campuses made a considerable investment in group counseling. Typically, groups of approximately fifteen students were scheduled to meet with a counselor (and sometimes with an advanced undergraduate student who acted as an assistant counselor) for one or two hours per week. On certain campuses this type of setting provided the basic arena in which counseling took place and in which most freshmen were served. These group sessions often formed part of the student's academic program and were defined as part of the course load.

In some instances group counseling continued for the entire freshman year, while in others it took place only during the first six to eight weeks of the first semester.

A major aim of group counseling was to provide the student with an orientation to college and to help with initial problems of adjustment. Also the group setting provided a context for the development of social relationships among students. On the face of it, this may have been particularly important at CUNY, since it is a nonresidential university, and therefore, does not provide as many opportunities as residential campuses for the development of peer relationships. In addition, of course, the groups also had the potentiality of allowing

students to overcome "pluralistic ignorance." By observing that others had similar concerns and anxieties, the group setting could have furnished ego support, which would otherwise not have been available.

4. Therapeutic versus Socialization Goals. The traditional counseling mode as it has existed on most college campuses, and as it existed at CUNY prior to open admissions was one in which the counselor provided therapy. Student problems were defined primarily as intra-psychic.

Under open admissions a shift in counseling goals occurred on many campuses. The counselor was no longer primarily defined as a therapist, but rather as an agent for facilitating the socialization of the student to the college environment. One counselor exemplified this orientation when she described her role as one of providing the student with a "survival kit." That is, it was her aim to help students acquire an appropriate "cognitive map" of the college system. This would include providing information on how to deal with bureaucrats in registrar's offices, how to deal with professors effectively, what courses to take, which to avoid, and the like. In short, working on the assumption that many students entering under open admissions did not bring with them the social skills which

were part of the repertoire of traditional students, the task of the counselor was to help in the development of such skills. In this case the goals of counseling were highly pragmatic and emphasized providing information and social skills, rather than bringing about intra-psychic change.

Admittedly, all therapy may be considered as a form of socialization. However, we believe there is a valid distinction to be made regarding the emphasis upon psychological dynamics as against acquisition of role playing skills.

5. Peer Counseling. Campuses varied in their use of undergraduate students in the counseling process. Some did not use them at all. Others used them as "paraprofessionals" to assist the regular counseling staff, particularly in group counseling settings. A few campuses used students for peer counseling in areas which were not covered to any great extent by the counseling staff. In any case student counselors were typically under the supervision of the counseling service.

#### Caseload Definition

Campuses varied in their definitions of counselor case-

loads. On some campuses counselors were assigned a caseload at the beginning of the academic year, and this was composed essentially by a random procedure. For example, the counselor might simply have been responsible for some group of students whose last names began with "A" through "H". However, if a campus made extensive use of group counseling, the caseload consisted of those students in the groups for which the counselor was responsible.

On a few campuses caseloads were assigned according to other criteria. For example, if the counseling service was closely tied in with remedial departments, the caseload might have been defined by those students taking certain remedial courses or by students who were taking a certain number of such courses.

At some schools there were no procedures defining a formal caseload. To some extent whether a caseload approach was used depended on other dimensions noted earlier. Thus, if counseling was organized along the medical model, formal caseload assignments were less likely to occur.

It is difficult to describe, or at least to interpret student-counselor ratios. On many campuses the ratio seemed quite high (one counselor to 250 or 300 students). Functionally, however, the number of students seen per week or over the course of a semester may have had little relationship to the formal caseload. It is difficult to assess precisely the number of contacts between counselors and students, and it is difficult as well to assess their duration and content, since many counseling services did not keep detailed records of such contacts.

Whatever the method of matching students and counselors, there was also variation in the timing of the initial encounter. It could have occurred at any one of three points: (1) During the preliminary testing and assessment stage, if counselors were responsible for running the testing sessions and orienting the students to the meaning of the evaluations; (2) During the program planning and advisement phase; (3) After students matriculated and school had started.

With regard to the above, it must be understood that not only did campuses vary in the timing of the initial encounter; they also varied along the dimension of continuity.

The initial encounter may or may not have been with the person who would become the student's regular counselor, assuming of course, that a campus even operated on the principle of assigning formal caseloads.

### Counselor-Faculty Relationship

As a result of open admissions, counselors on some campuses began to play a more active role with faculty. In such cases it was almost as if the counselor defined his role as the student's agent. For example, if a student was doing poorly, the counselor initiated contacts with the relevant instructors in order to make some assessment of the difficulties. In cases where the counseling service was closely integrated with the compensatory education department, the liaison between counselor and instructor was very close. In fact, the counselor sometimes sat in on classes (that is, the compensatory ones), so as to familiarize himself with the content of the class and the performance of the students in the classroom. This occurred particularly where the students in the classroom constituted at least part of the counselor's caseload.

At other campuses, the counselor usually would be in contact with faculty only if the interaction were initiated by the faculty member.

Another important aspect of the counselor-faculty relationship concerns the role of the counseling service in relation to college committees on academic standing (these are usually composed of administrators and faculty). In the event that a student was being considered for academic dismissal, there were some campuses where the counselor participated in the decision making process, providing information relevant to the decision. The counselor could act as the student's advocate, asking for a delay in judgment pending improvement in the student's academic performance.

### Background and Evaluation of Counselors

Prior to open admissions most counselors had graduate training in the fields of clinical or counseling psychology. The primary orientation of counselors at that time was therapeutic. After open admissions began, the sharp increase in students brought about increases in the counseling staffs. Along with the changing orientations and functions of counseling services, there also occurred a shift in the backgrounds

of new counselors. New staff were more likely to have had training in social work or other fields where the professional was used to handling larger numbers of clients, frequently on a short term basis. The general trend was away from an emphasis upon those with clinical backgrounds.

The degree of training (in terms of highest degree attained) varied from campus to campus. Some campuses hired counselors with the bachelor's degree. Other campuses would hire no counselors with any degree below the master's level. Still other campuses emphasized the doctorate and preferred to hire counselors with Ph.D.'s.

Given the greater ethnic diversity of students entering CUNY under open admissions, hiring practices led to greater heterogeneity of social characteristics among counselors. More women, Blacks, and Hispanics were hired than was the case before open admissions began.

Counselors occupied faculty lines (except in the case of financial aid counselors, who occupied administrative lines). Since the academic year for faculty counselors is a nine month year, this apparently created certain logistical and budgetary problems, particularly on those campuses where counselors

played a significant role in the assessment, orientation, and program planning phases which often occurred during the summer months. The problem involved the issue of extra compensation for summer work, thus generating budgetary strains. Had counselors occupied administrative lines (which are funded on a 12 month basis), some of these tensions might have been avoided, and the involvement of counselors in the pre-matriculation activities might have been greater.

Since most counselors had faculty status, they were subject to faculty procedures governing promotion and tenure. However, they typically did not spend much time in classroom (except in the case of those involved in group counseling programs). How then were they evaluated? What were the criteria? On many campuses the evaluation included first, some observation of the counselor's performance. This often involved a direct observation by a senior member of the counseling staff. The observer could be present while a counseling session was going on, or he might review a tape recording of a counseling session, with a consequent discussion on the part of the observer and the observee regarding what went on in the session and why it occurred. A second aspect of evaluation utilized student input. That is, the director of counseling sometimes requested reports from the students regarding their reactions to - and satisfaction with specific counselors.

Self-Assessment of Counseling Effectiveness

Assessment of the effectiveness of counseling had been rather perfunctory. There were almost no systematic assessments of the effects of counseling upon various student outcomes (such as grades, retention, and the like). The typical assessment effort was restricted to subjective impressions of the counseling staff. In short there was relatively little hard evidence collected by the local campuses or by the counseling services themselves which would illuminate the question of the effects of counseling upon student academic outcomes.

GRADING SYSTEMS

We have noted before that CUNY defined itself as responsible not only for increasing access to the university, but also for maximizing student chances for academic success. Because many students entered CUNY with inadequate academic and psychological preparation, most colleges moved in the direction of trying to create a more nurturant academic environment, particularly during the freshman year.

The effort went beyond the development and expansion of compensatory and counseling services. Modifications in grading systems also developed. Non-punitive grades representing alternatives to the traditional "F" were developed. Thus, on one campus, if a student failed a course, rather than receive the F, he would receive a grade indicating that no credit was given for the course. In this case the failure was not computed in the student's grade point average (GPA). At other schools, if a student failed a course, he had the option of taking a withdrawal grade. The effect of such a grade was to eliminate the failure from the GPA and to remove the attempted credits from the student's record. In short, it was as if the student never took the course.

This increased permissiveness of grading occurred mainly in the freshman year. It was felt that many students might do unsatisfactory work initially. However, after a poor start, improvement might take place, particularly as a result of compensatory and other support services. If such improvement occurred, it was felt that the initial low level of performance should not constitute an "albatross" which the student should have to carry around his neck for the subsequent years of the college career. Therefore, it seemed reasonable to develop alternative grades which would not unduly penalize students for initially poor performance.

In itself such a policy does not necessarily constitute a dilution or lowering of academic standards. The rationale was that the permissiveness in grading options during the freshman year would allow the student who improves subsequently to complete college with an academic record which is a better indication of his performance than would be the case if the initial low performance were taken into account. If the student failed to improve after the first year, it was almost impossible that he would be able to complete successfully a course of study leading to a degree. Therefore, the fact that CUNY colleges made efforts to avoid the demoralization which might occur from a slow start, does not imply that the student was not required to exhibit competent academic performance later on.

#### CRITERIA FOR MAINTENANCE OF GOOD ACADEMIC STANDING

Another effect of open admissions concerns the criteria defining the maintenance of good academic standing. At all CUNY campuses (with the exception of two where grades were eliminated) it was necessary to attain a minimum grade point

average of 2.0 (C) in order to graduate. This was true before open admissions, and it is still true. Prior to open admissions, students were allowed a certain amount of time to reach this level. For example, in the freshman year, a student was required to maintain say, a GPA of at least 1.8 in order to avoid being subject to dismissal. After open admissions began this procedure was maintained, but the point at which it was applied was delayed. Indeed, one open admissions guideline was that students should not be dismissed for academic reasons during the freshman year. After this time, however, students were required to maintain minimum GPA's, or they were subject to dismissal. As the number of credits attempted increased, the minimum GPA also increased, until at some point it was necessary to achieve the minimally acceptable 2.0 GPA required for graduation. At those colleges where grades were not used (just "credit" or "no credit"), there were still expectations regarding the rate at which credits were to be earned. Students who fell behind these expectations were subject to dismissal.

#### SUMMARY

Considered together, the evaluation and program placement processes, the compensatory and counseling service, the changed grading system, and the modified criteria for the maintenance

of good academic standing were all intended to create, during the initial period of college, an environment which would, insofar as possible, be supportive and increase the possibilities of academic success for the greatest number of students. Nevertheless, there was considerable diversity among campuses in the implementation of open admissions. These differences may help to account for the differences among campuses in student academic outcomes such as retention rates, grade point averages, and rates of credit generation.

## RESEARCH PROCEDURES

### Data Sources

In the next section of this report detailed descriptions of open admissions implementation are provided for every CUNY campus. The data have been collected from various sources, primarily through interviews with key administrators and faculty who have been involved in various aspects of the planning and actual operation of programs connected with the open admissions effort. Numerous visits were made to each of the seventeen campuses.

In the initial data collection stage, interviews were conducted with administrators. This included presidents, open admissions coordinators (where such a position existed), deans of students, and the like. These interviews provided an overview of the services offered as well as an indication of the general attitudes of the key decision makers toward open admissions.

The second phase of the data collection operation involved interviews with key faculty on each campus in the departments offering compensatory work. These interviews were quite detailed. Each generally lasted for about 1 1/2 - 2 hours. Sometimes the interviews were conducted with a single faculty member who was considered to be most deeply involved in the compensatory program offered by a given department. In other cases the interviews were conducted with several faculty members at once. In these instances it was felt, either by us and/or by the relevant department that a fuller picture could be provided by including several key people in the discussion. In addition to the interviews, we were frequently provided with documents. These served to provide greater detail on various aspects of compensatory programs. For example, we routinely requested course outlines and syllabi describing the compensatory work offered by each department.

The third stage of the data collection operation involved interviews with the counseling personnel on each campus. Again, the interviews sometimes consisted of a discussion with a single individual (frequently the director), and sometimes with a group. Typically, the group interviews consisted of the director of counseling along with other members of the counseling staff who may have been particularly familiar with certain aspects of the counseling services.

#### Limitations

While we believe we have interviewed almost all of the key individuals involved in the open admissions effort on every campus, the descriptions to follow have been painted with a broad brush and have necessarily overlooked many of the subtle and important microscopic details which are a part of the overall style of the open admissions effort on each campus. We have clearly not achieved the level of detail and interpretive commentary which one might expect from an anthropologist conducting an ethnographic study. Given time and resource limitations, we could have done this for

only one, or at most, a few campuses. In doing so we would have achieved greater detail, but the cost would have been a loss of coverage. Thus, we know something about the processes by which students were placed in compensatory courses and the criteria defining satisfactory performance in these courses. However, except for a few cases, we did not observe what actually went on in the classroom.

It should also be pointed out that with the exception of one campus, we have no detailed interview data on students. Therefore, it must be said that the realities we shall describe are the realities that have been reported to us from the perspectives of administrators and faculty. Whether students believed they were receiving what the college staffs thought they were providing, and whether they were satisfied with what they were receiving, is largely unknown to us (although we do have student questionnaire data on some aspects of remediation, which will be reported in a forthcoming volume).

Nevertheless, it must be said that we think we have obtained a reasonably detailed picture of each campus's efforts to come to grips with open admissions. We think that the overwhelming majority of interviewees were quite frank with us. Prior to every interview, the respondent received a de-

tailed letter outlining the purposes of the interview, and its significance for the larger research context. It was also pointed out that the research was being conducted independently of the Board of Higher Education, and that the respondent would never be identified. It is our sense that the specific campus descriptions are accurate, even though not as detailed in all respects as we would like.

#### Organization of this Report

The report describes the structure of open admissions services over the first three years of the program. That is, it covers the 1970-71, 1971-72, and 1972-73 academic years. The primary focus is upon those services which were provided for the first three freshmen classes during the freshman year. This is not to say that services were not provided to these students during their subsequent years. Nevertheless, we believe it to be an accurate statement that the provision of various services on all campuses was most intensive during the freshman year. While various services were available in the sophomore year and subsequently (as they always have been at most American colleges), the freshman year has been defined as the critical period during which it was hoped that the support

services would have an impact and would increase students' chances for success in subsequent years. Our focus is, therefore, primarily upon the provision of service during the freshman year.

The structuring of various services was not static over the first three years of the open admissions program. Based upon practical experience gained in the beginning, most campuses introduced modifications into their programs (or components thereof) from one year to the next. Where such changes occurred, these are described.

We now turn to the detailed description of the adaptations and responses made by each campus as a consequence of open admissions. The descriptions are presented on a campus-by-campus basis. We first describe each of the four year, senior colleges. Then we shall consider the two year, community colleges. Following these detailed descriptions, we shall discuss the significance and future uses of the data. Particular attention will be given to their place in the overall strategy of this ongoing research project.

PART II  
COLLEGE DESCRIPTIONS

CHAPTER 2  
BARUCH COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

Students visited the college three times prior to the beginning of classes. In May an English placement test (the Cooperative English Test) was administered and students were asked to produce a writing sample. Students also received financial aid counseling at this time.

During late July and early August, registration and orientation was coordinated by the Department of Student Personnel Services. Volunteer faculty and student aides assisted in the process. Students were processed in blocks of about twenty-five. Each block met for about one hour with faculty, students, and counselors. Six groups met each day. Students received information about the college and advice regarding course offerings. Students who were advised to take two or more remedial courses were seen by counselors from the Department of Compensatory Education. By the end of the day, students had registered. However, it was reported that many courses were closed, so that many students did not register for the courses they had been advised to take.

Further freshman orientation took place in early September. A two-day session called "Student Dialogue Day" was held. Dur-

ing this period, the incoming freshmen were broken up into two large groups with similar programs scheduled for each day. In the morning students were greeted by members of the administration. In the afternoon they met in small groups with faculty volunteers and upperclassmen.

Remedial work was offered in the areas of English, Reading, and Math. Although the college had administered the Cooperative English Test, the results were not used for placement. The writing sample was used for this purpose. Two faculty members from the English Department read the samples. If there was difficulty making a placement decision, a student's paper was read by a third faculty member. Students could be placed into different levels and sequences of compensatory English courses. Students were placed in the lower level courses if their writing exhibited severe spelling problems, consistently gross mechanical errors (fragments, run-on sentences, subject-verb agreement errors, etc.), and a disorganized manner of presenting ideas. Students with less severe deficiencies in such areas were placed into higher level compensatory courses. Such placement guidelines were applied more systematically in the second and third years.

Work in reading and study skills was offered by the Department of Compensatory Education. The reading section of the Open Admissions Test was the placement instrument. Students whose

scores suggested the need for intensive remediation were placed into a lower level reading course. Those who needed some remediation were placed in a second course. In addition the Department offered several study laboratories in academic content areas such as sociology, philosophy, history, marketing, and the like. Students with reading skill deficiencies were advised to register for these labs, if they were taking a regular course in the parallel content area. Indeed, those students placed in the second level reading course had the option of choosing the appropriate study lab instead.

Placement in math was based upon the high school background. Three remedial courses were offered to compensate for gaps in high school math experience. Only business students and prospective math majors were required to take regular mathematics courses, and therefore, they had to take the compensatory courses, if indicated. However, science requirements for liberal arts students made exposure to the compensatory courses desirable for them also. It was reported that some students requiring compensatory work, did not receive it because of administrative difficulties.

Students taking heavy remedial loads were advised by counselors to avoid certain kinds of courses. For example, students with serious deficiencies in reading skills were counseled not to take courses requiring extensive and difficult reading. It

was reported that the average credit load for such students was in fact lower than for regular students.

Fall, 1971

Procedures were essentially the same as in the previous year. Students assigned to two or more remedial courses were advised by counselors from the Compensatory Education Department. All other students were advised by faculty.

Fall, 1972

In this year the only change which took place was that all students with reading deficiencies were placed in the lower level reading and study skills course.

SUPPORT SERVICES, I: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

Centralized versus Decentralized Compensatory Structure

The compensatory structure resembled the decentralized type. The Compensatory Education Department offered work in reading and study skills, while writing was handled by the English Department, and math within its Department. The Compensatory Education Department was supposed to play a coordinative role, and provided some of the faculty lines for remedial work in English and Math.

Areas of Compensatory Work

1. English. The Department developed a sequential course structure. A distinction was made between "remedial" and "corrective" courses. The former were designed for students judged to be seriously deficient in writing skills, while the latter were for students whose deficiencies were less severe. Students who completed the remedial sequence received a total of two credits. The corrective sequence was constituted by two courses, each of which met for four hours weekly and carried two credits. A student's path through the remedial-corrective courses depended on the level of initial placement and upon the level of performance exhibited at the end of any given course. In theory it could take a student more than one year to complete remedial work. In addition to the above structure, there was a special course for students whose primary language was not English. This course met for two hours, but carried no credit.

By 1972, the number of remedial courses was reduced to one. In effect, by 1972 the Department offered an intensive writing course which was followed by two corrective courses.

In the intensive courses the emphasis was upon the elimination of gross errors. Attention was directed to spelling, punctuation, use of standard English, and the presentation of ideas in sentences, paragraphs, and larger units.

In the more advanced compensatory courses, less emphasis was given to grammar and the like. Attention was directed to the coherent organization of ideas and to the use of language as a method for expression.

Different teaching approaches were used. One was the traditional teacher centered approach, a second involved computer-assisted instruction (CAI), a third used programmed materials, while a fourth utilized a linguistic approach called "sector analysis". The majority of the remedial-compensatory sections were run in traditional fashion. The CAI approach was implemented in the second semester of the first year. The other techniques were introduced during the second year of open admissions.

Individual faculty members were responsible for evaluating the progress of their students. In the intensive remedial courses, students were graded on a pass/fail basis. In the more advanced compensatory courses letter grades were issued.

Most faculty were involved in teaching the compensatory courses. Four faculty were recruited to teach the lower level courses. It was reported that it was not considered "prestigious" to teach the remedial-compensatory courses. Part-time faculty were also used. It was our sense that the remedial effort was somewhat isolated from the mainstream of the Department.

2. Reading and study skills. The Department of Compensatory Education offered two reading and study skills courses. Each met for two hours weekly, but carried no credit. In addition study laboratories were offered. These provided help in reading that was directly linked to content courses in areas such as marketing, management, psychology, history, and others.

The lower level reading course emphasized basic skills in speaking, listening, reading, and writing. The effort was made to develop an awareness of language as it is used in such fields as science, politics, poetry, and the like. Students were to be made aware of how meanings are influenced by connotations and denotations, jargon, metaphorical language, and style. Techniques of critical reading were taught. For example, materials were examined to determine whether conclusions were based upon facts, inferences, opinions and the like. Attention was also devoted to developing other study skills.

The study labs were taught by reading teachers who sat in on subject area classes to become aware of the content and of the particular difficulties of specific students. The teacher then worked with students on the actual class materials and assignments. It was hoped that this process would improve the performance of the student in the specific course and would have a more general effect of improving reading and study skills.

Each instructor made evaluations of students. No post-tests or other final examinations were required. Students needing additional work after completion of the first course were urged to enroll in the second course. It was reported that for many students exposure to the first course was not sufficient to enable them to overcome their deficiencies. However, it was stated that a substantial number did not take the second course.

Over the first two years there were about eight or nine instructors. In the third year a few more instructors were hired. Most of the instructors were paid from funds for the SEEK program, a special compensatory program for disadvantaged students which pre-dated open admissions.

3. Mathematics. A sequence of three remedial courses was offered during the first two years. These were defined as pre-college courses. The first covered elementary algebra and met for four hours. The second focussed on plane geometry and also met for four hours. The third covered intermediate algebra, meeting for three hours. None carried credit. Students who had not taken these courses in high school were required to take them if they were business majors. Liberal arts students were advised to take them, but there was no college-wide math requirement in the liberal arts. Nevertheless, these preparatory courses were prerequisites for any college level math courses.

In the third year, business students with no high school math were required to take the elementary algebra course. Those who had elementary algebra were placed in a new two semester course covering intermediate algebra, trigonometry, and other topics. The course met for four hours each term and carried one credit upon successful completion of the sequence. In the spring, the compensatory mathematics program was restructured. However, it did not serve more than a handful of the Fall, 1972 freshmen, and did not become fully operational until Fall, 1973.

The teaching approach was conventional. Standard math texts were used. Examinations were given after completion of major topics, and a standard final examination was given at the end of each course. This exam generally counted one-third toward the final grade. While instructors issued letter grades, these were recorded by the registrar as Pass (A, B, C, D) or Fail.

From the beginning of open admissions, a mathematics laboratory was available to students. It was staffed by tutors and volunteer faculty. Students received both individual and group tutoring.

During the first year, the primary responsibility for teaching the compensatory courses was assigned to math faculty who were on SEEK lines within the Department of Compensatory Education. These faculty were members of the Mathematics De-

partment. In succeeding years, there was increased involvement on the part of other math faculty members.

### Tutoring

In 1970 tutoring was provided through a number of sources. First, volunteers from a local corporation provided assistance in the Reading and Study Skills area. Both individual and group tutoring were provided by these volunteers. By 1971 some funds were available for student tutors. These tutors were recommended by the academic departments. The service was coordinated by the Department of Compensatory Education. In 1972 an effort was made to integrate student tutors with ongoing classes. In this way the tutors could develop a closer acquaintance with class content and provide students with assistance based on this familiarity.

### Self-Assessment of Remediation

A systematic attempt to assess the writing program was carried out. The CAI approach was compared with a programmed instruction approach and a linguistic instruction approach. One major finding was that for students who needed intensive remediation, improvement was less great as it was for students in need of only a fair amount of remediation. That is, remediation was more effective for students with moderate weakness in writing than it was for those with severe weakness. No strong evidence

emerged suggesting the superiority of any particular teaching method. Change was measured primarily by comparing pre-and post-remediation writing samples.

In the reading area and in mathematics, no systematic assessments had been carried out.

Several of our interviewees alluded to organizational difficulties which they felt hindered the remedial effort. On paper the college seemed to be making a substantial effort in helping open admissions students. However, in practice there seemed to be inadequate commitment on the part of the traditional academic departments. The college appeared to have gone further than most in establishing open admissions as an administrative category, thereby insulating it as much as possible from the traditional activities of the institution. It was reported that the effectiveness of the study labs in the Compensatory Education Department was hampered by poor relationships with academic departments. In addition there was considerable conflict in the English Department. In part, this may have been due to the fact that the CAI experiment was threatening to many faculty.

Several interviewees also pointed out that even though placement criteria were rather well thought out, administrative procedures allowed too many students to slip through the remedial net.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The counseling function was administered by two different units. Students who were taking two or more remedial courses were assigned to counselors within the Compensatory Education Department. All other students were served by counselors in the Department of Student Personnel Services. This was true all three years. Prior to the beginning of open admissions, it was planned that the two services would work closely together, but this did not begin to materialize until 1972.

### Types of Counseling

The Department of Student Personnel Services (DSPS) provided all types of counseling services. All services except clinical, therapeutic counseling were provided by the Compensatory Education Department. Students assigned to this department were referred to DSPS for psychological counseling. In addition the latter provided exit counseling for students who were taking leaves of absence or dropping out. Counseling for incoming transfer students was also provided.

### Counseling Division of Labor

In both departments counselors were generalists. However, there were separate financial aid counselors.

## Styles of Counseling

1. Medical versus Outreach. In the compensatory program, counseling resembled the outreach model. Counselors assisted students during program planning. They subsequently initiated contact with students through letters and telephone calls. Most other students saw counselors primarily on a self-referral basis, and the model here tended toward the medical type.

2. Mandatory versus Voluntary Counselor-Student Interaction. Counseling was essentially voluntary. However, in the Compensatory Program, the chances that a student would see a counselor were greater.

3. Dyadic versus Group Counseling. Beginning in 1970 all freshmen took the Freshman Seminar which was run by the Department of Student Personnel Services. The purpose was to provide an orientation to college. The Seminar met for one hour each week during the course of the first semester. Counselors, faculty members and upper classman participated as group leaders. Group size was about fifteen. No credit was given for the Seminar. Attendance was mandatory, but there were no sanctions if students did not show up. The Seminar was designed to help students become acquainted with one another and to discuss matters of personal and educational importance.

In addition to the above program, staff from the Compensatory Education Department provided group counseling on a voluntary basis.

4. Therapeutic versus Socialization Goals. The primary aim of the counselors in the Compensatory Education Program was to help students survive in college. The group counseling described above also had this aim. The regular counseling staff also focussed on immediate problems. Therapeutic counseling was a relatively small part of the overall effort.

#### Caseload Definition

In the Compensatory Program the caseload was about 60:1. Students were assigned randomly, although some requested a counselor of the same sex or race. After the first year, students in the Compensatory Education program were advised to seek counseling through the regular service provided by DSPS.

For the regular counselors there were no formal caseloads, since contacts were basically student initiated. In 1972-73 it was reported that about one-quarter of students serviced were freshmen.

#### Counselor-Faculty Relationship

Faculty could and did make referrals to counselors in both units. Counselors had representation on the Academic Standing

Committee and could make recommendations on behalf of students. This was most likely to occur for students in academic trouble who were actually seeing a counselor. Faculty in the Compensatory Education Department were most likely to make referrals to counselors in their unit. Referrals were less likely to come from faculty in academic departments.

### Background and Evaluation of Counselors

In the Department of Student Personnel Services, there were five clinical psychologists with Ph.D's, one general counselor, and one part-time counselor. In addition several interns worked with the staff. The staff was evaluated annually.

In the Department of Compensatory Education there were thirteen counselors in 1970, twenty-one in 1971, and twenty-four in 1972. Initially, many of the counselors were hired with B.A. degrees. However, over the three year period more counselors were brought in with M.A. degrees in psychology and social work. Prior to 1973 it was reported that procedures for evaluating counselors were somewhat haphazard and unsystematic.

### Self-Assessment of Counseling

No systematic assessment had been undertaken. The counselors in the Compensatory Education Department felt that over the first three years the service had not been administered effectively.

The regular counseling service was also not considered to have had much effect upon open admissions students. This view was largely a result of the fact that the regular counselors were not defined as handling open admissions students. Within the overall counseling structure at this college, it was the case that only the highest risk students (those taking two or more remedial courses) received special counseling services.

#### GRADING SYSTEM AND RETENTION STANDARDS

This college operated with a standard A - F grading system. It also used a conditional grade for students who had been doing passing work in a course, but then failed a final exam. In such cases, the exam could be re-taken. A total of eight courses could be taken on a Pass-Fail basis (but not more than one in any semester).

Students whose average at any time fell below a C, were considered to be on probation. In addition students were subject to dismissal for failure to attend remedial classes, or if they failed 60% of their work in one semester. However, our interviews indicated that few if any students were dismissed on academic grounds before four semesters. The college's Committee on Academic Standing apparently dealt with cases on a more individualistic basis than at many other schools, since there were no statements of explicit criteria for the academic index required at different credit levels.

CHAPTER 3

BROOKLYN COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

During the spring of 1970 all incoming freshmen were invited to the college for a general orientation session coordinated by the Office of the Director of Admissions. Students were given a brief introduction to the college by members of the administration, and took an English placement essay test.

All incoming open admission students (defined as students with a high school average of less than 80%) were assigned to the Department of Educational Services for program planning advice. Approximately 800 entering freshmen were defined as open admission students. They met with counselors from this department prior to September registration. At this time counselors had available high school records and English placement test scores. Based on these data counselors provided students with program planning advice. Students were under the impression that they were "regular" students at the college, and many resented being advised to take compensatory courses and/or reduced course loads. In the registration process itself, however, there was no control mechanism to assure that students registered for the recommended courses.

All regularly admitted students received program planning advice from regular counselors, faculty advisors, and student counselors, who were available during registration.

The college offered remedial and compensatory course work in English and Mathematics. Moreover, compensatory sections of regular courses were offered in wide range of subjects. These included chemistry, classics, geology, modern languages, psychology, political science, social science, science, and speech and theatre. These courses were usually structured as stretched out versions of regular courses. That is, they were conducted at a somewhat slower pace. Only students assigned to the Department of Educational Services were allowed to register for the remedial and compensatory offerings.

The placement essays of open admissions students were read by faculty from the English Department. Student were graded on their ability to use language. Those who were unable to write coherent sentences were placed into the compensatory sections of the regular freshman composition courses, and placement was mandatory. This was true all three years. Students with high school average of 80% or above were not placed in compensatory sections of the regular English course, regardless of their performance on the placement essay.

Similarly, placement in the remedial sequence by the Math Department was restricted to students in the Department of Educational Services. Placement depended on high school math background. Students who did not have 2 1/2 years of high school math were advised to register for these courses. However, placement was not mandatory. Non-open admissions students who had deficient math background had the option of taking courses equivalent to high school math in the School of General Studies. However, if they received special permission from the Department of Educational Services, they could take the remedial courses. The Mathematics Department also offered some compensatory sections of regular math courses.

Fall, 1971

For the second open admissions class, there were no changes in the program planning and placement process.

Fall, 1972

There were some changes in the program planning and placement process for both open admission and regularly admitted students.

All incoming freshmen came to the college during the spring for a series of general orientation meetings and placement testing. This year the Mathematics department administered a placement exam which assessed arithmetic skills. While all freshman took the exam, placement in the math sequence was still restricted to open admission students. However, as in previous years, regularly admitted freshmen had the option of enrolling for these courses.

Students returned for registration just prior to the beginning of classes. Regularly admitted students met with faculty advisors, who were available for individual program planning advice. Program planning procedures for open admission students did not change.

In addition to the remedial and compensatory courses offered during the first two years, the Department of Educational Services instituted several workshop in 1972-73. Students who appeared to have a serious weakness in the subject areas covered (such as English, chemistry, anthropology, logic) were encouraged by their counselor to enroll. Identification of students with weaknesses was made on the basis of high school record, college performance, individual reports from the college committee on course and standing, and the like. In the case of English, students who had weak preparation were advised to enroll in the English workshop before attempting the remedial course offered in the English Department.

SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL - COMPENSATORY WORK

Centralized versus Decentralized Structure

The Department of Educational Services had responsibility for providing open admissions and other special program students with compensatory courses in academic subjects, tutoring, remedial workshops, and counseling. The department had control over the budget for these services. However, control over the academic content of the compensatory courses rested with the academic departments. Faculty were selected by and appointed to the academic departments, but approval by the Chairman of DES was necessary. These lines were paid for through the DES budget. In short, the DES was responsible for coordinating and administering a variety of special programs, but the actual teaching of compensatory courses was the responsibility of the academic departments. We would classify the compensatory structure at this college as tending toward the decentralized model.

Areas of Compensatory Work

1. English. All incoming freshmen were required to take the freshmen composition course offered by the English Department. From a content point of view it was considered as a college-level course. The main distinction between the compensatory and regular section was that the former met for longer hours, had smaller sections, and special services were available to students.

During the first few weeks faculty had the option of shifting a student from the compensatory to the regular section and vice - versa.

Beginning in 1972, students were placed in special compensatory sections designed for those who shared similar problems. Thus, there were one or two sections which stressed Black English. That is, student were initially allowed to express their ideas in the language they knew, and later the instructor began to deal with standard English structure. The initial emphasis was not on correcting grammar.

The basic objective of the English course was to enable students to write unified, coherent essays. To meet this objective, emphasis was placed on rhetoric, grammar, sentence mechanics, usage and logic. In short, it was an intensive basic course in writing expository prose.

There were no standardized teaching methods. Faculty were encouraged to try a variety of approaches. Younger faculty members were more likely to try innovative approaches, while older faculty tended to rely on traditional methods.

One innovative approach used by some faculty in the composition course was "collaborative learning." Students broke up into small groups and worked together on a project( such as

analyzing a paragraph). The idea was to encourage greater interaction among students. It was thought that students could better learn to write, through talk and reading aloud.

Another approach emphasized the use of student material in place of critical reading selections. Faculty would zerox student papers and use them as a basis for class discussion. However, professionally written prose was also used for the same purpose.

Frequent in-class assignments were made and students were required to write ten papers outside the classroom. In the regular sections research projects which involved use of the library were assigned. However, this was not always required in the compensatory sections.

During the first two years of open admissions students in compensatory sections who needed additional help were referred to staff in the Department of Educational Services, who provided tutorial assistance.

One innovative approach which was tried in 1970 was the Teacher-Mentor-Counselor (TMC) program. For three or four compensatory sections, the same individual served as both teacher and counselor. In this way, it was hoped that the student would relate all of his needs to one individual.

Beginning in the Spring of 1973, a Writing Center was established. The Center provided reading and exercise materials for students to use in teaching themselves to write better. While faculty from the English Department and Department of Educational Services were available to help students, the primary focus was on peer-tutoring. The assumption made was that students could learn from each other. Peer-tutors were recommended by faculty. Most had recently passed the freshman composition course (either in the regular or compensatory section). Peer tutors received course credit and registered for a course designed to serve as a support group. The Center was open to all students who needed help in writing.

In order to evaluate student progress, the instructor took into consideration his writing assignments throughout the semester. There was no final examination. However, students were expected to demonstrate college-level writing skills. That is, they were to be able to state a proposition and support it in standard English. No F grades were given. Students could repeat the course up to three times. However, if they did not pass by the third time they were dropped by the college. It was reported that approximately 40-50% of student in the compensatory sections passed with a C or better the first time. This was true all three years.

In 1970 the compensatory sections met for five hours. In 1971 and 1972 they met for four hours. The course carried three credits all three years.

In the Fall of 1972 there were approximately 900 students enrolled in the compensatory sections. These sections were restricted to 15 students per class. This was true all three years.

There were fourteen full-time faculty members, in addition to adjuncts teaching the compensatory sections in the Fall of 1972. The full-time faculty members held joint appointments with the Department of Educational Services and the English Department. Some taught other English courses. Generally, people whom the English Department thought were suited to teach composition were assigned to the compensatory sections. Faculty were required to meet with students at least twice during the semester in individual conferences.

2. Mathematics. This college had no mathematics requirement, but 2 1/2 years of high school mathematics were necessary for entrance into regular math courses.

The college offered a two-course remedial sequence for open admission students. The lower course in the sequence covered elements of basic arithmetic, algebra and geometry.

Most students were advised to go into this course first. The upper course covered elements of intermediate algebra and trigonometry. This sequence was designed to prepare the student for the calculus course, and to fulfill necessary prerequisites for entrance to other courses.

Students in need of additional help were referred to the Department of Educational Services for tutoring by basic skills instructors. According to the Chairman of the Math Department, students were advised by their instructor to go for tutoring. However, no procedure was developed to monitor whether students actually contacted tutors, nor was there any formal mechanism for feedback between instructor and tutor. According to the Chairman, the tutoring program was of no value.

The lower course met three times weekly for two hours per session. Typically, the first hour was spent in class instruction and the second for supervised study. Faculty used a standard syllabus. The upper course met for four hours. Neither course carried credit.

In order to evaluate student progress, frequent quizzes and a departmental final were administered. To insure frequent interaction with faculty, classes were kept small.

Students who failed the final but were doing satisfactory class work could still pass the course. Those who did poorly were required to repeat either the lower or upper course. Students in the lower course were expected to enroll for the upper course. Approximately 70% of students passed the lower course the first time. This was true all three years.

In addition to the remedial sequence, the Math Department offered compensatory sections in several regular math courses. Generally, one section was designated as a compensatory section and the courses met for longer hours with more individualized attention given.

The remedial courses were taught by full-time faculty from all ranks in the Math department. Generally, people who expressed an interest in teaching these courses were assigned. Some faculty held joint appointments with the Department of Educational Services.

3. Other Compensatory Courses. The Department of Educational Services, in collaboration with various academic departments, developed compensatory sections of regular college courses.

Typically, these sections met for longer hours and fewer students were assigned to each section. Usually, a tutorial component was attached to the course. Generally, instructors in the sections held a joint appointment with the Department of Educational Services.

4. Workshop Program. In 1972 the Department of Educational Services offered workshops in a wide area of subjects. These workshops carried no credit and were designed only for students assigned to the department. Generally, students who had exhibited serious weakness in the subject area were encouraged to register by their counselor. Workshops were offered in the following subjects: English, math, algebra, reading, chemistry, computer technology, Spanish, anthropology, communications, logic, concepts, and English as a second language. Instructors within DES taught these workshops.

#### Tutoring

The Department of Educational Services administered an extensive tutoring program for those students assigned to the department. Students would go to the tutoring services upon the advice of the counselor or faculty member. However, attendance was voluntary. The tutors were specialists in various academic disciplines. In 1970 there were 22 full-time tutors and several part-timers. This number remained relatively stable all three years.

One major problem that arose was the lack of communication between the tutoring service and those teaching in the academic departments. While an attempt was made to coordinate the activities of the tutoring service and the academic departments, faculty members often did not know whether students were receiving help or what material was being covered in the tutoring session. This problem seemed to exist all three years.

Free tutoring was also available to regularly admitted students in the College of Arts and Science through the Student Volunteer Resource Committee. This committee was set up to meet the needs of students not able to receive help through traditional channels. Tutoring was available through student tutors.

#### Self-Assessments of Remediation

At this college an effort was made to assess the effects of remediation. However, these assessments were largely impressionistic.

In 1971 the placement essay was readministered in all sections of freshman English at the end of the semester. A comparison of students in regular and compensatory sections indicated that students in the compensatory sections had made more progress than students in regular sections.

When asked their impressions of the freshman English course, faculty members thought that perhaps too many students in the compensatory sections were being passed. Feedback from faculty in the advanced courses was often negative.

The major concern of the English department rested on the fact that the Department of Educational Services was gaining more over the teaching of compensatory English. Moreover, the fact that the English department had always been bound to the Department of Educational Services often created confusion and conflict.

According to the Chairman of the Math Department, many students who passed the remedial courses on their first attempt were not prepared for the regular math courses. This was true the first three years. However, the Chairman reported that the department was making an effort to tighten up on grading standards. He felt that fewer students should pass on the first attempt.

One major problem that was expressed concerned the Math department's relationship with the Department of Educational Services. Instructors were required to take attendance in the remedial courses and students who were excessively absent were supposed to be seen by their counselor. However, the Chairman felt that counseling was ineffective. Furthermore, he felt that this was true of the tutoring service.

The Chairman of DES stated that major changes occurred during the second and third year of open admissions which strengthened the department. Initially, steps were taken to reduce the caseload of counselors and add more lines in the department. By the third year, the department developed the workshop program. The major task was to increase enrollments in the workshop program. Many students resented going into a non-credit bearing workshop, and during the first year of the program there was a low rate of enrollment. In turn, the department was faced with the problem of justifying the necessity of the workshops. However, according to a member of the English Department, the workshop program provided a more structured approach in that students with some deficiencies were able to get additional assistance before taking on regular college-level work.

SUPPORT SERVICES, 2: COUNSELING STRUCTURE

Administrative Locus of Counseling

The Department of Educational Services was responsible for providing all counseling to open admission and other special program students. All regular students were provided with counseling services by the Department of Student Affairs and Services. Both these departments were located under the Division of College Services.

Type of Counseling

The Department of Educational Services provided all types of counseling, with the exception of financial aid. The Department of Student Affairs and Services provided all types of counseling for regular students.

The Counseling Division of Labor

The counseling unit under DES resembled what we have described as the generalist model. That is, counselors were responsible for providing all types of counseling services (except financial aid).

In contrast, the counseling services provided by the Department of Student Affairs and Services resembled the specialist model. That is, psychological, financial aid, and career counselors handled only problems related to those areas. All others were considered general counselors.

Prior to 1972 all counseling services for regular students were centralized. However, in 1972 the college was restructured into various undergraduate schools (e.g. social science, science, humanities, etc.). A student services unit was established in each school within the college. Included in this unit were a senior counselor, psychological, academic adjustment, and student activities counselor. This unit was thus responsible for providing counseling services to all regular students within each school. However, financial aid and career counseling still remained centralized.

### Styles of Counseling

1. Medical versus Outreach. As reported by DES, the orientation of the counseling unit resembled the outreach model. Thus, contact between a student and counselor was not left entirely to the discretion or initiation of the student. The counselor would periodically contact students in order to discuss possible problems and to get some idea of their academic progress and social adjustment.

The counseling staff would also receive periodic progress reports and names of students who were in academic difficulty from faculty in the departments. In this case, the counselor would initiate contact with the student. In short, counselors initially came into contact with incoming open admission students prior to registration, and maintained contact with them throughout their freshman year. We note here that there appeared to be a conflict between DES and other departments in the description of the DES counseling functions. Other departments expressed considerable reservation about the effectiveness of the counseling, particularly that aspect involving DES followup on faculty progress reports. We have not been able to resolve the differences in interpretation.

The orientation of the counseling service for regular students resembled the medical model. That is, counselors came into contact with students mainly through self-referral. Students primarily contacted counselors for academic-related problems, although some came with personal problems. Typically, demand to see counselors was greatest during exam periods. The need for career information among seniors was also a motivation for seeing counselors.

The only time that a counselor would initiate contact with a regular student was through a faculty referral. However, faculty were asked only to refer freshman and sophmores

who were in academic difficulty. In 1972 the academic adjustment counselor was responsible for contacting the student. In addition, these counselors took care of program changes, dropping of courses, and students who wanted to take a leave of absence. Prior to 1972, these matters were handled by counselors in the centralized counseling office.

2. Mandatory versus Voluntary Counselor - Student Interaction. There were no sanctions applied to students who failed to maintain contact with their counselor.

3. Dyadic versus Group Counseling. The main thrust of the counseling unit in DES was on individual counseling. During the second year of open admissions the counseling unit set up a freshman colloquium. However, it did not work out because of poor attendance. Counseling for regular students was individualized.

4. Therapeutic versus Socialization Goals. The primary goal of DES counselors was to orient and familiarize students with the college environment. They adopted an approach designed to provide information and support which would help the student to understand what was to be expected of him, and how best to meet such expectations. The goals were clearly to socialize rather than to provide psychotherapy.

In contrast, the counselors who were responsible for regular students were more traditionally oriented. That is, many were clinically trained and saw themselves as therapists. In fact, the college had several psychological counselors who provided therapy to students with psychological problems. If necessary, however, referrals to outside agencies were made.

5. Peer Counseling. This college had an extensive peer counseling program. In cooperation with the counseling office for regular students, a "Drop-In Center" was set-up in 1970. The Center provided informal counseling and made referrals. This program started because students were generally reluctant to seek advice from regular counselors or faculty. Peer counselors were trained by the Department of Student Affairs.

Another service which was run by students was called the "Grapevine." Students sat at a table in one of the campus facilities and provided information in a variety of areas - for example, information on jobs, abortion, and birth control. This also started in 1970.

### Caseload Definition

The counselors in DES were assigned a caseload at the beginning of the school year. Students were randomly assigned to a counselor.

Typically, each counselor was responsible for 100 incoming freshman. This figure remained relatively stable all three years. While the main thrust of counseling services was geared toward freshmen, contact could be maintained throughout the college career.

Although the student's first contact with a counselor came prior to registration, this counselor was not necessarily the same one to whom he was later assigned.

Regular students were not assigned to a specific counselor. However, in 1972 students were advised to see counselors in the student services unit located in their school.

### Counselor-Faculty Relationship

The counseling unit of DES attempted to develop liason with faculty in academic departments. It was hoped that a close working relationship would insure that students in

academic difficulty would receive immediate counseling help. However, whether or not faculty sent in progress reports or names of students in academic difficulty would depend on the individual instructor. Thus, counselors were probably unaware of many students who had academic problems.

While there was no formalized input to the Committee on Course and Standing, students who were notified that they were being dropped could ask their counselor to appear on their behalf.

Regular students who were in academic trouble received a letter from the registrar's office regarding their standing. They were advised to see a counselor who might then make a recommendation to the Committee on Course and Standing.

#### Background and Evaluation of Counselors

Initially, the counselors hired by DES did not have experience or training in the counseling and student personnel areas. Many had earned only a Bachelor's degree. However, in subsequent years the department began to hire people with prior counseling experience and Master's degrees.

In 1970 there were only seven counselors, but by 1972 the department had a staff of 20 counselors.

In the Department of Student Affairs, psychological counselors who worked with regular students held their doctorates, while general counselors had either a Master's or Ph.D degree in a variety of areas (such as social work, sociology, psychology, and college student personnel). Counselors occupied faculty lines and rank depended on their background.

During the first three years there were approximately 50-55 full-time counselors. This included all but financial aid counselors, who occupied administrative lines.

The regular counselors were evaluated annually by senior counselors and the director of counseling. There were no standard evaluation criteria. However, observations and discussions were used to assess performance. In addition, some student input on counselor performance was also used.

#### Self-Assessments of Counseling

This college had not yet instituted research procedures to assess the effectiveness of counseling on

various student outcomes. This was true for both the Department of Educational Services and regular counseling office.

However, when asked his impression of the counseling service, the Director of Counseling for regular students felt that his office and DES should maintain a closer relationship. Initially, there was a great deal of friction, essentially caused by disagreement over qualifications and criteria used in hiring personnel.

#### GRADING SYSTEM AND RETENTION STANDARDS

The traditional A - F grading system was used at this college. Beginning in the sophomore year, students were allowed to take one course per semester on a "Pass - Fail" basis. Failures were computed in the student's academic index. In addition a grade of "No Credit" was frequently used where the student did not pass a remedial course. Such a grade was not computed in the index.

Students were allowed a considerable period of time to generate the "C" average required for graduation. However, with each succeeding semester, the student's grade point average had to more closely approximate the C average. During the student's initial two years, the retention standards appeared quite liberal.

CHAPTER 4

CITY COLLEGE OF NEW YORK

## EVALUATION OF STUDENTS AND PROGRAM PLANNING

Since the beginning of open admissions, the primary effort at this college has been to identify those students in need of compensatory work in the following areas: writing, mathematics, and reading and study skills.

During the summer of 1970, all incoming freshmen were invited to attend a two hour group session run by the Department of Student Personnel Services. The sessions were intended as an orientation to college life. Students met in groups of 25. It was estimated that between 35-40% of incoming students attended. Individual counseling did not occur. In this year the college experienced difficulties in the processing of incoming freshmen. First, many students did not appear at the scheduled time for testing. Second, test results were, in many cases, unavailable until just prior to the beginning of classes. This allowed insufficient time for program planning. Third, those responsible for helping students plan programs did not have at hand a very explicit set of guidelines. In short many open admissions students registered without systematic advice.

Beginning in the summer of 1971, students who were placed in two or more remedial courses were called in for counseling and pre-registration. This was handled by the Department of Student Personnel Services. Advisors were either members of the faculty or SEEK counselors. Approximately 700 students

were processed in this way. All other students had an opportunity to speak with an advisor during fall registration. This summer orientation program was continued the following year (1972). In that year recent college graduates also acted as advisors.

### Writing Placement.

Two assessment procedures were used during the first year. First each incoming freshman provided a writing sample. This writing sample was read by a member of the English Department and was rated holistically. That is, an overall rating was provided which indicated whether the student should be exempted from remedial work, or needed remediation. If the student needed remediation a further distinction was made regarding the severity of the writing handicaps. Depending upon the degree of inadequacy, the student was placed in one of three compensatory writing courses. Such placement was mandatory.

In addition a commercial standardized test was used, but it appears that the results of this test were not systematically used with regard to placement.

While this college did not have a required freshman composition course, it did have a proficiency examination in English which all students were required to take by their junior year. Students had to pass this examination as a prerequisite for graduation.

In 1971 all incoming freshmen again produced a writing sample. All papers were read and rated holistically. Placement criteria were the same as for the previous year with one exception: while placement into the first or second course in the English sequence was mandatory, it was voluntary for those whose writing samples indicated a placement to the third course.

For the 1972-73 year the English Department developed a more detailed set of placement procedures. Two tests were used. First there was a department test of the short answer, multiple choice type. This test was designed to assess vocabulary, subject verb agreement, and organization. Second, the use of a writing sample was continued. Students were given a passage which they were asked to summarize, and they were asked also to provide a commentary upon the passage. The two tests were used for placement purposes in the following manner: All students who scored very highly on the first test did not have their writing samples read, and were exempted from placement in any compensatory course. Those students who scored very poorly on the first test were then placed directly into one of the courses in the writing sequence. The remainder of the students whose scores fell in the "middle" range on the first test then had their writing samples read. The writing samples were scored according to the following criteria: grammar, punctuation, organization, and ability

to infer a main point. Readers were trained to use the criteria, and it was reported that a high degree of inter-rater reliability was attained. For this group of students, those who made between 8 and 30 errors were placed into the lowest level course of the writing sequence. Placement was mandatory. Students who made between 5 and 7 errors were placed in the second course in the writing sequence. Those who made less than 5 errors were advised to take the third course in the sequence, but this was not mandatory.

For students whose primary language was not English a sequence of ESL courses also existed. Placement into these was based upon a test. Placement was mandatory and typically would end with the students taking the regular third course of the writing sequence.

#### Placement in College Reading and Study Skills

Through the first three years of open admissions this college offered courses designed to help students master the reading and study skills thought necessary for academic success. The same assessment procedure was used for all three years. This was the open admissions test, actually a reading subtest of the Stanford Achievement Test.

In 1970 students whose raw score was 35 or above were exempt from the college skills courses. This score approximates the 10th grade level for high school students nationally. Students with raw scores between 27 and 35 were placed in a one semester college skill course. Students with low high school averages were also placed in this course, even if their reading scores would have exempted them. Students who scored below 27 on the reading test (below the national norm for ninth graders) were placed in a two semester sequence of college skills courses. These placements were mandatory in principle, but due to administrative difficulties noted earlier, not all students needing such work were actually placed.

For the 1971 class, the placement criteria were the same as for the preceding year.

In 1972 a slight change in placement criteria was made. Students with raw scores of 37 or above were exempted from these courses. Students between 27-36 were placed into the second level course, while those below 27 were placed in the first level course. In addition students who scored between 37-39 on the OAT and who had low high school averages were placed in the second level course. For this year it should be noted that monitoring procedures improved to the point where students whose test scores indicated the need for placement were more likely to be so placed.

### Placement in Mathematics

From the beginning of open admissions mathematics placement at this college had been determined through a combination of three factors: (1) the score on a test developed by the mathematics department; (2) the student's background in high school mathematics; (3) the student's intended specialization in college.

The mathematics placement examination consisted of five parts: elementary algebra, geometry, intermediate algebra, trigonometry, and advanced mathematics. The last section was required only for students planning to major in chemistry, computer science, engineering, and similar disciplines. Students planning to enter the B.A. curriculum in a non-science area were not required to take remedial math if they had algebra and geometry in high school. If they did not have this high school background and their placement test scores were low, then they were placed in a two semester compensatory sequence for students not majoring in the sciences. For those majoring in science or engineering, those with low scores were placed in a three semester compensatory mathematics sequence.

The placement criteria were essentially similar over the first three years of open admissions. There were, however, minor variations from year to year in the cutpoints used for assigning students.

### Placement in Other Compensatory Areas

The preceding discussion has covered the major compensatory areas at the college. However, specific departments at this college developed their own responses to open admissions. For example, by means of brief interviews the speech department tested freshmen during their first year. On the basis of these interviews, the department could require a student to take one of two speech courses. In addition some entering freshmen with academic deficiencies were advised by counselors to enroll in one of the speech courses. It should be noted that the definition of these courses as remedial is ambiguous, since they were open to all students on an elective basis.

The philosophy department developed a special introductory philosophy course for students who had demonstrated weakness in reading skills. Students who were poor in reading were advised by the college skills department about the nature of this course, and it was suggested that they register for it if they indicated an interest in taking philosophy courses.

Other departments developed special sections of introductory courses for students with weak academic skills. However, criteria for placement into the courses are not clear.

Beginning with the 1972-73 academic year an effort was made to develop total programs for students who required a heavy concentration of compensatory course work. This involved planning of programs so that students would not be exposed initially to courses which demanded too high a level of reading, writing or quantitative skills. However, this total placement effort did not become fully implemented until the 1973 academic year.

#### SUPPORT SERVICES I: COMPENSATORY PROGRAMS

##### Overview

Over the first three years of open admissions there was an increasing degree of coordination in the program planning and placement functions. The testing and placement functions were coordinated by the Office of Research and Testing, under the overall supervision of the Office of the Associate Dean for Freshmen and Sophomore Programs.

However, the compensatory teaching functions were highly decentralized. Work in the three major compensatory areas of writing, reading, and mathematics was offered under the aegis of the three separate departments. This structure contrasts with other colleges where a single department assumed the responsibility for all compensatory work.

### Writing Program

Since the beginning of open admissions, the Writing Program at this college consisted of a three course sequence. All of these courses carried credits. In the first year of open admissions each carried two credits. However, beginning with the 1971-72 academic year, the third and most advanced basic writing course carried three credits. The first two courses met four hours per week, while the third course met for three hours.

Placement into the first or second writing course was mandatory for students with inadequate skills, as measured by the placement tests. If placed in either the first or second course, completion of the third was mandatory. However, if, on the basis of placement tests, assignment to the third writing course was indicated, this was mandatory in the first year of open admissions, but voluntary subsequently.

A parallel track of courses was developed for students whose primary language was not English. Beginning with 1972-73, students completing the ESL sequence were required to take the third course in the regular writing sequence.

Allied with the writing courses was a writing center, a resource designed to provide individualized tutoring for students in need of additional work.

The objectives of the writing program were standardized, but the means for achieving them were a matter of the individual style of the instructor. The first level course dealt with the basic mechanics of writing; e.g., grammar, punctuation, and spelling. The second level course focused upon expository writing. The aim was to enable the student to write a short essay in which an idea is coherently developed. The third course in the sequence was designed to prepare students to write in-class essays and lengthier research papers (such as term papers). For all courses the instructors were free to utilize whatever means they wished in order to achieve the objectives.

In all three courses students were required to write extensively, both in class and outside. Considerable editorial work was done both on students' own papers as well as those of others. In order to pass these courses students were required to write an acceptable final essay. This essay was (in the first two courses) read by a second instructor in the English Department. This procedure was designed to achieve greater objectivity in the evaluation of student work, and to provide feed-back for instructors regarding their evaluation criteria.

The grading policy in the writing courses was as follows: In the first course in the sequence, students were graded on a "Pass" - "No Credit" basis. In the other two courses, a standard grading scheme (A-F) was used.

Overall, the approach of the writing program was generically oriented, particularly in the first two courses of the sequence.

However, a few attempts were made over the first three years of open admissions to develop sections of writing courses in conjunction with academic courses in other areas (such as political science). However, these attempts were largely experimental and could not be characterized as the dominant approach of the department.

As noted earlier, these basic writing courses were staffed by the English Department. During the initial year of open admissions the sections were handled primarily by a corps of instructors and lecturers specifically recruited for the function. However, by the 1972-73 academic year, almost everyone in the English Department participated in the teaching of the basic writing courses.

### College Reading and Study Skills

The College assembled a special staff in order to provide compensatory work in the area of Reading and Study Skills. This staff was separate from the English Department. In 1970 a three course sequence in reading and study skills was offered. Initial placement was either in the first or second course. Students placed in the first course would be expected to complete the second as well. Students requiring further work would then take the third course. In this initial year, these courses met for four hours per week, but carried no credits.

In 1971, the courses continued to meet four hours weekly and credit was given. The first course carried one credit, the second carried two, and the third carried one. In the 1972-73 year only the first two courses were offered, again for one and two credits respectively.

The major objective of the courses was to help students master the reading and study skills required for success in college. Students with serious deficiencies were placed in the first course. The major emphasis was upon skills such as vocabulary development, analysis of sentences and paragraphs, fundamentals of interpretive and critical reading, listening skills, how to outline and summarize, how to take notes, and the like. The classes met for three hours per week.

Students in this course were required to attend a skills laboratory for individual tutoring in special problem areas. Students who were recommended for the lab were required to attend. The lab was supervised by a member of the college skills division. It was staffed by graduate and undergraduate tutors. Liaison between students' instructors and the tutors was maintained in order to provide feedback for the instructor on the progress of the student.

The second reading and study skills course was the sole course for students entering with less severe deficiencies. It was also the second course in the sequence for students who passed the first course. This course focused upon reading and study skills by linking such work with "mini-courses" drawn from academic areas (for example, in 1972 psychology and biology were used). The aim was to provide students with an opportunity to develop reading and study skills in a realistic academic context. Professors from the relevant content departments provided lectures and materials for the skills classes. Thus, skills related to lecture note taking, studying text books, writing papers, studying for and taking examinations were learned in a "real" course situation.

In order to pass these courses students were required to take quizzes, and tests throughout the semester. Grading in the first course was on a pass-repeat basis. For the second course letter grades (A-F) were given.

The teaching staff consisted of approximately 25 people. Most were trained as reading specialists.

### Mathematics

Since the inception of open admissions, the mathematics department offered two remedial sequences. The first was designed to serve liberal arts students not majoring in the sciences. For these students a two semester sequence was offered. For students majoring in science and related areas such as engineering and architecture, a three-semester sequence was offered.

Neither of the courses in the non-science sequence carried credit. Both met four hours per week. Within the science sequence the first course carried zero credit, the second one credit, and the third two credits. For both sequences, placement in the courses was mandatory.

Over the three years of open admissions certain changes occurred in the characteristics of the sequences. In 1970-71 the non-science sequence consisted of three courses. Subsequently, this was reduced to the two course sequence. In the science sequence the first course met for six hours in the first year, five hours in the second year and four hours in the third year.

The non-science sequence for liberal arts students was designed to provide them with the mathematical skills which should have been acquired in high school. Thus, the first course in the sequence focused upon elementary algebra. The second was a geometry course.

The three course sequence for prospective science majors consisted of the following: (1) basic algebra and geometry; (2) intermediate algebra and some college algebra; (3) trigonometry and pre-calculus. Beginning in the fall of 1972, the mathematics department introduced a significant change in the structuring of the pre-science sequence: each of the courses was divided into three units or modules of equal length. In order to pass the course, the student had to complete each module. Students could take an examination on a given module at the beginning of the semester or at intervals during the semester. Sections of each module were taught at the same hours, so that a student could move easily from one to another

without requiring scheduling changes. At the end of a term a student might have passed part of a course, but not all of it. In effect, a student who did not complete the entire course might, nevertheless, have passed enough units so that the course could be completed rapidly in the following semester, and the student could then move to the next course in the sequence. In addition, some students who had passed the second course in the remedial sequence were placed directly into special sections of regular math courses. These special sections were scheduled for extra hours. It was felt that this policy might increase student motivation. The compensatory mathematics courses were based upon a common syllabus and common examinations. This contrasted with the writing program where there were common goals but considerable discretion was left to the individual instructor in the design of his or her section.

The math department established math labs which were open to all students, although primarily designed as a supportive facility in connection with the compensatory courses. The labs were staffed by upper level math and science undergraduates, supervised by members of the math faculty. Two kinds of labs were developed. First, there were "free labs" which had regularly scheduled hours, and to which a student could go on a self-referral basis. Second, there were "in-class labs" in which several tutors might join an instructor in order to increase the amount of individual help for students. The in-

class labs operated at the discretion of the individual instructor. Over time the utilization of the labs increased, particularly in the 1972-73 year when the free-lab was situated in a permanent area for the first time. Prior to this labs would be held in various rooms at various times, depending upon the availability of space.

For all of the compensatory math courses, successful completion was attained if the student passed either a final examination (in the case of the non-science courses) or if the student passed the examination covering each module for the pre-science sequence. In the great majority of cases, students who did not pass received a non-punitive grade signifying that they must repeat the course.

Unlike the English Department which developed a staff specifically recruited for the teaching of compensatory writing courses, the mathematics faculty was involved in the teaching of compensatory courses on an across the board basis. That is, the remedial teaching load was spread among the entire faculty. There was relatively little difference by academic rank in the share of remedial and tutorial load.

The mathematics department had been interested in assessments of the impact of its compensatory course sequences. Evaluations have been of two types. First, an effort was made to assess the proportions of students passing the pre-science sequence. It was reported that about 50 percent passed on the first try (for whatever course they were taking within the sequence). About 35 percent passed some, but not all, of the modules. The remainder passed none of the modules. A second effort, conducted in collaboration with the college's Office of Institutional Research, focused upon subsequent performance of remedial students in regular math courses. Here it was found that the pass rate for students who completed the remedial course was about the same as the rate for students who had the same initial placement test scores, but who did not take remedial math.

### Speech

Two courses in this department were used as compensatory, although they are open to all students. The first course which carried three credits was designed to develop speech skills necessary for the articulate expression of ideas. The second course which carried one credit was designed for students with problems of verbal articulation. Inasmuch as these courses required the student to participate in discussions,

they might have enhanced subsequent academic performance in courses where class discussion was a significant component.

### Philosophy

Shortly after the beginning of open admissions in 1970, certain members of the philosophy department wished to offer an introductory philosophy course developed for the needs of students with weak academic preparation. During the second semester of the 1970-71 year, this course was inaugurated. The aim was to develop a course which would be the equivalent of the regular introductory philosophy course. The course carried three credits, but met for four and one half hours per week. Enrollment was limited to fifteen students. Students admitted were identified and referred to the philosophy department by the staff of the college skills (reading and study skills) division. In effect, the aim of the department was to offer an introductory course which would be the equivalent of the regular course, except that it would be run at a more leisurely pace with greater opportunities for individual attention. While relatively few students were served by this course, it is, nevertheless, of significance as an indication of the commitment of some academic departments to serve, in special ways, the open admissions population.

## SUPPORT SERVICES, II: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The counseling structure at this college was bifurcated. Academic advising functions were assigned to an Office of Curricular Guidance which existed in each of the undergraduate schools (liberal arts, engineering, and the like). At the same time, counseling services were located in the Department of Student Personnel Services (SSPS). Initially, therefore, these two services were administratively and functionally separate.

### Type of Counseling

All of the major types of counseling services were offered at this college. This included academic, therapeutic, financial aid, and career counseling.

### Counseling Division of Labor

The division of labor at this college approximated the specialist model. That is, counselors tended to provide one type of counseling, but not others. Thus, academic counseling was handled by advisers coordinated by the Office of Curricular Guidance. Personal counseling was delivered by counselors

working under the department of student personnel services. Financial aid counseling was administered by a separate financial aid office.

### Styles of Counseling

1. Medical versus Outreach. Curricular guidance offices were located within each division of this college. That is, the school of liberal arts, school of architecture, etc., each had a curricular guidance office. It was the responsibility of this office to plan academic programs with the student. Aside from the initial contact of the student with a curricular guidance adviser, the subsequent interaction between students and guidance staff was essentially a matter of self-referral on the part of the student. However, all freshmen received a letter from the curricular guidance office advising them of its services and inviting them to come in. Moreover, the registrar's office did identify students with low grade point averages (below a C average), and/or excessive absences. The curricular guidance office received a list of these students and then sent letters asking the student to come in for advising. However, it was not mandatory that students respond.

After registration for the first semester, freshmen were not required to obtain program approval for spring term regis-

tration, unless the student was taking remedial courses. For these students, program approval was necessary.

All in all, the functions of the curricular guidance offices corresponded more closely to the medical than to the outreach model.

The counseling service connected with the DSPS was involved in the summer orientation and placement phase. However, while counselors were involved in registration, this occurred on an individual basis and was not, strictly speaking, a formal responsibility of the counseling service.

During the first year of open admissions, this service was traditional in its focus. That is, students who felt they needed help with personal problems could, on a self-referral basis, contact the counseling service. However, the history of this service has been one of increasing efforts to reach freshmen, particularly those with the weakest academic preparation. In particular, the resources of the department were aimed at those freshmen who were enrolled in two or more remedial courses. In the Spring of 1971, counselors identified these high risk students and attempted to maintain contact with them by means of letters and phone calls. The counseling staff informed us that, at least initially, the response

of the students to these overtures was poor. However, through time, the rate of contacts probably increased, particularly beginning with the 1973-1974 academic year (not covered here) in which counselors were linked with students in specific college reading and study skills classes.

2. Mandatory versus Voluntary Counselor-Student Interaction. Inasmuch as the curricular guidance staff was responsible for helping students to plan their programs, the initial contact of student and adviser was mandatory. Subsequent to this such contacts were encouraged but were not mandatory.

Beginning in the Spring of 1971, freshmen were assigned to orientation groups which met for four weeks during the beginning of the term. While attendance at these orientation sessions was defined as compulsory, there were in fact no sanctions if students were absent.

3. Dyadic versus Group Counseling. The curricular guidance staff met with students on a one-to-one basis. On the other hand, the counseling service used both dyadic and group settings. The group seminars began full scale in the fall of 1971. Some of the groups were specifically organized for students taking two or more remedial courses. On the average the

groups consisted of twenty to twenty-five students. No college credit was granted for these seminars. The primary purpose of these seminars, led by members of the counseling staff, was to orient the student toward the college-to provide him with information and to define the college's expectations for students. In fall 1972, this group counseling effort was directed primarily toward students taking at least two remedial courses.

4. Therapeutic versus Socialization Goals. The goals of the Curricular Guidance Office were quite circumscribed. They were to deal only with matters relating to the students' academic program and standing.

On the other hand, the aims of the counseling service were broader. Under open admissions, the traditional clinical orientation was maintained. However, open admissions did have impact upon the direction of counseling services. In particular, counselors became more active in seeking out high risk students. The primary aim here was not so much therapeutic in the traditional sense, but rather to provide the student with information and support designed to increase self-esteem. In this way it was hoped that the student's chances of survival at the college would be increased.

While this socialization focus became dominant in the second year of open admissions, the traditional clinical functions were also maintained throughout.

5. Peer Counseling. Over the first few years of open admissions the counseling service did not use students as peer counselors. However, during the 1972-1973 academic year, upper class students were used as advisors, under the supervision of the counseling staff. However, these advisers were allocated primarily to freshmen who were not receiving extensive remediation.

During the summer of 1972, the Curricular Guidance Office used college graduates as advisers during the phase of program planning for incoming freshmen. Otherwise, neither students nor recent graduates were used for advising purposes.

#### Case Load Definition

In 1970-71, and 1971-72 the counseling service did not utilize a case load approach. However, in 1972-73 about 550 students were assigned to the division of counseling. These were students taking two or more remedial courses. In the first two years of open admissions the counseling staff estimated that 20 to 30 percent of open admissions students were seen at some point by the staff.

Counselor-Faculty Relationship

Inasmuch as the primary staff of the Curricular Guidance Office was recruited from the faculty, this office reported that the relationship with faculty at large was good. The counseling staff reported that relationships between counselors and faculty in the traditional academic departments left much to be desired. In general, these faculty tended to be less cooperative in matters involving themselves, the student, and a counselor. However, faculty who taught in remedial courses were more supportive of the role of the counselor.

With regard to the role of counseling in relation to the committee on academic standing, the counseling staff sometimes would provide information to this committee for students whose academic standing was being evaluated. The curricular guidance staff had closer liaison with the committee on course and standing, since the director of this office was also a member of the course in standing committee. Therefore, recommendations from the curricular guidance office would carry more weight when student academic standing was being evaluated.

### Background of Counselors

Advisers in the Curricular Guidance Office were primarily faculty on released time. There were approximately 20-25 such faculty. In the liberal arts school, there were, in addition, two full-time people on administrative lines.

The counseling staff was trained primarily in mental health fields. Most either had the doctorate or were working toward it. All counselors had at least obtained the M.A. degree. The counseling staff represented a mixture of males, females and racial groups. Counselors occupied faculty lines.

### Self-Assessments of Counseling Effectiveness

The counseling staff reported that the quality of its relationships with students had improved considerably over the first three years. In addition, it felt that more students were being reached. However, it had no systematic data regarding the impact of counseling upon student outcomes, such as retention.

## GRADING AND RETENTION STANDARDS

When open admissions began, this college set a policy that no student would be dismissed for academic reasons prior to the end of his third semester. Students doing poorly would typically be given a warning after their first semester, probation after the second semester, and dropped from the college after the third. However, over the first three years of open admissions, few students were dropped before the end of their sophomore year. Students whose averages fell significantly below a C, after the grace period, were subject to dismissal. In all cases, such students had the right of appeal to a committee on course and standing.

The college used the traditional grading system, primarily. That is, it operated on an A through F system. However, non-passing grades in most remedial courses did not count in the students' academic index. In addition, students in the liberal arts school were able to take a limited number of courses on a pass-fail basis.

CHAPTER 5

HUNTER COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

Initially, the college had planned a series of orientation meetings and program planning conferences to be held during the month of May. However, because of student disruptions in the spring, none of these activities were held. Nevertheless, the college was able to do a limited amount of testing during late spring and early summer. Students who wished to be exempted from English and Mathematics were given the CLEP examination. In addition, the Reading Comprehension and Mechanics portions of the Cooperative English Test (CET) were administered to a large portion of the incoming class. Students provided a writing sample which was scored using a formula developed by the English department. Open Admission Test scores were also available for a large proportion of students.

In preparing for registration, a group of "evaluators" reviewed the high school record, OAT results, and test scores of all incoming freshmen. These evaluators were graduate students working under the direction of the Dean of Instruction. Program choices were made by all freshmen on the basis of written guidelines and these choices were reviewed by the evaluators to see if they were commensurate with the student's preparation and demonstrated ability. Students who had high school averages below 80 were asked to come to the college

to meet with a counselor to discuss their program, while students with averages above 80 whose program choices were not satisfactory were also called in to meet with a counselor. Altogether, approximately 60% of the incoming freshmen were seen by a counselor during the summer months. When a schedule of courses had been finally approved by a counselor, it was mailed to the student. In the basic skills area (such as English and Mathematics), special courses were developed with the aim of serving students in need of remediation.

Placement in the writing course was made on the basis of the student's performance on the CET and an essay, which was graded by at least two instructors from the English department. Those students who approximated a 9th grade reading level on the CET and whose essay indicated frequent errors in spelling, punctuation, grammar, and weak sentence structure were required to take the remedial writing course. Those students who scored poorly on the CET and essay due to language difficulty were placed in a special ESL course.

Strictly speaking the Mathematics department did not develop a remedial course in the first year of open admissions. However, it did attempt to restructure its basic course with a self-pacing style. No placement tests were administered and enrollment in the basic course was voluntary. This college had no math requirement but did have requirements in the divi-

sion of science, some of which could be taken in mathematics.

One serious problem occurred during registration when many students found that courses, other than English and Math, for which they had been scheduled were closed out. As a result, many open admission freshmen found themselves in difficult courses.

A freshman orientation was held in the early fall. This was run by the students themselves and was designed to introduce freshmen to social activities and clubs.

#### Fall, 1971

For the second open admissions class, the major change that occurred was in the creation of the Office of Academic Advisement, under the administration of the Office of the Provost. Responsibility for coordination of the open admissions program was now shifted to this office.

Beginning in late April and early May, students were brought in for large group sessions consisting of pre-registration orientation and testing. During this time students were given orientation materials and placement examinations in English, Math, and Romance Languages. All incoming freshmen were tested on the CET (Reading Comprehension and Verbal

parts), CELT (English as a Second Language), and a composition evaluated by the English department. The Math and Romance Language placement tests were optional, and less than half of the students elected to take these tests. In addition, OAT test scores were available for some students.

Several weeks later students returned for registration and met individually with an academic advisor who assisted them in program planning. During this time, test results and high school records were available. In addition, upperclassmen were on hand to assist advisors and write out programs. If any registration problems occurred, students could get immediate help from the upperclassmen or advisors. Placement criteria for English remained unchanged. A more systematic effort was made in applying placement guidelines. Students with poor academic preparation were frequently put on reduced credit loads.

Fall, 1972

For the third open admissions class several changes occurred in the placement and assessment procedures. Moreover, the college introduced a full program of remedial courses in Reading, Writing, Mathematics, and Science.

During the months of April and May students were brought in during large group sessions for placement testing in English, Reading Comprehension, Mathematics, and Science Comprehension skills. Placement criteria were defined by each academic department, and students falling below the pre-determined cut-off points were required to register for a remedial course.

Placement in writing courses was determined by performance on the STEP English Expression Test. The STEP measures syntax, grammar, and punctuation skills. Students with low scores were placed in a lower level course. However, the English department also obtained writing samples, and final placement depended on performance on the essay. Thus, placement in the upper or lower writing course was often based on a composite of both scores.

Students were placed in reading courses if they scored below the 12.5 grade level on the Davis Reading Test. Those scoring below the 9th grade level were placed in a lower level course, while those between the 9th-12.5 grade level were placed in the upper course. In addition, special courses were designed for bi-lingual students. Placement in ESL courses was determined on the basis of performance on the CELT.

Placement in the mathematics course was based on the STEP Math Computation Test, Form 2A. Students who scored under 28 (approximately 9th grade level) were required to register. Those who scored above the 9th grade but below the 12th grade level were placed in a course offered by the physics department dealing with problem solving skills in the sciences. In addition, the mathematics department offered a compensatory pre-calculus course with placement dependent on performance on a specially designed Calculus Readiness Test.

Using these test results and the high school record, academic advisors worked out specific programs for each student during individual conferences. Students who were registered for 2 or more remedial courses were required to enroll in the Freshman Seminar (described in a later section). In addition, students with poor academic preparation (those in need of remediation) were not allowed to register for certain courses.

#### SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

During the first two years of open admissions, relatively little coursework was offered in basic skill areas such as English, Reading, and Math. Initially, academic departments were advised to develop special introductory courses (bearing credit) with backup tutoring services available. Some departments did this, but the placement criteria are unknown, and we have no

data on the extent to which these courses were utilized by students. In effect, the college seemed to be operating on the assumption that open admissions students should be separated as little as possible from students who would have been admitted under traditional criteria. It was in the Fall of 1972 that the college mounted a program containing several compensatory courses in the basic skills areas.

#### Centralized Versus Decentralized Structure

The remedial effort at this college was decentralized. That is, all remedial work was offered within each academic department. This model existed in 1970 and continued in this form through the first three years of open admissions.

#### English.

1. 1970 and 1971. For the first open admissions class the college hired a psychologist to coordinate the freshman composition course. Based on test scores, students were placed either in the remedial writing course or the regular freshman English course. Approximately 900 students were assigned to the special writing course.

The aims of the special course were to help students develop sentences, organize paragraphs, and build sequences of

thoughts. The basic emphasis was on creative writing, and instructors were allowed to structure their own programs. No common syllabus existed and sections varied in content and teaching style.

Staff consisted primarily of graduate students. In addition, 5 or 6 full-time tutors were hired to work with students needing extra help. Two of these tutors were reading specialists and students with reading problems could be referred to them.

The writing course met for 3 hours weekly and carried 3 credits. Students had the option of receiving an A-F grade or honors, credit, no-credit. The final essay written by students was read by a second faculty member and the instructor could then use those comments in assigning a final grade. This course did not count toward meeting the basic English requirement, and students were required to take the regular freshman English course.

The major change for 1971 was the addition of a two hour lab to the writing course. The course now met for 5 hours and carried three credits. Students in the writing sections did not necessarily meet together in the same lab sections. About 800-900 students were enrolled in this course. Serious problems apparently developed between the English department faculty and

the psychologist hired to coordinate the program. This was probably due to resentment of the faculty at having an "outsider" as coordinator. In addition, the English department had not yet made a commitment to the idea of compensatory work as a legitimate teaching function.

2. 1972. This fall the English Department developed two remedial sequences. The first was in Reading and Study Skills. The second was in writing. Each sequence consisted of two courses. These replaced the single writing course offered during the previous years.

For those assigned to the lower level reading course, stress was placed on the practice of basic comprehension skills at the sentence and paragraph levels. Vocabulary development was also stressed. In addition, diagnosis and remediation of other serious reading deficiencies (such as word-attack problems) was provided. An orientation to study skills was also offered. The objective of this course was to raise the general level of the students' reading skills to at least a 9th grade level. It met for 3 hours and students received one credit. It was reported that approximately 120 students were enrolled in 8 sections during the fall semester.

Students assigned to the upper level reading course were provided with reading materials drawn from college texts and materials of similar difficulty. The course aimed to increase skills in comprehension and interpretation of texts on the college level. Included were exercises in critical reading with emphasis on inferences, application, and evaluation. The development of efficient reading techniques and study tactics was also emphasized. In short, the objective of this course was to prepare the student to be able to study and comprehend standard college texts and similar material. This course met for 3 hours and carried two credits. We were informed that about 450 students were enrolled in 24 sections.

In late October the college set up a Reading Resource Center which was staffed by full-time reading specialists who were part of the remedial staff. The Center provided individualized instruction to students assigned to the reading courses and to any other students who wanted help.

At the end of the first semester students in both the lower and upper level courses took an alternate form of the Davis Reading Test (which had been used for placement purposes initially). Students in the lower course who scored at the 13th grade level did not have to take the upper level course. A student who failed either course in the first se-

mester received a "Y" grade (signifying that the failure would not be counted in the student's index). Those who failed a second time received an F grade. A course could be repeated a third time. The college reported that about 75% of students taking these two courses passed during the fall semester.

We now consider the two courses in the writing sequence. All students assigned to a remedial writing course were asked to write an essay during the first week of class to determine whether they had been properly placed. On this basis students could be shifted to the higher or lower level course or be exempted from remedial writing. Students assigned to the lower level course were provided with frequent practice in writing and emphasis was on the basic structural patterns of standard written English and vocabulary development. The course was designed for students who needed to develop both fluency and skill in composing effective written English sentences. This course met for 3 hours and carried one credit. Approximately 80 students were enrolled in three sections.

Those assigned to the upper level writing course were required to write frequent short papers. Emphasis was on developing sentence variety and coherent paragraphs in standard written English. Readings, discussions, and writing exercises were based upon diverse materials (such as magazines, newspapers, periodicals, and short stories). This course met for 3 hours and carried two credits. Approximately 415 students were enrolled in

17 sections.

The English department also developed a tutoring program in connection with the writing courses. Instructors referred students to the service. Tutors were either graduate or undergraduate students. They were given a list of students' writing problems and usually met with a student about five times a semester.

Students were evaluated on the basis of their written work and an in-class final essay. The essay was graded by their instructor according to an elaborate scoring key developed by the department. Students in the lower level course were required to take the upper course and all students were then required to take the regular freshman composition course. The same grading policy existed in writing as in reading. Moreover, most students taking the lower and upper level writing courses were also enrolled in one of the reading courses.

For students whose primary language was not English, a 3 semester writing sequence was developed. The first level course emphasized basic structure and vocabulary. This course met for 3 hours and carried one credit. Approximately 25 students were enrolled. The middle course offered greater emphasis on idiomatic usage, and students were expected to write frequently, both in class and at home. This course was intended for stu-

dents who possessed a basic command of written and spoken elementary English. This course met for 3 hours and carried one credit. Approximately 75 students were enrolled. The upper course placed continued emphasis on word order and idiomatic expression. Frequent papers were required and readings and discussion were based upon diverse materials (such as magazines, newspapers, short stories). This course closely paralleled the upper course in writing. Approximately 50 students were enrolled. Students in the bi-lingual sequence were evaluated according to the same standards as those in the writing courses and were required to take the regular freshman composition course.

The English Department hired 30 instructors to teach the remedial courses. Of these, 10 were full-time. Only a few members of the remedial staff taught advanced English courses.

### Mathematics

1. Fall, 1970 & 1971. For the first and second years of open admissions the mathematics department restructured its basic course. The course was designed to serve students whose background ranged from no math to those with three years of high school math. While not defined by the department as a remedial course, it was compensatory in concept. It was developed into an entirely self-paced format, thus allowing students at different levels to proceed at their own pace. The

course covered analytic geometry and some college algebra, and was broken down into modules with stated behavioral objectives. During the initial year (1970), students were to work in laboratory groups, and when they felt ready, took a test on a particular behavioral objective. However, due to delays in ordering and delivery of materials, the lab did not open until very late in the fall semester. During the second year, the lab was operative from the beginning. It contained various resources. These included textbooks, slides, audio tapes, tutors and faculty members. Each faculty member was assigned 25 students and was responsible for monitoring their progress.

The course carried three credits and met for three hours weekly. The students were allowed to use the lab for additional work. The student was given up to one year to complete the course. Placement was largely on an advisory basis.

One problem reported to us was that faculty supervision of students was often lax, and students frequently did not attend. Only the more motivated students took advantage of the facilities.

2. Fall, 1972. This fall the college instituted two new primary courses, one under the auspices of the Math department and the other offered by the Physics department. The math offering was an entirely self-paced remedial arith-

metic course, mandatory for those students falling below the pre-determined cut off point on the placement test. This self-paced course was based on the Keller Plan or the "personalized system of instruction." There were no lectures and the key person was the student tutor, who worked with 10-12 students under faculty supervision. They were hired and paid by the Math department and consisted mainly of undergraduates. Apart from the tutors, the chief resource was a set of videotapes prepared by faculty members. The faculty role was largely supportive and administrative.

To complete this 3 hour course which carried one credit, the student had to pass six tests, one in each module. These included: whole number arithmetic, integers, fractions, decimals, percentages, and an introduction to algebra. Each test could be taken more than once. The student who did not complete the six modules in one semester received a "Y" grade and re-registered for the next semester. Approximately 300 students were enrolled during the fall semester.

In addition to the primary remedial arithmetic course, the college offered a compensatory pre-calculus college algebra course for those with interest in Math, but who scored poorly on a specially designed test. This course met for 3 hours and carried 3 credits. However, the student was still required to take the regular calculus course, if a math or science major was planned.

Prior to the third year of open admissions the only extra help available to students enrolled in the sciences was tutoring. Beginning in 1972, faculty members from the physics department prepared a curriculum and textbook designed to show students how to use mathematical concepts for solving problems in the physical, biological and social sciences. The course was not a typical mathematics remediation course, since the treatment of problem-solving skills was application and goal-oriented. Topics included were a brief review of elementary algebra, unit conversion, scientific notation, metric system, ratio and percent, translation, functional relations, elements of geometry and trigonometry, graphs, and "guesstimates". Thus, the specific goal was to provide students with the background and problem solving proficiency required in the elementary science courses.

Many students initially placed in the science course were unable to handle the material and were advised to enroll in the remedial arithmetic course.

This Physics Department course met for four hours and carried two credits. Students were tested after seven weeks, and those who passed were allowed to leave, since the material was to be repeated over the next seven weeks. In effect, the course was "recycled". Students were allowed to take the test three

times. To insure frequent interaction with faculty, class size was limited to no more than 20 students per class. In the fall semester approximately 10 sections were offered. Of these, two sections were taught by full-time faculty, the remainder by adjunct staff.

It was reported that about two-thirds of those enrolled passed during the fall semester. Those who failed were required to repeat the course. While not a formal sequence, about half of those who completed the arithmetic course registered for the science course in the spring.

#### Self-Assessments of Remediation

Over the time period covered by this project, the college had not instituted systematic research to assess the effectiveness of remediation. However, the coordinators of the English, Mathematics, and Science programs all indicated that the remedial effort was much more effective in the 1972-73 academic year than in previous years.

#### Tutoring

Prior to open admissions each academic department was responsible for tutoring. However, in 1970 and thereafter, tutoring became centralized under the Office of Academic Advising (with the exception of the English and Psychology departments which maintained independent tutoring programs)

Due to the demands created by open admissions, tutoring services were limited primarily to freshmen and sophomores. Students were referred to the service by instructors, through the Freshman Seminar (to be discussed later) or on their own. Tutoring was available on both an individual and group basis. Generally, a student would see a tutor four times. The tutor then discussed progress with the coordinator of tutoring. If necessary, more sessions would be set up.

Generally, tutors were undergraduates who were recommended by the academic departments and interviewed by the tutoring coordinator. In order to understand the objectives and assignments of the courses, they were in frequent contact with department faculty. During the fall 1972 semester there were 65 tutors.

According to the coordinator, many students sought tutoring when they were experiencing a great deal of stress, and the tutors often functioned as peer counselors. Students often seemed to prefer discussing their problems with peers rather than counselors.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

During the first year of open admissions, all counseling services were under the supervision of the Dean of Students Office. Beginning in 1971 and thereafter, academic advisement

functions were separated from this office. An Office of Academic Advisement was established. This office was directly responsible to the Provost. In short, counseling functions were allocated to two separate administrative units within the college.

### Types of Counseling

The counseling office under the Dean of Students provided all types of counseling services. These involved general counseling (including foreign students, handicapped, draft, veterans), career counseling and placement, financial aid, and psychological services. This had been true since 1970. All academic advisement was centered in the Office of Academic Advisement beginning in 1971. However, general counselors did provide some academic counseling in 1970.

### The Counseling Division of Labor

At this college the counseling functions approximated the specialist model. Counselors involved in financial aid and career and placement counseling handled only problems related to these areas. Often, the student's initial contact was with a general counselor, who might then refer him to a psychological or other counselor, depending on the nature of the problem. As indicated earlier, all academic advisement was handled by the academic advisors.

## Styles of Counseling

1. Medical versus Outreach. The orientation of the counseling office approximated the medical model. After an initial letter, the student, if he felt the need, was expected to report to the counseling service in order to make an appointment. Thus, the primary means of contact was self-referral. Counselors were not expected to contact the student in order to discuss personal problems, academic progress or social adjustment. No effort was made to contact students dropped by the college.

2. Mandatory versus Voluntary, Counselor-Student Interaction. All freshmen, upon acceptance, received a letter with a counselor's name and were asked to come in during the fall term. However, there were no sanctions if the students did not comply. A student was only required to see a counselor in order to obtain approval to drop a course. This had been true since 1970.

3. Dyadic versus Group Counseling. Beginning in 1972 the Office of Academic Advisement introduced a course called the Freshman Seminar. This was open to all freshmen, but required of students enrolled in 2 or more remedial courses. The main objective of the Freshman Seminar was to orient freshmen to college. Class sessions focussed on the skills, planning

and attitudes that would aid students in college. This course carried one credit and met for one hour weekly. While administered by the Office of Academic Advisement, it was taught by counselors, academic advisors, and faculty on released time. During the fall term there were approximately 30 sections with 18-20 students per group. Once the seminar was over, no follow-up on students was made. However, some counselors continued to see students on an individual basis. The Freshman Seminar did not replace dyadic counseling.

4. Therapeutic versus Socialization Goals. The primary focus of academic advisors was on orienting students to college life. Initially, this was provided at registration and in 1972, during the Freshman Seminar. In short, their task was to help the student develop skills necessary for academic survival.

While counselors were involved in the Freshman Seminar, and to that extent were providing students with similar skills, the primary focus of the counseling office was more traditionalist. Many were trained clinicians whose focus was on psychological dynamics. While all therapy may be considered as a form of socialization, the emphasis upon psychological dynamics as against acquisition of role playing skills helps to differentiate the orientation of counselors from academic advisors.

### Caseload Definition

During the first three years all freshmen received a letter with a counselor's name. Matching of counselors and students was done randomly.

The assignment of students to an academic advisor followed different procedures each year. In the fall of 1970, 100 faculty members volunteered to provide academic counseling to all freshmen. Each was assigned a caseload of 30 students. However, this program proved unsuccessful. Students were reluctant to meet with the advisors and there was no mechanism to insure that regular meetings took place. As a result, many students received no assistance and registered without any advice for the second term.

Beginning in 1971 all students with a high school average below 80 were assigned to an academic advisor. Students were sent letters with an advisor's name, and matches were done randomly. However, many students did not meet with their advisor and subsequently, registered for the second term without any assistance.

In the Fall of 1972 this was changed, and students enrolled in the Freshman Seminar received programming assistance for second semester registration.

On this campus it is difficult to describe, or at least to interpret student-counselor ratios. Over the first three years, the counseling office had not kept detailed records of the number of contacts made with students. However, the major thrust of their services was toward entering freshmen.

#### Counselor-Faculty Relationship

During the first three years of open admissions, the counseling office made very little contact with faculty members. Many faculty, in fact, were not aware that such an office existed. In contrast, staff from the Office of Academic Advisement spoke to faculty in all departments and explained the function of their office. Moreover, many faculty members were themselves involved in academic advising.

While staff members from the counseling service and Office of Academic Advisement were on the Committee for Academic Standing, it was not their function to act as

advocates for students who were being considered for academic dismissal. The student who was dropped by the college did not have to see a counselor.

### Background and Evaluation of Counselors

At this college, the counseling staff was primarily composed of individuals with training in psychology, student personnel, and social work. All held at least a Masters degree, and some had their doctorate. In 1970 there were approximately 10 general and psychological counselors. This figure remained relatively stable during the next two years (one or two lines might have been lost to academic advising). All counselors occupied faculty (mainly lecturer) lines. In contrast, full-time academic advisors occupied administrative lines.

In 1971 there were 5 full-time academic advisors. Two new lines were created the following year. In addition, many faculty members on released time acted as academic advisors.

Generally, counselors were evaluated through periodic supervisory reports and observation. In addition, student evaluations were used to assess reactions to-and satisfaction with specific counselors.

Self-Assessments of Counseling Effectiveness

Staff from counseling and academic advising were asked to assess the impact of their programs upon student outcomes such as grades and retention. While hard data were not available, impressions were given.

According to the Dean of Students, counseling during the first 3 years of open admissions had made some impact. However efforts were being made to improve services. For example, a peer counseling program began in 1974, and an attempt to improve relationships with faculty was underway.

With regard to academic advising, the coordinator indicated that considerable improvement had occurred since 1970, when nothing was available. Plans were being made to follow students once the Freshman Seminar was over. One interesting point emerged at the conclusion of the interview. Students who were voluntarily dropping out were contacted during the spring, 1973 semester. Many thought their grades were poor and so could not continue. They were advised that they could continue, thus suggesting a potential effect of student-advisor contact upon the retention rate.

## GRADING SYSTEM AND RETENTION STANDARDS

This college developed a dual grading system. The first was the traditional A - F system. A second system involved three categories: "Honors", "Credit", and "No credit." Students were allowed to take up to one-half of the total courses required for graduation on the second system. The first system was used for calculating the grade point average. Courses taken under the second could earn credits, but were not calculated in the average.

Students were not subject to academic dismissal prior to the end of the second semester of the freshman year. Students were expected to have a grade point average of at least 1.50 after the completion of 23.5 credits. Those with between 24 and 35.5 credits were supposed to have a 1.70, those between 36 and 52.5 credits were supposed to have achieved a 1.90 average, and beyond this number of credits a 2.00 (C average) was expected. Students who did not meet these standards were subject to probation or dismissal. It was reported that over the first two years of open admissions, few students were dismissed after one year, even if they fell below the above minimum standards.

CHAPTER 6

JOHN JAY COLLEGE

## EVALUATION OF STUDENTS AND PROGRAM PLANNING

### Fall, 1970

Beginning in June 1970, all students admitted to the college were asked to come in for appointments with counselors and to receive a preliminary orientation to the college. During this meeting, counselor and student worked out a proposed program. Open Admissions Test scores, high school transcripts, and a questionnaire which ascertained the student's interests were used for the program planning. Following this interview students were given an English composition test and were also encouraged to talk with one of the student aides available to answer questions about the college.

In September students registered for courses based on the proposed program. Counselors were available to aid students in arranging class schedules and making necessary changes. However, since not enough sections were available, registration in certain remedial courses was hampered.

The college offered remedial coursework in English, Math, and Communication Skills. With the exception of English, placement was on a voluntary basis.

The college required that students complete a two-course sequence in English composition. Those whose essay was very well written were placed in the upper course. All others were placed in various sections of the lower course. Placement depended on the composition test which was evaluated by faculty in the English department. Those who did best were placed in larger sections, while those with weaker skills were placed in medium and smaller sized sections.

In order to satisfy the 6 credit college-wide Math requirement, the mathematics department offered a two course compensatory sequence which closely paralleled the basic Math course. However, the college had made a decision in the Spring of 1970 not to enroll any student whose OAT mathematics test score placed him in the lower half of the freshman class. Thus, only students in the upper half of the freshman class were even considered for the compensatory or basic math course.

Those students who scored below the 30th percentile on the reading portion of the OAT were strongly urged to register for the course in Communication Skills.

In the early fall the college held a large group social orientation in a nearby hotel. Members of the administration and counseling staff spoke briefly, and the general message was that while college was going to be tough, it was there to help them. Counselors played down the psychological aspects of counseling and stressed the notion that their job was to help students familiarize themselves with the college environment and to show them how to deal effectively with the bureaucracy.

Fall, 1971

For the second open admissions class, several changes occurred in the program planning and placement process.

This year the college administered placement tests in math, speech, and reading, in addition to the english composition. Students came in for testing at the end of May and beginning of June. Typically, the testing process lasted 5-6 hours, after which student aides assisted in the scoring process. Each department evaluated and recommended to the counselor the level of course in which the student should be placed. Based on test scores and a student questionnaire counselors met with students for a program planning conference.

Registration was to have taken place at the end of June, but did not take place till September. As a result, many programs worked out by the counselors were changed by the registrar's office. Part of the problem was due to the relative shortage of remedial courses. Also, many students changed courses without signed authorizations from counselors.

Placement in the math sequence was determined by performance on a specially prepared test. This test consisted of 30 questions in arithmetic and beginning 9th year algebra. The department set up various grade ranges which would assist counselors in recommending placement. However, it was reported that there were insufficient places to handle all of those students needing remediation.

The Nelson-Denny Reading test was used for recommending placement in Communication Skills. This year the department offered two skills courses. Students who were reading below the 9.5 grade level were advised to go into the lower course, while those between the 9.5 - 11.5 grade level were recommended for the upper course. There were an insufficient number of sections available for all students needing remediation.

In the early fall the college again held a freshman orientation program in a nearby hotel. This year students met in smaller groups with counselors and members of the administration.

Fall, 1972

There were some minor changes in the program planning process for the third open admissions class.

As in 1971, students came in for placement testing in May and June. However, the college received a late allocation of students. They were not tested until August. This year the testing process itself took 2 1/2 - 3 hours. Students were then assigned to see a counselor for a program planning conference. In addition to test results, counselors had available the students' high school averages, and financial aid information. Students returned to the college the last week in June for registration.

As in the previous two years, there were insufficient places to handle all students needing math and communication skills. For example, of the 405 students who scored below the 9.5 grade level on the Nelson Denny placement test, only 311 students could be placed in the lower course. Moreover, courses for which students were counseled were often closed.

This year the freshmen orientation program took place during the first week of school, and both students and counselors were involved in its planning. In addition to brief

introductory remarks by the President of the college, student leaders introduced freshmen to the clubs and activities available.

SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK.

#### Centralized versus Decentralized Structure

The organization of remedial-compensatory work at the college approximated the decentralized model. Each academic department (English and Math) was responsible for providing remediation. The Communication Skills program was located within the Department of Counseling and Student Life. This was true all three years of open admissions.

#### Areas of Compensatory Work

1. English. Because so many entering students were academically underprepared, the department believed that all work in freshman composition was essentially remedial. Thus there were no special remedial courses. Instead, students were placed in small, medium, and large sections of the first level composition course. Generally, there were a maximum of 24 students in the small sections, 34 in the medium, and 44 in the large. During the first week of class students wrote another essay, and on this basis could be shifted to another level.

Those students placed in the small section were in need of intensive remediation. Often, students had no formal training in grammar and were not accustomed to hearing spoken standard English. Frequently, they were unable to distinguish a verb from a noun, and in many cases were unable to recognize a sentence. In short, it was necessary to teach English as if it were a foreign language.

Generally, class instruction focused on grammar. Frequent writing was encouraged. Themes assigned in the early part of the term were of paragraph length and of a descriptive nature. However, any technique which helped a student to begin writing - whether narration, opinion, or even poetry - was strongly recommended. Students wrote weekly compositions and instructors were encouraged to provide very explicit critical commentaries instead of only giving grades. However, students who requested specific grades were graded accordingly. Faculty were required to hold 1-2 conferences with students assigned to these sections.

The medium size sections were in some ways the least homogenous of the section types. Generally, students had a grasp of the fundamentals of grammar, but often had serious weaknesses in writing, particularly in handling compound and

complex sentences. Frequent writing was encouraged and emphasis was placed on providing different ideas for compositions. In addition, a solid review of grammar was often helpful.

Students in the large sections often began the course with considerable writing proficiency and were encouraged to develop further their style and treat more complex ideas. Essentially, this was defined as a regular English section and classroom material was often left up to the discretion of the instructor.

The department prepared a standard syllabus. In addition to a standard textbook, materials prepared by faculty members were available. Often, mimeographed copies of student papers or excerpts from periodicals were used. Instructors were advised to remember that the basic course was designed to teach written self-expression and not the appreciation of literature.

Students who needed additional help were referred to the tutoring service. The department had attempted to set up a Writing Center, but this venture failed.

All students were required to write a final essay of at least 250 words. They were given a choice of several topics.

By general concurrence among the English faculty, students were graded in the first level course on the basis of their proficiency-not creativity-in writing. "Proficiency" was defined as the ability to write, extemporaneously, a lucid, grammatically correct, and well-organized essay. Though no systematic evaluative scheme was devised, greater weight was placed on the fundamentals of grammar, sentence structure, and paragraph development than on matters such as commas, apostrophes, and spelling.

Each instructor graded his students' essays and assigned a final grade. Then, at a departmental meeting, the papers were collected and redistributed for grading by other faculty members. When three similar grades appeared on the back of the exam, the final grade was determined. If an instructor was not satisfied with the collective grade, he could appeal to a departmental committee. In most cases, the committee would then ask to see other examples of the student's writing. All students received an A (excellent), P (pass), or K Grade (K = non-punitive F).

Students who failed the course were required to repeat it. However, it was reported that many slipped by and went directly into the upper composition course. Approximately 60% passed in the fall of 1972. The course met for 3 hours and carried 3 credits.

A student whose native language was not English and whose schooling had been in his native tongue might have been placed in an ESL section. Students of Puerto-Rican descent who had been in this country for several years were not accepted. The ESL program consisted of a two-semester sequence. However, students who did extremely well in the lower course would go directly into the regular second level composition course. The ESL program began in the fall of 1972 and there were approximately 25-30 students per section. The course met for 3 hours and carried 3 credits.

All faculty members taught at least one composition course. The department tried to select faculty with prior teaching experience in remedial programs to teach the small sections. The department felt that too few faculty had the necessary background.

There were approximately 35 full-time and 20 part-time instructors in the fall of 1972. In previous years the department had hired fewer part-time instructors.

2. Mathematics. The mathematics department offered a two-course compensatory sequence for students who lacked basic math skills. This sequence closely paralleled the required basic mathematics course.

In the first two years instructors prepared their own syllabi. In essence, each instructor taught what he felt was necessary. By the third year, all instructors used the same textbook. Topics covered in the sequence included sets, algebra of logic, algebraic operations, principles of analytic geometry, methods of computation, and different number bases.

Beginning in the Spring of 1973 the department set up a Math Workshop. While open to all math students, it was primarily used by students in the lower course of the sequence. Faculty members and a student hired by the department were available to help students on their assignments. In addition, students could receive extra help from the tutoring service. However, it was reported that liaison between the department and tutorial service was ineffective.

Instructors assessed a student's progress on the basis of class performance. A, I, or K grades were given. The first course met for 3 hours and carried no credit, while the second course carried 3 credits and also met for 3 hours. In short, the student would not receive credit unless he passed the sequence. If a student failed the first course he was supposed to repeat it. However, many students slipped by and went directly into the upper course. This was true for all of the first three years.

In the fall of 1972 there were approximately 500 students enrolled in 20 sections of the first course. Approximately 50% passed the first time.

All faculty members taught the remedial as well as regular math courses. In the fall of 1972 there were 15 full-time and 10 part-time staff members. In previous years far fewer faculty members taught the remedial courses.

#### Communication Skills

For the first year of open admissions the college instituted one course in communication skills. A second course was added the following year.

Beginning in 1971, students enrolled in the lower course were given the California Achievement Test for diagnostic purposes. In many cases instructors did further individual diagnosis by administering other tests. Based on their evaluation of each student's weaknesses, an appropriate remedial program was prescribed for the individual student. Typically, this was done during the first two weeks of the semester.

The lower course was designed for students needing a great deal of work in the area of reading. Major emphasis was given to comprehension, vocabulary, and development of concentration skills. The upper course was designed for those who had little difficulty in reading itself, but nevertheless encountered a great deal of difficulty in their studies. Reviewing, skimming, scanning, summarization, outlining, organization, note-taking, and proper use of the library facilities were stressed.

There was no uniform teaching approach and each instructor prepared his own syllabus. Students in the lower course received individualized attention in their specific area of weakness. Furthermore, they spent 12-15 hours during the semester in a lab setting. In addition to their teaching load, full-time faculty were expected to spend several hours a week in their office. As a result, many students were individually counseled and tutored.

Beginning in 1972 the Communication Skills program began the Open Reading Laboratory Program. This program was initiated because many students who needed supportive services in reading were not enrolled in the communication skills courses. In part, this was due to the limited amount of space available and because of the small amount of credit offered. The Open Lab was open every afternoon to all students, including those

in the communication skill courses. When a student came for help his reading scores were checked (if no scores were available, he was tested) and an individual conference was held. The instructor would then develop an individualized program for the student.

The Open Lab was staffed by faculty and two student aides. Each instructor was expected to spend two hours weekly in the lab. The entire operation was individualized and students who had a particular difficulty (such as note-taking) were able to get assistance from one of the instructors. However, the program was small in scope because of the limited amount of time in which the lab was available.

In order to evaluate the student's progress in the lower course, each instructor administered an exam. This might have been an informal reading inventory or an alternate version of the CAT. Moreover, instructors would take into consideration the student's class performance, that is, the efforts and gains made during the semester. Students in the lower course who did poorly were expected to repeat the course with the same instructor. Those who passed were expected to take the upper course. Students received an A, P, or K grade.

In 1970 the single course met for 3 hours and carried 1 credit, while in 1971 and 1972 both courses met for 3 hours and carried 1 credit.

In the fall of 1972 there were 20 sections of the lower course. While the "ideal" section consisted of 12 students, many sections had up to 18 students. There were approximately 30 students per section in the upper course.

By the fall of 1972 the department had 5 full-time and 4 part-time instructors. In 1970 there were only 4 full-time staff members. Full-time faculty taught 4 classes.

#### Tutoring

The tutoring program began in the fall of 1971 and responsibility for coordination rested with the Dean of Students office. Tutoring started as a small experimental program that consisted of 11 tutors and one room for its operation. By the end of the third year it had expanded to a program that exceeded 35 tutors, 5 meeting rooms, 2 workshops, and visual aids. The program attempted to reach students who were failing or close to failing, and the main function of tutors was to bolster the student's understanding of the subject matter.

### Self-Assessments of Remediation

The college had not yet instituted research procedures to assess the impact of remediation on student performance. However, faculty were asked to evaluate the impact of remedial-compensatory work within their department.

According to the Deputy Chairman of the Freshmen English Program, one year of english composition was not enough in many cases. Often, students who passed the basic course failed the more advanced composition course. In addition, the need existed for a linguistics center which would service students needing extra help.

According to the Coordinator of the Freshmen Math program, the department was in the process of trying to assess the impact of the compensatory course sequence. There appeared to be divergent views among faculty. Many seemed to question the original assumption that the compensatory sequence was equivalent to the basic modern math course. They seemed to believe that it was not. Plans for the fourth year included expanding the workshop facilities and offering a workshop course for students who lacked the basic skills needed for entrance into the compensatory sequence. Moreover, the department was trying to tighten controls over placement in math courses.

The Coordinator of the Communication Skills program felt that there was a great deal of student interest in the program. In fact, many students enrolled told their friends to register. Similarly, feedback from faculty in the academic areas was positive. Often, they encouraged students to take advantage of facilities (such as Open Lab). Interest in the program was enhanced by close faculty cooperation and communication. According to the coordinator, the entire communication skills staff was strongly committed to its work. This was especially true in the third year. Moreover, the program was strongly supported by the administration.

In order to strengthen the communication skills program several needs were noted. These included the following: more faculty and in-service training programs, and the need to link reading with content area courses. That is, all reading skills work should be applicable to academic areas.

Plans for the fourth year included expansion of the Open Reading Laboratory Program and requiring that all entering freshmen scoring below the 11th grade reading level on the Nelson-Denny Reading test enroll in the skills courses.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Department of Counseling and Student Life was administered by the Office of the Dean of Students. This was true since 1970.

### Counseling Functions

The counseling office provided students with all types of counseling services. The primary emphasis was on academic and personal counseling. However, financial aid, placement, exit, veterans, and drug counseling were also available.

### The Counseling Division of Labor

The counseling functions resembled the generalist model. With the exception of financial aid and career counseling, all counselors were expected to provide academic and personal counseling. Despite some criticism of the generalist approach, most counselors seemed to prefer this to specializing along traditional academic and psychological lines.

### Styles of Counseling

1. Medical versus Outreach. The orientation of the counseling office resembled the outreach model. That is, counselors were

expected to periodically contact students in order to discuss possible personal problems and to get some idea of their academic adjustment.

Freshmen who were having academic problems came to the attention of the Dean of Students through an early warning system. Instructors were expected to give a quiz after 6 weeks and then submit the names of students who were in danger of failing. The Dean of Students then sent early warning cards to counselors, who were supposed to contact the student by letter or telephone, if necessary. Almost all students who received letters came in to see a counselor.

Although the college had no mandatory attendance regulations, instructors were asked to take attendance and notify the counseling office if a student had been absent three times. Counselors then contacted those students, and afterwards, informed the instructor of the reason for their absence. Both these procedures started in 1970.

The counseling office also tried different methods to reach greater numbers of students. In December 1971 a "Quick Counseling" program began. Under this program a counselor was available during peak hours to answer minor questions or provide

immediate assistance, without the need for making an appointment. During the Spring of 1972 two counselors set up a "Snoopy" booth in the student lounge, offering "psychiatric" advice for five cents. Student response to the booth was positive, and a number of new counseling contacts were made.

Often, faculty members who had problems with their poorer students would ask counselors for assistance. Many faculty were not prepared to deal with the large number of academically under-prepared students who entered the college under open admissions. Prior to open admissions, the majority of students attending were older and often members of the uniformed services.

In effect, then, counselors were in contact with incoming freshmen during the initial program planning and placement process, and responsible for maintaining contact throughout their freshman year.

## 2. Mandatory versus Voluntary, Counselor-Student Interaction.

During the first year of open admissions, students were encouraged to come in to see their counselors and, in turn, counselors made an effort to reach students who did not come through letter and telephone contact. Despite these efforts many students were not seen regularly and mandatory counseling was instituted in

the fall of 1971. Counselors were required to see freshmen three times per semester for the full year. While the program met with some success, the inability to "track" students and enforce this requirement created some difficulty. In order to develop an effective system, a "Structured Counseling" program began the third year and, no student was permitted to register unless his program had been approved by the counselor. For the spring semester, the program was modified and only freshmen and sophomores were required to see a counselor prior to registration.

3. Dyadic versus Group Counseling. During the first two years of open admissions, the main focus of the counseling service was on individual counseling. Group counseling was developed by counselors interested in specific areas and particular problems. Among the groups were one in Gestalt Psychotherapy, one focusing upon drugs, an encounter group, a general discussion group, a career advice group and the beginning of a peer group program. However, student response to these informal group activities was not generally positive or encouraging, and by the third year they were considered only a small aspect of the counseling program.

Beginning in the Spring of 1972, the counseling service offered an experimental 2 credit orientation course for fresh-

men. This course, called "Freshman Colloquium", was offered during the 3rd year and again considered experimental.

The Freshmen Colloquium was not a lecture course, but rather an ongoing experiential course in human growth and behaviour with a central theme focusing on college adjustment. In essence, it was a problem solving, reality-oriented discussion group with the aim of helping students succeed in college.

The colloquium was led by members of the counseling staff and met for 3 hours. Attendance was required and grading was on an A, P, or K basis. While geared for incoming students with "adjustment" problems, enrollment was on a voluntary basis. There were 15-20 students per section, and during the fall semester approximately 200-250 students registered.

4. Therapeutic versus Socialization Goals. With the advent of open admissions the counseling service shifted from the traditional clinical model toward the socialization model. Although this met with resistance from some counselors, who continued to engage in short or long-term therapy, the primary focus was on orienting the student to the college environment. According to the Dean of Students, counselors were there to help students deal effectively with the bureaucracy,

and often could be the difference between the marginal students' decision to drop-out or stay-in.

5. Peer Counseling. During the first three years peer counseling was used on a limited basis.

#### General Definition

Each counselor was randomly assigned approximately 50 incoming students. While freshmen received the majority of services, the counseling office was still responsible for providing services to the general college community. Thus, the actual student-counselor ratio was much greater.

In 1971-72 the counseling office recorded a total of 7052 appointments with students. Many of these appointments were on a recurring basis, involving as many as twenty or thirty sessions. Additionally an estimated 750 students were seen through the Quick Counseling program. During the 1972-73 year counselors scheduled over 11,000 appointments. Beginning in 1972 counselors kept a record of the number of contacts they had with students, using a 3-part file card (for the student, counselor and office).

Incoming students were assigned to one of the counselors during the initial program planning process, but during the fall they could change to another counselor if they chose to

do so. At the end of the Fall 1972 semester the department prepared a counselor profile booklet, and students could select counselors on the basis of their background.

### Counselor-Faculty Relationship

As stated previously, faculty often relied on counselors for assistance in dealing with students. If necessary, counselors would intervene and their role was often that of an ombudsman.

The counseling office also worked closely with the Committee on Academic Standards. Students who were being considered for academic dismissal received a letter from the registrar. At the same time the Office of the Dean of Students received a copy and they would send a letter to the student asking him to come in. On the recommendation of counselors, students who were being considered for dismissal could be retained.

No student was supposed to leave the college without seeing a counselor, and the services of the college were available to students for up to one year. During the exit interview, counselors attempted to deal with the students' anxieties and provide information on available options.

### Background and Evaluation of Counselors

Prior to open admissions the department had only 5 or 6 counselors, but in 1970 the number of counselors increased to 15. By the end of the third year the department had 25 counselors.

Since 1970 there was an increase in the number of Black and Puerto Rican counselors, and the department began moving away from hiring people with clinical backgrounds. While a predominant number of counselors had backgrounds in clinical psychology, many came from police, counseling, or social work areas. The preference was to hire people with Doctorates, and no one had less than a Master's degree.

Approximately 1/2 of the staff held a joint appointment with the psychology department. The rest were on full-time counselor lines. With the exception of financial aid counselors, all were on faculty lines and rank depended on background.

In 1971 and 1972 the department provided a setting for interns in graduate and undergraduate programs from other colleges. Attempts were made to involve the interns in the regular counseling activities of the department, under supervision.

The counselors were subject to a professional and administrative evaluation. In the professional evaluation the counselor's effectiveness was rated by his or her supervisor, while the administrative evaluation was done by the Dean of Students, who measured their overall performance. According to the Dean, one way to evaluate counselor effectiveness was to look at the retention rate of those students assigned to them. Some counselors had high retention rates and others low rates. Thus, the approaches used by those with high rates could serve as models for the others.

#### Self-Assessment of Counseling Effectiveness

During the second and third year the department undertook a number of studies to assess the impact of counseling services on various student outcomes.

In September, 1971 the department initiated a program designed to identify and aid students in academic difficulty. Of the 623 students who entered in 1970 and were still enrolled after one year, 218 were identified as being in "academic difficulty." Grade point average was a primary criterion, but not the only one employed. Each student was asked to confer with a counselor, and 88 or 40% did. In their conference, the

counseling staff found that family problems, lack of college motivation, and heavy job demands were the most frequently expressed reason for academic difficulty. Of the 218 students in difficulty, considerably fewer of those who were counseled (14% as compared to 21%) dropped out during the Spring 1972 semester. This could have been due to self-selection factors, rather than counseling impact.

It was the consensus of counselors who worked at identifying and counseling students in academic difficulty that the process of tracking student experiences should be an on-going activity of the department. This feeling partially grew out of the fact that many of the students in academic difficulty, who appeared for counseling after being identified and contacted as a result of the study, had not previously sought or been referred to counseling (either because faculty did not notify the Dean of Students or because some counselors did not follow-up the notifications), though they had clearly been having difficulty adjusting to college.

In the spring 1972 semester 190 students identified as being in academic difficulty were contacted. Of this group, 32 were on the dismissal list (G.P.A. of 1.65 or less) and 158

were on the probation list (G.P.A. of 1.9 or less). A total of 92 students were seen at least once during the semester by a counselor.

Of ninety-two students who saw a counselor at least once, 62% showed academic improvement in the Spring Semester. Of the ninety-eight students who did not see a counselor, 48% showed academic improvement. Of those students seeing a counselor, 19% dropped out, whereas of those who didn't see a counselor, 48% dropped out. The results of this study indicated that the students who received counseling were more likely to be successful than those who did not. Again, however, this could be attributed to factors other than counseling.

An ongoing research project was included in the freshman colloquium. Approximately 250 colloquium freshmen were compared with non-colloquium freshmen during the Fall 1972 semester. Comparisons were done on the basis of grades and an attitude questionnaire. In terms of grades, both groups achieved roughly the same grade point average. However, the colloquium group took significantly more remedial non-credit or low credit courses than the non-colloquium group. This suggested that the group members, as seen by counselors before the semester began, were thought to need more help in meeting the demands of the college. Despite this apparent initial deficit, colloquium

students did as well as the supposedly better prepared students. The counseling staff felt this could be due in part to participation in the colloquium (we note, however, that the findings could be due to a number of other factors).

Thus, the research to date at least suggested that counseling had made some impact on student performance.

#### GRADING SYSTEM AND RETENTION STANDARDS

The standard A - F grading system was in force at this college. However, for compensatory courses, and in the freshman year generally, failures were not computed in the academic index. This policy applied to regular courses only during the freshman year.

It was college policy that no student would be dismissed for academic reasons in the freshman year. After this period, students were placed on probation if the cumulative average fell below a "C". Students whose academic index fell below 1.70 were subject to dismissal. Students could also be dismissed if they failed a required course three times.

CHAPTER 7  
LEHMAN COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

During the summer of 1970, the initial processing of students took place. The responsibility for this was located in the Office of the Dean of Students. For approximately 6 weeks groups of 100 students each were scheduled for a visit at the college. These visits lasted for a whole day. In the morning students were given a preliminary orientation, being addressed by the Dean of Students and other college staff. All students filled out the College Student Questionnaire (CSQ) which provided the college with demographic and socioeconomic background data. Some students took achievement and advanced placement tests. The Nelson-Denny reading test was also administered in order to validate student performances on the open admissions reading test which had been previously administered in high schools during May of 1970.

During the lunch hour these tests were scored. The scores were then collated for each student.

After lunch hour students met individually with counselors who had the student data in front of them. The function of the counselors was to advise the student regarding an appropriate

program. After a suggested program was worked out (and in the first year placement to various compensatory courses was not mandatory), the student then went to the other side of the room in order to formalize the courses and schedules with representatives of the registrar's office. If there were any problems after this procedure had been completed, the students were then supposed to have further consultation with counselors. In summary the basis for program planning consisted of open admissions test scores, Nelson-Denny test score, and the high school record.

While placement in the first year was not mandatory, there were certain criteria used for advising students to register for one or all of the following compensatory areas: (1) writing; (2) reading and study skills; (3) math.

Placement in compensatory mathematics courses was based entirely upon assessment of the high school record. Essentially any student who had taken less than 2 and 1/2 years of high school mathematics was deemed to need some compensatory work in this area. The specific initial placement depended upon the amount of high school mathematics work which had been completed.

Placement in writing courses was based primarily upon scores on the OAT reading test. Students ranking at the tenth percentile or less were placed in the first level writing course. Students ranking from the eleventh through the twentieth percenti

were placed in the second level writing course. Those ranking from the twenty-first through the fortieth percentiles were placed in the highest level compensatory course.

Students who showed weakness in reading skills as indicated by OAT scores and the Nelson-Denny test were encouraged to register for a course in reading and study skills. It is not clear that specific cut-points were used. Counselors had considerable discretion.

Subsequent to the initial visit to the college for purposes of testing, academic advisement, and registration, students visited the college for a second time just before the start of classes in the fall of 1970. The purpose of this visit was essentially to orient the student to academic life at the college. These orientation sessions were run by upper class students. Included in the orientation sessions were "sample lectures" given by selected faculty. Attendance at this orientation session was not mandatory.

#### Fall, 1971

For the second open admissions class, several changes occurred in the assessment and placement procedures. Students were brought to the campus earlier (in April) for testing and registration procedures.

During this year the college changed its assessment procedure by utilizing the American College Testing Program Asses-

sment Test (ACT). This was the primary assessment instrument. The ACT is a standardized test with national norms. Essentially, it consists of four subtests as well as a total score. The subtests are as follows: (1) english usage; (2) mathematics usage; (3) social studies reading test; (4) natural science reading test. The test was administered in April to those students who indicated that they planned to attend the college. After the scoring service had transmitted the results for each student back to the college, counseling and registration procedures similar to 1970 were used. However, certain significant changes in the use of the data occurred in 1971. Whereas in 1970, counselors had considerable discretion in advising and suggesting to students the nature of their programs, the counselors had available suggested cut-points based on ACT scores in 1971. Students who scored below the 30th percentile (of Lehman students) on the social studies section of the ACT were supposed to be placed in reading and study skills courses. Placement in writing courses occurred for students who placed in the lowest quarter of the english usage subtest of the ACT.

Whereas placement in remedial courses was largely advisory in 1970, placement in 1971 became mandatory. During the first year of open admissions it was possible for a student to make changes in the program and to disregard advice given by the counselor. In 1971 the program which the student brought to the registrar's staff had to be initialed by the counselor and any changes also had to be initialed by the counselor during the

registration phase. Presumably, this provided a basis for greater control over placement. Some effort was also made to restrict the credit loads taken by students with high school averages of less than 70.

Fall, 1972

The processing of 1972 freshmen involved some changes from the previous year. Testing (using the ACT) was conducted in April. At this time students met with counselors and also were able to receive financial aid counseling. Three to four weeks later the test results were available and the students were asked to return to the campus in order to plan programs. Departmental faculty in English and Math had greater control in setting placement guidelines. There was a change in criteria for placement in reading courses. Freshmen whose score was below the twentieth percentile on the social studies section of the ACT were placed in reading and study skills courses. Placement criteria for math and writing were identical with the previous year.

The major change in 1972 involved the attempt to institute greater control over the total configuration of student programs. For example, students who required various combinations of remedial courses were restricted from registering for certain other courses. That is, a student who required remedial reading would be restricted from registering for certain introductory courses (such as history

or sociology, which presumably, required a level of reading skills which the student did not have). This method of planning a total course configuration is referred to at the college as "block programming". Based upon the academic strengths and weaknesses of the student and his consequent placement in compensatory courses, various other courses would be open or restricted to him. The actual structure of any given student's program was carried out using a computer procedure in which various configurations of courses existed, and students were placed in them. It is our impression that the college did attempt to implement this plan, although it did not occur for every student. The reasons for this are unclear, but are probably due to problems of availability of space in various sections of courses and related administrative difficulties.

#### SUPPORT SERVICES 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

##### Centralized Versus Decentralized Structure

The remedial effort at this college approximated the centralized model. With the exception of compensatory work in mathematics, all other course work was offered within the Academic Skills department. This model existed in 1970 and continued in this form through the first three years of open admissions.

Areas of Compensatory Work

This college offered compensatory work in the following areas: (1) writing skills; (2) reading and study skills; (3) mathematics. As noted above the mathematics work was offered by the math department. The other work was offered by the academic skills department. Work in all of these areas was offered from the very beginning of open admissions in 1970.

1. Writing Program. In 1970 placement into compensatory writing courses was "strongly suggested", but not mandatory. Beginning in 1971, placement was mandatory.

Three core courses were offered over the first three years. The third course was the most advanced, and was considered the equivalent of the regular freshman composition course. It carried three credits and met for four, rather than three hours. This allowed it to proceed at a somewhat slower pace. The two more elementary courses carried no credit. The three courses constituted a sequence. Some students could be placed in the third writing course which gave credit. In this case completion of the course satisfied the english requirement. Students requiring more elementary compensatory work were placed in the two earlier or lower level courses. If a student passed either of these courses in the initial semester, he then moved into the third level freshman course. If a student did not pass the first level course, he then moved to the second

course in the more elementary sequence. In short, at the end of the first writing course, some students were deemed ready to attempt the slowed up version of the regular course, while others were considered in need of further work on writing fundamentals.

The general aim of the writing program was to enable the student to write at a level required in order to satisfy the freshman composition requirement. In addition, of course, this level of skill was expected to enable the student to complete successfully advanced english courses as well as courses in other departments which often required extensive writing skills.

The specific goals of the program were to help the student to master the mechanics of writing, such as sentence structure, word usage, punctuation, spelling, and subject-verb agreement. In addition the program aimed to help the student develop skills in organization and the development of an idea. A variety of materials were used as topics for writing. These could include students' personal experiences, literature, and the like. Students were required to write frequent essays of 350 to 500 words. At least one of these had to be in the format of a research paper (utilizing the ideas of others, with the proper use of footnotes). All of the courses met for four hours per week. In addition to the writing assignments, students were expected to meet with the instructor two to three times each semester for an individual

conference. Sometimes these conferences were held with 2 or 3 students jointly. However, the writing coordinator indicated that there were some problems in assuring that students would show up for conference appointments.

The essential style of the writing program was generic. That is, the focus was upon the acquisition of certain general skills, grammar, idea development, etc. which, presumably, constitute the criteria for good writing in any substantive area.

The work in the writing courses moved along essentially at the pace considered appropriate for the class by the instructor. There could be more or less work or greater or lesser attention given to certain writing problems, depending upon the individual student, but the overall pace of work was determined by the instructor.

The primary criterion for evaluating students taking compensatory writing was the assessment of student compositions. The emphasis was upon quality of paragraph structure and absence of grammatical errors. In order to pass the introductory compensatory writing course, students had to complete at least a 300 word composition with no more than five grammatical errors. This was an explicit department policy in 1972. In cases where the teacher was unsure about passing the student, one or two other instructors might review the student's work.

Given the structure of the writing program, students could complete the writing requirements in anywhere from one to three semesters, depending upon the course into which they were initially placed. In connection with initial placement, it should be noted that at the beginning of each academic year, students placed at the beginning level course were asked to provide a writing sample. On the basis of this sample students could be shifted to another course in the sequence. Students in this beginning course frequently were in reading and study skills courses as well. Optimal class size was considered to be between 15 and 20 students. However, in some cases classes had between 25 and 30 students. In the writing program, courses were taught only by full time faculty. Almost all of these were on lines belonging to the academic skills department.

2. Reading and Study Skills Program. The reading program basically consisted of a two course sequence offered over all three years (not including a special reading course in the natural science area). The first level reading course was generic in its orientation. That is, it involved reading and study skills thought to apply over the whole range of college work. The objectives of this course were as follows: learning how to use and read a text book, the development of critical reading skills (such as extracting main ideas), developing writing skills (such as how to outline, how to paraphrase, how to summarize), skills for taking tests effectively, how to write a term paper, and vo-

cabulary development. The second reading course was more content oriented. That is, it was designed to develop reading and study skills in three substantive areas: social sciences, humanities, and sciences. The skill-content linkage was further expanded beginning in the Fall of 1972. Specifically, one experimental section of an introductory history course was composed of students with weaknesses in reading skills. This section was then team taught by a history instructor and reading skills instructor. In 1972 a third course was offered which focused specifically on providing students with reading skills in the natural science area. The latter was designed to provide a special service for students who might wish to major in one of the natural science areas.

With regard to placement, students were "encouraged" to register for these courses in 1970. Beginning in 1971, those students defined as needing such compensatory work were placed in these courses on a mandatory basis.

In 1970 the two basic reading and study skills courses met for two hours per week and carried no credit. In 1971 no credit was given, and the introductory course was increased from 2 to 3 class hours per week. The course in reading skills for scientific courses, introduced in the Fall of 1971, met for 3 hours a week, but carried no credit. Beginning in 1972 the two basic courses carried 2 credits, but the science reading course carried no credit.

In 1971 a laboratory was established in connection with the reading courses. This laboratory became more fully developed by 1972. Students scoring below the 10th percentile on the Nelson-Denny Reading Test were expected to spend two hours per week in the reading lab. The lab also was intended to serve upperclassmen with reading problems in particular courses. The laboratory operated on an individualized basis. Diagnostic testing was carried out, designed to assess the specific difficulties which a student might exhibit. Compensatory work was then planned on the basis of the needs of the individual student. Staff of the reading laboratory were expected to provide the students, instructors, and counselors with information concerning progress.

There were no uniform criteria defining satisfactory completion of a reading course. Each instructor made a decision based upon his familiarity with the student. However, every student was expected to write a term paper in which competence in doing library research was to be demonstrated. Students who did not pass the first level reading and study skills course were expected to repeat it. Those who did pass might or might not be required to take the subsequent course. This depended upon the recommendation of the instructor.

In the reading and study skills area in 1972, the staff consisted of twelve full time reading instructors, one full-time laboratory instructor, one full-time instructor for the

science reading course, plus a part-time instructor for this course. Prior to 1972 the number of full time instructors was smaller and there was no laboratory instructor.

3. Mathematics. This college's compensatory mathematics courses were offered independently of the academic skills department. Although the college did not have a mathematics requirement for graduation, it did at the outset, advise that students without high school exposure to certain mathematics courses, take compensatory work in mathematics.

In Fall, 1970 three elementary core courses were offered. The first was designed to review basic arithmetic and to develop numerical competence. The other two courses were designed to provide students with background not received in high school math. The basic aim of these courses was to develop competence in numerical skills (such as computing percentages, dealing with decimals, etc.), concepts in algebra, and in geometry. It was felt these skills would enable students to meet the mathematics requirements which might be encountered in most college courses (for example, the ability to read a table in a sociology course, or to understand the results of a psychology experiment). For students who might be interested in majoring in natural sciences or areas requiring more mathematical background, additional compensatory courses were developed by the department.

Placement in the core elementary courses was not mandatory until 1972. The more advanced compensatory courses were mandatory only for those prospective math or science majors with inadequate preparation.

In 1970 the arithmetic review course carried no credit and met for two hours per week. The other two courses carried 1 and 2 credits respectively, and met for 6 hours. In 1971, the arithmetic course was not offered. The core work consisted of the other two courses offered in 1970. These continued to carry the same credits and hours as in 1970. The major change for 1972 was that these two courses met for 5 rather than 6 hours. In addition a third course was offered which was a more advanced version of the first two courses. It was designed to serve students who had some high school algebra, but not enough to satisfy college requirements. Completion of the first two courses was required.

One major change in the structure of the mathematics program occurred between 1970 and 1972. In the first year of open admissions, the courses proceeded according to a traditional lecture classroom format. However, a self pacing, modular approach began on a tentative basis in 1971 and became more fully structured in the fall of 1972. The modular approach may be summarized as follows: Each course was subdivided into four units. In order to receive credit for one of these courses, the student had to

complete the work in all of the four modules comprising the course. It was intended that each module would require not more than three week's work. When the student had completed a module, he then took a uniform examination prepared by all of the instructors teaching various sections of that course. If the student passed this examination, he then proceeded to the next module. If he failed, he repeated the module. This procedure was repeated throughout the four module sequence. Students who did not complete all four modules within a given semester would be asked to repeat the course from the point at which they left off in the preceding semester. Students who completed all modules received a grade, while those who did not complete them simply received a grade of "no credit" for the course.

If students required extra work, they could ask for help from the instructor. However, there was no math lab facility. Tutoring was available for those who needed it. Tutors were under the supervision of the Dean of Student's office. They were upperclassmen with demonstrated facility in math.

Full-time faculty had primary responsibility for teaching the compensatory mathematics courses. However, several adjunct lecturers participated in the teaching of compensatory sections.

#### Self-Assessment of Remediation

Over the first three years of the open admissions program, the college had conducted no systematic studies of the impact of remediation. The only evaluations were impressionistic.

The math department reported that students who took the pre-calculus compensatory course in 1972 did better in the regular calculus course than those who did not take the compensatory course.

Aside from the above report, faculty in other compensatory areas were not able to provide any information relating to evaluations of program impact.

#### SUPPORT SERVICES, 2: COUNSELING STRUCTURE

##### Administrative Locus of Counseling.

From the outset counseling services were located in the Office of the Dean of Students. This arrangement continued through the first three years.

##### Types of Counseling

All types of counseling were offered. However, the primary activities involved academic counseling.

##### Counseling Division of Labor

The counseling model conformed more closely to the generalist than to the specialist type. That is, counselors handled all kinds of student problems. However, there was some specialization with regard to financial aid counseling, and there were some counselor

whose work was primarily of a clinical nature with emphasis on the traditional therapeutic function of the clinical psychologist.

### Styles of Counseling

1. Medical versus Outreach. Counselors played a very central role in the open admissions effort at this college, since they were primarily responsible for the initial processing, orientation, and registration of incoming freshmen. This was true from the outset of open admissions. In 1970 the counselors were available during registration. However, staff from the office of the registrar actually registered the students. This was also true in 1971. In 1972 the counselor was supposed to play a more active role in helping the student to plan his program. This occurred during individual conferences with students which were held in May prior to fall enrollment.

For the 1970 freshmen counseling was voluntary after the beginning of school. However, in the first year, letters were sent out advising freshmen of the counseling services and encouraging them to seek the assistance of the counseling staff. Students who were doing poorly, based upon midterm grades, were again sent notices to seek counseling. It is unlikely that the monitoring of midterm academic standing could have been very effective, since the information was dependent upon the reporting by faculty of those students who were doing poorly. Most fac-

ulty probably did not follow this practice. Prior to registration for the spring term each student was asked to consult with a counselor in order to plan a program for the next semester. This system depended very much upon the willingness of students to voluntarily meet with counselors. It was the assessment of the counseling staff that this structure was not effective. As a result the college instituted a major change in the counseling structure beginning in Fall, 1971. This change (described below) increased the outreach orientation of the counseling, particularly for students with low high school averages.

2. Dyadic versus Group Counseling. Beginning in the fall of 1971 students with high school averages of below 75 were required to register for a group counseling course called "freshman colloquium". This course met for one hour per week during the first semester. In 1972 the colloquium was offered to all incoming freshmen, regardless of high school average.

The aims of the freshmen colloquium were essentially to provide students with a detailed orientation to various aspects of the college so that they would be able to function independently and effectively later on. The attempt was made to maintain the size of the counseling groups at not more than 15 students. This was true for those students with high school averages of less than 75. For those with averages above this cut-off, the groups were larger. For the below 75 group, the

counseling sessions occurred each week for the entire first semester. For the other students, the sessions ran from 6 to 8 weeks.

Illustrations of the content of the group counseling discussions are as follows: at the beginning of the term, students' programs were reviewed for correct course placements; deadlines and procedures for changing programs were discussed; later on in the term students learned about the grading system, curriculum requirements, financial aid, extra-curricular activities, and various administrative procedures; toward the end of the term the counselor assisted students in planning programs for the following semester; vocational and educational goals were also discussed. In addition the counselor in charge of each group was also the counselor whom the students would contact for individual counseling. Each counselor was expected to monitor students' academic progress during the semester. These colloquia provided a setting in which students could acquire information necessary for handling the routines required by the college. In addition they allowed students to see that many of their problems, rather than being unique, were in fact shared by their peers.

Students who did not belong to the colloquium were expected to see a counselor in order to plan programs for the second semester. The extent to which students did this is not known.

3. Mandatory versus Voluntary Counselor-Student Interaction.

Prior to the introduction of the Freshman Colloquium, counseling was voluntary. In 1971, registration for the colloquium was required, but attendance was voluntary. In 1972 attendance was mandatory for students with high school averages below 75. For those above this cut-off, it was voluntary.

4. Peer Counseling. In addition to the counselor, the freshman colloquium staff consisted of a peer counselor (an upperclassman trained by the counseling staff) and sometimes a faculty person who, on the basis of interest, volunteered to participate in the sessions. Aside from this, there was no peer counseling program (although such a program developed after the third year).

5. Therapeutic versus Socialization Goals. The essential thrust of the counseling service at this college has been to enhance the socialization of the student to college life. The more traditional dyadic, therapeutic type of counseling did exist in those cases where the counselor thought it necessary for a student. In this case the student was referred to one of the clinically trained staff. Overall, an effort was made to define counselors as facilitators rather than authority figures.

### Counselor-Faculty Relationship

With regard to relationships between counselors and faculty, it is our impression that there was relatively little contact between the two over the first three years of open admissions. Counselors might sometimes contact a faculty member on a student's behalf, if the student requested it. On the other hand, faculty would occasionally refer students to counselors. The Office of the Dean of Students each year requested that faculty contact the Office in cases where they felt that counseling would be helpful. However, the extent of faculty response is unknown.

### Background and Evaluation of Counselors

With regard to the background of counselors, the majority were trained in one or another of the behavioral science disciplines. Counselors were from a wide age range. About 45% were females. With the exception of financial aid counselors, all counselors occupied faculty lines. Counselors were evaluated yearly by supervisors in the Dean of Student's Office. In addition, student evaluations were obtained.

### Caseload Definition

Typically a counselor was responsible for four sections of the freshman colloquium. The remainder of the time during the week was spent seeing students on an individual basis. We have no reports of the number of individual contacts made over each of the first three years of open admissions. It is not clear that such records were kept. However, we were informed that between one-half to two-thirds of the total counselor effort was devoted to the freshman groups.

### Self-Assessment of Counseling Effectiveness

With regard to the evaluation of the effectiveness of counseling services, staff representatives themselves considered the counseling structure to be ineffective in 1970. However, beginning in 1971 and particularly in 1972, it was felt that the development of the freshman colloquium significantly improved the effectiveness of the counseling services. The staff felt that without the colloquium, many students would have been lost. They felt that the retention rate was increased in the freshman year as a direct result of the colloquium.

## GRADING SYSTEMS

The grading system at this college adhered to the typical A-F system. In addition students were allowed to register for courses on a "pass/fail" basis for a maximum of 18 credits, subject to certain qualifications. Where this option was elected, the student received credit for the course if it was passed, but the passing grade was not calculated in the grade point average.

In certain courses, notably freshman English and compensatory courses, those who did not pass typically received a grade of "no credit". This grade differed from the typical "F" in that it was not calculated in the student's academic index. The student also had the option of withdrawing from courses. This occurred for various reasons. The student might have been doing very poorly in a course, or there might have been other pressures which required the student to withdraw. If this was done before the end of the fifth week of a semester, the student received a grade of "W". This grade was the equivalent of not having registered at all for the course.

## CRITERIA FOR MAINTENANCE OF GOOD ACADEMIC STANDING

Initially, students at this college were not to be dropped for poor scholarship before they had registered for 24 credits.

If they had registered for at least this number and their grade point average was below 1.7, they were subject to academic dismissal by the committee for academic standards and evaluation. However, if there were indications of improvement, students who did not meet this criterion could be allowed to continue as matriculated students. Inasmuch as many students would not have attempted 24 credits by the end of the freshman year (due to the fact that they took remedial and compensatory courses which carried little or no credit), they would not have been subject to academic dismissal at the end of the freshman year. However, students who had attempted 24 or more credits and fell considerably below the 1.7 criterion could have been dismissed. It is not clear, however, that such students were actually dismissed.

Beginning in the 1972-1973 academic year, the number of credits allowed before a student was considered for academic dismissal was increased. At this time a student could have attempted up to 35 credits and would not be subject to dismissal if he maintained at least a 1.7 average. However after attempting 53 credits a student was subject to dismissal, if, by this time, he had not attained a 2.00 average.

In short, the criteria for the maintenance of good academic standing became somewhat more permissive with regard to the time period during which a student would be allowed to meet minimum standards.

Students scheduled to be dropped from the college had the right to a review of their records by a subcommittee which would include 2 members of the Committee for Academic Standards and Evaluation and a counselor from the Office of the Dean of Students.

CHAPTER 8

MEDGAR EVERS COLLEGE

## EVALUATION OF STUDENTS AND PROGRAM PLANNING

The college opened in the fall of 1971. It offered both Associate and Baccalaureate degree programs. It was originated to serve a predominantly Black community. Over 90% of the student body was of minority group background and of lower economic status. Almost all of these students were open admissions students; that is, they had earned high school averages of less than 80. Because of this, the position of the college was that for practical purposes, all students were educationally disadvantaged and in need of compensatory work.

In both 1971 and 1972 no systematic testing was conducted for placement purposes. All students were placed in the so-called CORE program, a compensatory structure designed to develop basic skills in the context of academic courses (to be described in greater detail below). The compensatory aspect of this program aimed to improve students' skills in the language area (writing, reading, and study skills).

Although there was no college-wide mathematics requirement, compensatory work was available. In the first year, it was reported that about a quarter of the freshmen took

a remedial math course. However, there were no formal assessment procedures for placement. We believe that students were advised to take this course if they expressed some interest in the math-science area and showed weak preparation. In the second year, the Division of Natural Science developed a twenty item math placement test in order to assess computational skills. Approximately 350 students were reported as taking remedial mathematics in this second year.

In 1971 an orientation and registration session was held in September, prior to the beginning of classes. The orientation provided an introduction to the college. Counselors met with students in groups of 20-25. The CORE program and other services were described. In addition to the CORE courses, counselors advised students regarding registration for elective courses. In 1972 one major change occurred: academic advisement was done by faculty.

#### SUPPORT SERVICES I: STRUCTURE OF COMPENSATORY PROGRAMS

##### Centralized versus Decentralized Compensatory Structure

Compensatory work corresponded to the centralized type.

This work was administered by a Division of Academic Development. The Division was responsible for coordinating the CORE program and a Study Center which provided tutorial services. While remedial work in Math was offered directly by that department, the primary thrust of the compensatory effort resided in the Academic Development unit.

#### Areas of Compensatory Work

Work was offered in the areas of writing, reading comprehension, study skills, and mathematics. The first three areas were covered by the CORE Program.

1. Core Program. For its initial year the college developed a unique approach to its compensatory effort. The CORE program was an effort to link academic course content with basic skill training in the language skills area. The program was not viewed as strictly remedial. The organization of the program was as follows: A set of modules or courses was organized around a theme or unit. The student would take the courses included in that unit.

Each module had as its two central instructors, a content teacher from an academic discipline and a language

teacher who was responsible for the development of basic skills for dealing with the content area. Examples of module topics were the following: "Contemporary Issues in American Society", "Communications in the 19th Century", "The Hispanic Experience", and "Art".

Placement in the CORE Program was mandatory for all freshmen over the first two semesters. Modules met for 9 hours per week and carried 5 credits per semester. Grading was on a "Pass-Fail" basis.

In the second year there were several changes in the CORE Program. There had been a great deal of conflict and disagreement about the program in the first year. It was reported that content area teachers had difficulty committing themselves to the task of teaching language skills. It was also reported that the program suffered from a lack of structure and that class sessions tended to devote too much time to "rapping" with insufficient emphasis on the acquisition of basic language and study skills which would prepare students for future work in college and on the outside. Accordingly, the program in the second year was more highly structured, and emphasis was explicitly placed upon the demonstration of basic

skills as a prerequisite for passing the CORE courses. To implement this general aim, the language skills teachers were given the primary responsibility for grading papers and evaluating students. A detailed set of behavioral objectives was developed by the Division of Academic Development. These were to be used for the guidance of teachers and students. A "Contract" system was also developed, whereby student and teacher agreed upon a project to be completed by the student in partial fulfillment of course requirements. This usually involved doing a research paper or similar effort. Counselors were also attached to each module. Their responsibilities were to help students who might be having problems which interfered with academic performance, and to mediate any conflicts which might arise between the content and language teachers.

The CORE sequence was again mandatory in this second year. It met for seven and one-half hours per week and carried four and one-half credits. The "Pass-Fail" grading system was replaced by the traditional grading system. The linking of content and basic skill objectives was maintained, but it was clear that the acquisition of skills was the primary objective. In short, a stronger emphasis on the compensatory aspect of the CORE program emerged in the second year.

2. Mathematics. In 1971 the college offered a one semester course designed to cover the major concepts of high school mathematics. It met five hours per week, carrying three credits. While the course was not mandatory, many students were strongly advised by counselors to take it, and about 25% of the freshmen did so.

In 1972 the college offered a two semester mathematics sequence. The first course covered both arithmetic and algebra. However, it was reported that most students in the course exhibited such weak preparation in math that the time was spent preponderantly on arithmetic work. The second course, which enrolled about sixty students, covered pre-calculus topics. The first course carried two credits, while the second carried three.

### Tutoring

In 1971 the college established a Study Center under the Division of Academic Development. The Center was staffed by reading and writing specialists as well as graduate student tutors. Students who needed additional help beyond that offered in the CORE Program could use the services of the Center. While students might be referred

by faculty, the service was essentially voluntary. It was reported that students use of the Center was irregular. Frequently they would not show up for more than one session, even though they needed further work.

In 1972 some effort was made to set tighter controls over student use of the services. In both years it was reported that faculty attitudes were somewhat negative. Many felt that tutoring should be left to the individual departments.

#### Self-Assessments of Compensatory Work

Those responsible for the CORE Program felt that in the initial year the effort was hampered by serious organizational problems and by conflicts between content teachers and skills specialists. Most felt that the program operated better during the second year. In spring, 1973 a student opinion questionnaire was administered to students who had been in the CORE Program in the fall and spring. The aim was to assess attitudes of students toward the Program and toward themselves. However, it was not clear that the data were used in any way for policy modifications. The staff was planning to implement more systematic assessment pro-

cedures, including standardized testing and measurement of specific skills objectives.

## SUPPORT SERVICES 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

Counseling services were administered under the Office of the Dean of Students. This was true both years.

### Types of Counseling

The college provided academic, personal, financial aid, and career counseling. The two primary activities were academic and personal counseling.

### Counseling Division of Labor

In 1971 counselors provided both academic and personal counseling. However, many faculty were opposed to counselors doing academic advising. In 1972 this led to a change: academic advising was done by faculty. The counseling staff consisted primarily of generalists. However, there were separate financial aid and career placement counselors.

Styles of Counseling

1. Medical versus Outreach. The counseling effort resembled the outreach style. Counselors first met with students during orientation sessions prior to the opening of classes. They also sent letters to students asking them to come in. In 1971 the counselors advised students regarding elective courses. In 1972 this function was assumed by the faculty. In general counselors made themselves visible - for example, by sitting in the cafeteria.

Counselors were supposed to receive mid-term grades from faculty and final grades from the registrar. They were supposed to contact students whose records indicated difficulties. It was reported that this did not occur in the first year and that students in academic trouble often did not come to the attention of counselors.

Counselors were assigned to CORE Program modules in 1971 and 1972. They were scheduled to meet with the members of the module for one hour per week in a group session. This arrangement did not function systematically until 1972-73.

2. Dyadic versus Group Counseling. It was reported that counselor time was allocated primarily to individualized counseling. However, many students were seen in the one hour per week CORE group sessions.

3. Therapeutic versus Socialization Goals. The primary goal of the counseling service was to help students remain in school. Indeed, it was reported that students came to see counselors primarily for help in dealing with problems related to understanding teachers, note-taking, and organization of study time. Financial problems were also an important reason.

4. Mandatory versus Voluntary Counseling. The nature of the counseling structure did bring students into contact with counselors in at least two situations: pre-registration orientation and in the CORE Program. Outside of these, student contact with counselors was essentially voluntary.

5. Peer Counseling. The college developed a peer counseling program in 1971. Peer counselors worked under the supervision of a regular counselor. They acted as an intermediary for counselors, often being asked to "track down" students who were difficult to locate. They also assisted students in dealing with personal and social problems.

### Caseload Definition

The basic caseload was defined by the students in the CORE modules to which counselors were assigned. Students in each module met with their counselor one hour per week. In addition, they would meet with him individually. The counselor was supposed to follow students in the initial module caseload throughout their college careers.

In 1971 the student-counselor ratio was about 90:1, while in 1972 it was about 160:1.

### Background and Evaluation of Counselors.

In 1971 there were 6 counselors, and in 1972 this was increased to 10. This included general counselors as well as those working in the area of career guidance and placement.

All counselors had Master's Degrees, primarily in the areas of social work and student personnel services. They came from mixed racial backgrounds. All occupied faculty lines.

In 1971 there were no formal evaluation procedures, other than a conference with the director of the counseling service. In 1972 counselors were observed by the director while they were conducting a counseling interview. Student questionnaires were also used in the assessment.

#### Self-Assessments of Counseling Effectiveness

No systematic assessments had been made over the first two years of the college. However, it was reported that during this period there was a great deal of conflict, particularly between different elements of the staff (language specialists, content faculty, and the like), and that counselors placed an important role in "keeping the college together."

#### GRADING SYSTEM AND RETENTION STANDARDS

The traditional A - F grading system was in force at this college. In addition students were allowed to take a limited number of courses on a Pass - Fail basis. Students were allowed to withdraw from a course at any time prior to the submission of a final grade by the instructor.

Regardless of academic average, students were not placed on probation during the freshman year. After this time, students were placed on probation whenever the cumulative average was less than a "C". When placed on probation, a reduced credit load could be recommended. Students whose cumulative average remained below C for four consecutive semesters was subject to dismissal from the college. However, this was not automatic. The Student Academic Review Committee reviewed each case on its merits, and could recommend the continued matriculation of the student.

CHAPTER 9  
QUEENS COLLEGE



EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

Incoming freshmen were given placement examinations in early May. These included the Open Admissions Test, the Vocabulary and Mechanics of Expression sections of the Cooperative English Test (CET), and a writing sample. Several weeks later students returned to the college for programming advice and registration (many students did not show up, however). During the morning they met with their faculty advisors (someone from the general area of their major field of interest) in individual conferences, and registration took place in the afternoon. Those who had not chosen a major field of interest were randomly assigned. Faculty advisors had available to them a set of data including students' high school records and test scores.

A variety of criteria were used for determining placement in the appropriate beginning courses. The college offered remedial work in English, Developmental Reading and Study Skills, Mathematics, and English as a Second Language.

Placement in the English sequence (three basic courses) was determined by performance on the CET and writing sample, read by two members from the English department. This sequence consisted of the remedial writing and two regular English

courses. The department used four performance categories on the CET in order to determine placement guidelines. Students in the lowest category on the CET were placed in the remedial writing course and their essay was not read. Those in the third group has their essay read to determine placement in either the remedial or first level regular course. Students in the second group were immediately placed in the first level regular course, and those in the highest group could be exempt from English, depending on their essay. This college required the student to complete the sequence. Thus, placement in either the remedial or two regular courses was mandatory.

Those students whose native language was not English took the regular English placement test, and on the form stated if English was their second language. Their essay was then read by the ESL department (initially read by English faculty) and placement in the ESL sequence was determined.

Recommendations to students to enroll in Reading and Study Skills were based upon a combination of factors including high school records, SAT, English Placement test scores, and expressed need for help in reading were all considered in recommending enrollment.

There was no college wide mathematics requirement. However, students who had not completed a course equivalent to high school level intermediate algebra were advised to register for remedial work, since this level of proficiency was required for graduation.

Many students placed in remedial courses also took regular college level courses. Those who did not register until September found many courses for which they were advised to register already closed. Thus, many were placed in demanding courses.

The college conducted an orientation program in the spring of 1970. This was run by staff from the Dean of Students office and primarily consisted of an introduction to the college. Students heard brief remarks by the President and members of the counseling staff. Afterwards, upperclassmen met with students to describe the various services provided by the college. It was primarily a social orientation and students were not required to attend.

#### Fall, 1971

For the second open admissions class, no major changes occurred in the placement and assessment of students. However, for students with low averages and in need of remedial work, a greater effort was made to prevent them from registering for

difficult courses. In addition, the college abolished the requirement that students achieve a high school level of proficiency in math before graduation. Thus, the remedial math courses attracted few students.

Fall, 1972

Several major changes occurred in the third year of open admissions. The college established a College Skills and Academic Resource Center. Students with below 80 averages or with skill deficiencies (determined by performance on placement tests) became the responsibility of the Center.

All entering freshmen assigned to the Center were seen by a counselor in May for individual pre-registration conferences. Counselors had test scores and high school records available. With the exception of English, placement in remedial courses was still not mandatory. However, counselors were more "forceful" in advising students to register for certain courses. A greater effort was made to explain to students why remediation was necessary, and to help in choosing electives. Students were then registered, and there was greater likelihood that academic programs were appropriate to their skill level.

In addition to the remedial courses offered by the academic departments during the first two years, the Center established a special course in Contemporary Civilization, restricted to students who were taking the reading course.

During the orientation program the counseling staff briefly introduced the services available to all students. However, a special meeting was held for the open admissions students.

While the Center assumed responsibility for the counseling and placement of all academically underprepared freshmen, other students underwent the registration procedures followed the first two years. That is, they continued to meet with faculty advisors.

#### SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

##### Centralized versus Decentralized Structure

The remedial effort at this college approximated the decentralized model. That is, remedial course work was offered within each academic department (with the exception of Reading and Study Skills). In 1972 the college established the College Skills and Academic Resource Center which was primarily designed to provide academically underprepared students with various supportive services. One of the functions of the Center was to assume responsibility for coordinating existing remedial programs and services, as well as to institute new programs and activities. To meet these objectives, faculty members from various academic disciplines and counseling met regularly in program planning conferences. In addition, reading and study skill staff members became part of the Center.

### Compensatory Work In English

The only required course at this college was the two course sequence in English composition. In preparing for open admissions, the college developed a remedial basic writing course for academically under-prepared students.

Once a student was placed in the basic writing course he could be shifted to the next level writing course if the instructor made such a recommendation.

Most students placed in the basic course had a good sense of grammatical structure, but wrote vague essays and were unable to organize a paper. The basic objective of the course was to assist the student in learning to write with greater confidence and control, and to improve skills in paragraphing, sentence structure, grammar, punctuation, and diction. In short, the course was designed to prepare the student for the required English sequence. To meet these objectives, students were expected to do a lot of writing, both in class and at home. In addition, brief reading selections served as models for analysis of effective sentence structure, paragraphing, development of ideas, and organization of material.

Beginning in 1971, various faculty members made up three different syllabi, and instructors chose the one that best fit

their needs. However, whatever syllabus was used, the basic course objectives remained unchanged.

An innovative approach to teaching the basic writing classes was initiated on a small scale in 1971 and expanded in 1972. Students (mainly seniors) were selected to work as assistants to faculty in the classroom and were involved in both the planning and teaching process. The use of student assistants was left to the discretion of the individual faculty member.

Beginning in 1972, a Writing Skills Workshop was established, primarily for students in the basic writing and middle level regular English courses. Students came on their own or were referred by their instructor. However, attendance was voluntary. The workshop was supervised by faculty from the English department and was open on a daily basis. Students were assigned to a tutor (undergraduate and graduate students) for individual sessions. Periodic reports were sent to the student's instructor.

Throughout the semester students wrote frequent papers and instructors would make comments rather than grade their papers. In order to pass this 3 hour course which carried three credits, the student had to write a coherent final paper. This was true all three years. However, the final grade was based

upon both course work and the final paper. The student had the right to appeal his grade on the final paper before a faculty committee. Students who did not pass were required to repeat the course. Those who passed went into the next level English course. No freshmen received a D or F grade.

During the fall of 1972 approximately 600-680 students were enrolled in the basic writing course. Class sections were limited to 15-17 students which allowed for frequent interaction with faculty. It was reported that approximately 75% passed on the first attempt.

While the faculty consisted mainly of part-time adjunct lecturers, they were generally doctoral candidates, many with experience in teaching elementary courses. Moreover, some full-time faculty members taught basic writing sections in addition to the advanced courses.

#### English for the Foreign-born

The two course bilingual sequence was designed for students whose native tongue was not English. Often, students initially placed in the basic writing course were sent into the bilingual sections.

The emphasis in both courses was on frequent writing practice. Students were expected to write a minimum of two compositions weekly. Class sessions focused on vocabulary, grammar, comprehension, and paragraph organization. The lower level course was geared for students not fluent in their native language, while the upper course was designed for those fluent in their native tongue. It closely paralleled the basic writing course. All work in the ESL sequence was conducted in English. In addition, a third course which emphasized practice in reading skills was offered in 1972.

While no formalized tutorial program existed, ESL students in need of additional help were sent to tutors assigned to the linguistics department, and in 1972, the College Skills Center.

To insure frequent interaction with faculty, class sections were composed of 14-23 students and individual conferences with faculty were encouraged.

The final grade in either course was determined on the basis of class performance and a final exam, which was read by more than one faculty member. However, the final grade was determined by the student's instructor. The lower level course met for 3 hours and carried no credit while the upper level

course carried 3 credits. Students received either a pass or fail grade. However, a failing grade was non-punitive; that is, not calculated in the grade point average. A student who failed either course was required to take it over. Those who passed moved directly into the next level ESL or regular English course. In some cases, students would be required to enroll first in the basic writing course.

Faculty members were all part-time adjunct lecturers, who held degrees in linguistics. Many had prior experience in teaching english as a second language and some were high school teachers. The department held special training programs for them.

#### Developmental Reading and Study Skills

This program began in 1970 and was especially designed for open admission freshmen. However, because only a limited number voluntarily enrolled the first year, an effort was made to lure other students in subsequent years.

Once enrolled, students were given the California Reading Test in order to provide faculty with a better idea of their strengths and weaknesses.

The course was designed to teach students how to acquire and use:

1. efficient reading and study techniques
2. an adequate college vocabulary
3. flexibility in reading
4. comprehension skills

In short, the main objective was to provide students with appropriate skills for reading and understanding their college textbooks. Hopefully, this would enable students to earn better grades.

To meet these objectives, the course met for 3 hours, one of which was spent in the reading lab. The resources available in the lab included: SRA materials (such as SRA Power Builders and Reading for Understanding), study skills tapes, speed building materials (such as pacers and controlled readers for improvement of rate and comprehension), and faculty prepared materials.

While faculty were allowed to structure their own program, it was expected that each skill area receive significant focus during the instructional period. Faculty were encouraged to use college textbooks and related materials (such as newspapers and magazines) as supportive teaching devices.

Based upon a combination of factors, students received either a Pass or Fail grade (the F grade was non-punitive; e.g., not counted in the academic index). First, the California Reading Test was re-administered. Students were required to score at or above the 60th percentile (grade level = 13.0). Second, students had to complete all classroom and laboratory assignments and perform satisfactorily on teacher examinations.

The course carried no credit in 1970. However, in 1971 and 1972 the students received from one to three credits, depending on how much of the coursework was satisfactorily completed. Students receiving less than three credits were advised to re-register in order to attain full credit. However, this was not required.

In 1970 the reading staff was made up of 5 full-time people including the coordinator. One line was added the following year. All staff members had either received their doctorate or were enrolled in doctoral programs.

### Mathematics

1. Fall, 1970 and 1971. There was no college level mathematics requirement. However, students were expected to have completed a course equivalent to high school level intermediate algebra.

For those students entering in the fall of 1970, three different courses were available. The first level course was intended for students who had not studied elementary algebra. It met for 6 hours and carried no credit. The second level course met for 4 hours and also carried no credit. It combined intermediate algebra and trigonometry. Students who desired to take further mathematics or science courses were advised to go into this course. The third course met for 6 hours and carried three credits. It was designed for students who completed elementary algebra and had no desire to take any further courses in mathematics or the sciences. An attempt to approach basic mathematics in a somewhat untraditional way was made. Topics included math history, intermediate algebra, set theory, probability theory, logic, and some computer programming. It was designed to attract students who had a "fear" of math. Only a small number of students elected to enroll in the remedial courses.

Beginning in 1971 the college abolished the requirement that every student achieve a high school level of proficiency in Math before graduation. Because of that, even fewer students enrolled in the remedial courses. The college added a 2 hour course in trigonometry which carried no credit.

2. Fall, 1972. This fall the college introduced two new remedial courses which replaced those offered during the preceding year. However, they attracted only a small number of students.

The first level course was designed for students who had no elementary algebra and geometry or did poorly in these subjects in high school. Class sessions focused on general topics in mathematics while the actual skills were taught in the lab.

Those students enrolled in the second level course were given diagnostic tests (focused on algebra skills) early in the semester to determine their abilities. This course combined elements of college calculus with intermediate algebra and trigonometry. The remedial part of the course consisted of the latter.

Students in both courses utilized the Mathematics Laboratory which opened on a limited scale in 1971 and expanded in 1972. However, it was hampered by lack of space and money. The lab was staffed by faculty members, student tutors (mainly undergraduates), and a full-time coordinator. While attendance in the lab was

mainly voluntary, certain topics covered in the remedial courses had to be completed there. In addition, some tests were administered in the lab. However, the primary function of the lab work was to "clean up" problems that occurred in class.

Both courses met for 6 hours and carried 3 credits. Frequent tests administered both in class and the lab were used as a basis for assessing the student's performance in the upper course.

During the first three years of open admissions, full-time faculty members taught the courses.

#### Contemporary Civilization

In 1972 the College Skills Center established this special course, restricted to open admissions students who were taking reading. The course was intended to reinforce reading and study skills through reading assignments of graduated difficulty. It was planned in conjunction with reading personnel, meeting for 3 hours and carrying 3 credits.

#### Tutoring

During the first two years of open admissions, the Office of the Director of Studies coordinated the tutoring program on a college-wide basis. Funds were allocated to

tutoring coordinators of the various academic departments on the basis of an estimate of anticipated tutoring hours in relation to enrollment in basic freshman courses. The tutoring coordinator selected tutors in his department and assigned to them students who needed tutoring. Students who needed tutoring were referred to the tutoring coordinator by instructors.

Beginning in 1972 the College Skills Center assumed responsibility for administration of the tutoring program. It allocated funds and offered guidelines to all departments for the selection and training of tutors.

#### Self-Assessment of Remediation

According to the coordinator of the reading program, pre-testing results indicated that the majority of students entering the reading course performed at or below the 12th grade level on the California Reading Test. However, post-tests administered at the completion of the course indicated changes in performance. For example, in the fall of 1970, it was reported to us that 74% were reading below the 12th grade level before instruction, and 54% of this group were reading at or above the 13th grade level after instruction. Similarly, in the fall of 1971, 75% were reported as reading below the 12th

grade level before instruction, and 50% of this group were reading at or above the 13th grade level after instruction. Moreover, the coordinator felt that students seemed to like the course and that faculty were attuned to their needs.

According to the Chairman of the Mathematics Department, the impact of the program was difficult to assess because of the small number of students taking remedial courses. However, in anticipation of the increased number of open admissions students expected to enroll in fall of 1973, the Math Department had revised the format of the upper remedial course, and more sections were being planned.

According to the coordinator of the writing program, students who successfully completed the basic writing course were able to write a well organized paper at the college level.

The Chairman of the Department of English for Foreign-born felt that students who took the ESL courses were more successful in the regular courses. It was also reported that graduates of foreign high schools benefitted more than graduates from New York City high schools.

## SUPPORT SERVICES II: COUNSELING STRUCTURE

### Administrative Locus of Counseling

During the first two years of open admissions all academic counseling was done by faculty advisors under the supervision of the Director of Studies, while the Department of Student Personnel Services provided other counseling services. The latter office was administered by the Dean of Students. Beginning in 1972 the College Skills Center assumed responsibility for counseling all open admissions students. Regularly admitted students continued to be advised by faculty.

### Types of Counseling

With the exception of academic advising, counselors provided all types of counseling. The major emphasis was on personal counseling.

### Counseling Division of Labor

The main distinction was between academic advising and general counseling. Students in need of financial aid and career counseling were also referred to counselors who handled only those

problems. Thus, the counseling set-up approximated the specialist model.

### Styles of Counseling

1. Medical versus Outreach. The primary means of contact with a counselor was through self referral. That is, the student who felt the need was expected to report to the counseling service for an appointment. However, the service did send out letters to students not enrolled in a group counseling situation (to be described below) inviting them to see a counselor. In addition, an effort was made to provide exit counseling for students who were withdrawing from college or who were being dropped for academic reasons. In general, the style of counseling approximated the medical model for the first two years, but moved toward the outreach style in the third year.

Contact between the student and faculty advisor was not left entirely to the discretion or initiation of the student. For example, notices from instructors were sent to the Director of Studies regarding those students doing failing work. These were sent six weeks after the term began. Copies of notices were sent to faculty advisors and students, and advisors then wrote to the student asking him to come in for a conference. The majority of instructors sent in names of students in trouble. Thus, faculty

advisors were responsible for providing the incoming freshman with initial and continued guidance, including advisement for second semester registration. This was true for all students in 1970 and 1971, and for regularly admitted students in 1972.

Beginning in 1972, counselors assigned to the College Skills Center (equivalent of two full-time people) were made responsible for incoming open admissions students. In addition to the initial program planning conference, counselors contacted each student's teacher at least twice during the semester and scheduled conferences with students on the basis of this information. Moreover, a group counseling situation was used as a vehicle for second semester program planning. Counselors individually registered students.

2. Mandatory versus Voluntary, Counselor-Student Interaction. While it was expected that faculty advisors would periodically meet with students assigned to them, the program was loosely structured and many did not. Thus, during the first year student-advisor contacts were voluntary. In 1971 an attempt was made to insure that open admissions students in academic trouble would meet with their advisors. Those students who had entered the previous year and whose cumulative index was under 1.75 after two semesters were requested to see their advisors

before registering for the Spring, 1972 term. Students who failed to see an advisor were not permitted to register. In 1972, open admissions students were closely monitored by their counselor.

3. Dyadic versus Group Counseling. In preparation for open admissions, the college instituted a Student Life Workshop program which began in 1970. This course was geared for open admissions students. However, only a small number of those eligible elected to enroll the first two years. In 1972 counselors strongly recommended that open admissions students enroll, and the majority did. The workshop met for one hour and carried one credit. While there was no formal curriculum, the workshop dealt with questions of values, attitudes and personal problems. They were run by counselors and met in groups of between 8-12 students.

4. Therapeutic versus Socialization Goals. The view expressed by one administrator at this college was that the function of counseling was to help the student adjust to his college environment and not to provide therapy or long-range counseling. However, he pointed out that not all the counselors would agree with this. According to the Director of the Counseling Service, the goals of his staff were twofold: to improve the student's self-image and to socialize the student into learning how to deal with the college environment. Students with severe psychological problems were referred to outside agencies.

5. Peer Counseling. The counseling service coordinated the activities of peer counselors. They were involved in many areas of the counseling program (such as providing information on sex and drugs). In addition, students were often matched with peer counselors on the basis of sex, race, or shared problems (such as disabled students). The counseling staff selected and trained peer counselors and the number increased over the first three years of open admissions.

#### Caseload Definition

As was previously indicated, faculty advisors provided all students with academic counseling during the first two years of open admissions. In the fall of 1970 approximately 200 faculty members were each assigned 15 students. Matching of students and advisors was done on the basis of the student's major field of interest. If none was listed, random assignments were made. This same procedure was followed in 1971.

Beginning in 1972 open admissions students were assigned to a counselor in the College Skills Center. Matching of students and counselors was done randomly. All other students continued to be advised by faculty.

An incoming student initially met with his faculty advisor in the spring prior to matriculation and this advisor was then responsible for providing assistance during the freshman year. This procedure was followed the first two years for all students, and for regular admits in 1972.

There were no assigned caseloads in the counseling office. However, if a student asked for a specific type of counselor, e.g., a black counselor, an attempt was made to accommodate the request.

There were approximately 16 counselors responsible for providing general counseling services to the entire college. However, the majority of services were geared for incoming freshmen, particularly the open admissions students. Roughly 400-500 students were defined as Open Admissions students - a number which remained about the same since 1970.

#### Counselor-Faculty Relationships.

Faculty who were involved in the College Skills Center maintained a close relationship with the counselors. However,

regular academic faculty members tended to view counselors as "superfluous." Counselors rarely intervened in student-faculty problems.

Some counselors were assigned to academic departments. However, this worked out only in some departments. For example, in the sciences, counselors became familiar with course requirements and were able to work with those students who needed advice.

#### Background and Evaluation of Counselors.

The counselors' backgrounds were mainly in counseling and clinical psychology, and the human relations areas. All counselors were required to have at least a Master's Degree, and many had earned their doctorate. In addition, the college had some interns from the Hunter College Student Counseling program. They were involved with the workshops and also provided individual counseling. There was an even distribution of males and females, and all counselors occupied faculty lines (such as instructor or assistant professor, depending on their backgrounds). During the first three years there were approximately 16 counselors (this does not include financial aid and career counselors).

All counselors were under supervision for at least 2-3 years. They met weekly with their supervisors and evaluations were based on a combination of reports. These included evaluations by the supervisor, director, and students, on a semester and yearly basis. Often, taped counseling sessions were used to evaluate the counselor's effectiveness.

#### Self-Assessment of Counseling Effectiveness.

This college had not yet instituted a research program to assess the effectiveness of counseling on various student outcomes (such as grades, retention, and the like). However, the Director of Counseling felt that the dropout rate of open admissions students would be higher without counseling. Counselors impressions suggested that students in the workshops were doing better than those not enrolled. Moreover, student evaluations of the workshop program were positive.

#### GRADING SYSTEM AND RETENTION STANDARDS

The college operated on the traditional A - F grading system. In addition students could, beginning in the junior year take up to four courses (one each semester) on a "pass - no credit" basis. The option was limited to courses outside

the student's major area. A failure in such courses was not counted in the academic index.

As a response to open admissions, the college developed a special grading policy which applied only to the freshman year. Under this policy, grades of "D" or "F" were not counted in the calculation of the grade point average. The intent was to provide a grace period during which students whose initial work was poor would not be penalized. However, subsequent to the freshmen year the traditional A - F grading system applied.

Freshmen were given two semesters to establish themselves scholastically. However, any freshman who had been in attendance for two semesters, who had attempted twelve or more credits, and who had not attained at least a 1.65 grade point average, could be dropped from the college. Students who completed between 28 and 60 credits had to maintain an average of at least 1.75. After completing 61 credits, the student was thereafter required to maintain at least a 2.00 average. Students who did not meet these requirements were subject to probationary status. This meant that the student was put on non-matriculated status and given a period of 30 credits in which to bring his average up to the level required for reinstatement. Under non-matriculated status, the student was required to pay tuition.

CHAPTER 10

YORK COLLEGE

EVALUATIONS OF STUDENTS  
AND PROGRAM PLANNING

Fall, 1970

All freshmen were called in during the month of June for placement testing in English, Algebra, and a foreign language for those who wished to continue their high school foreign language. The tests administered included the Cooperative English Test (CET), a writing sample, and a specially prepared 9th grade algebra test.

Placement criteria were defined by each department offering remedial coursework, and programs were developed for each student by one of the open admission coordinators. These programs were mailed out during the summer and students then had a chance to call in or come in to the college and discuss their recommended programs with the coordinators. Registration took place in September and while freshmen were supposed to register only for the approved program this was not effectively controlled. Placement in remedial courses did not prevent students from taking regular college level courses.

The college offered remedial-compensatory work in English, Reading, and Mathematics. Placement in remedial courses was made mandatory by all departments. This was true all three years.

The only criterion used for placement in the English sequence was performance on the writing sample. Students who needed extensive help (as evidenced by lack of organization, and massive errors in spelling, grammatical agreement, sentence construction, and punctuation) were assigned to the basic remedial writing course. Those students whose writing was somewhat weak; that is, showed a sense of organization around a main idea (though organization might be weak and content immature), but a substantial number of errors, were assigned to a two-semester sequence. This sequence closely paralleled the standard English course. All papers were read by a group of faculty members from the English department.

Placement in the two-semester reading sequence was based on a student's score on the reading section of the Cooperative English Test. The comprehension score (including both level and speed of comprehension) was utilized in determining placement. Those students who scored below the 59th percentile on both subscores were placed in the first level course, while those between the 60th-70th percentile on one subscore and under the 59th percentile on the other were placed in the upper course. Any student who scored above the 70th percentile was exempt from reading. These norms were based on a national college sample.

The Mathematics department offered several remedial and compensatory courses. Placement was based on a combination of factors. These included OAT and SAT math scores, 9th grade algebra test scores, High School math record, student interest in mathematics, and counselor judgment. The main distinction between the two remedial and several compensatory course offerings was that compensatory courses closely paralleled the standard mathematics course. That is, they were the stretched-out versions of a regular course.

The counseling staff conducted a large group orientation session during which freshmen were given a brief introduction to the college. In addition, members of the administrative staff (such as the Deans) spoke to freshmen enrolled in a freshman orientation seminar (described later) once the semester began.

Fall, 1971

For the second open admissions class several changes occurred in the program planning process.

Students came for placement testing in May and also met individually with a member of the counseling staff. This year the CLEP examination was also administered for possible advanced placement in english, mathematics, and natural sciences.

During this meeting students had the opportunity to ask counselors questions about the activities and programs offered at the college. These meetings were pre-arranged. That is, students received a letter indicating that an appointment had been set-up with a specific counselor.

Several weeks later students returned for a second meeting with their counselors. At this time counselors had the placement test scores and high school records available. Based on these data, a program was worked out with every student. The actual registration took place in September and counselors were available if any assistance was needed. Since freshmen registered last, many non-remedial courses for which they had been counseled were closed. Thus, many registered for courses not recommended by counselors. Moreover, there was a shortage of remedial reading sections and many students were unable to register. This had also occurred in 1970.

This year the Division for Student Development coordinated a freshman fair which took place early in the fall semester. The purpose of the fair was to introduce new students to the activities and clubs offered by the college. It was an informal gathering held outdoors.

Fall, 1972

For the third open admissions class, the basic change that occurred in the program planning process was that students no longer met individually with counselors. Students came for placement testing in May (the CLEP was not administered) and returned to meet with their counselors several weeks later. Each counselor was assigned to meet with about 15 students. Based on their test results and high school records, programs were made up for each student. There were also student aides available to answer any questions that students might have had. If necessary, students who wanted to speak privately with a counselor were able to do so. The actual registration took place in September and counselors were available for assistance. This year students who needed remediation were immediately placed in the required courses. However, there were still problems in registering for non-remedial courses they had been originally counseled to take.

This year the college also introduced a compensatory natural science course on an experimental basis. The course was designed specifically for students planning to major in science, and placement was based on a combination of factors. These included high school science grades, student interest in sciences, standardized test scores, placement in remedial reading or math, and counselor judgment. However, placement was not mandatory.

SUPPORT SERVICES, 1: STRUCTURE  
OF REMEDIAL - COMPENSATORY WORK

Centralized versus Decentralized Structure

The remedial and compensatory courses offered at this college were decentralized. That is, each academic department was responsible for providing remediation. This was true all three years.

Areas of Compensatory Work

1. English. This college offered a basic remedial writing course and a two-course sequence in composition which closely paralleled the standard English course. In order to satisfy the

English requirement, a student had to pass either the two-course sequence or the standard English course.

During the first two weeks of class students wrote an in-class essay and on this basis could be shifted to another level.

Those students placed in the basic course were given intensive training in grammar and syntax. Frequent writing practice was encouraged. However, students developed their own syllabi and assigned work on an individual basis.

During 1970 and 1971 this course met for three hours and carried no credit. However, in 1972 it met for five hours and carried one credit.

Each instructor determined the student's readiness for either the standard English course or the two-course sequence. This evaluation was based on the student's writing performance throughout the semester. If a student did poorly, he had to repeat the basic course. If improvement was shown, he would be placed in the two-course sequence or the standard course. No letter grades were given in 1970 and 1971. However, beginning in 1972 letter grades were introduced.

The emphasis in the two-course sequence was on paragraph development, sentence patterns and awareness of syntax, punctuation, and basic essay writing. Frequent writing practice was encouraged. Often, reading assignments (such as prose essays, drama, and fiction) served as supportive teaching devices. Faculty members developed their own syllabi.

The courses were not specifically geared for improvement of writing in specific academic areas such as history, sociology and the like. The orientation was, therefore, generic.

The first course met for five hours and carried 1 1/2 credits, while the second met for four hours and also carried 1 1/2 credits. This was true all three years.

In order to pass the first course the instructor took into consideration the student's writing performance throughout the semester. That is, students were evaluated on their ability to write a well-organized essay with a minimal amount of punctuation and spelling errors, and free of non-sentences. Letter grades were given and a student who failed had to repeat the course. If a student showed significant improvement, he could receive three credits and skip the second course. Otherwise, he went directly into the second course.

Beginning in the Spring of 1971 the department set-up a Writing Skills Center. A student in need of additional help was referred to the Center by the instructor. Each instructor filled out a referral form indicating areas of student weakness. The Center was staffed by part-time faculty who directed student tutors assigned to the Center. They worked with students on an individual basis (such as going over papers) and would periodically send progress reports to their instructor. While attendance was not mandatory, students were strongly urged to attend. Referrals to the Center were mainly from the basic writing course. The Center was open four hours a day.

During the fall of 1972 there were approximately 277 students enrolled in 16 sections of the basic course. The first course of the sequence had 471 students enrolled in 24 sections, while 110 students enrolled for the second course.

Both full-time and part-time faculty members taught the basic remedial and compensatory courses. Some taught only the freshman English courses, while others taught more advanced courses as well.

## Reading

Reading courses were offered by the Department of Academic Development. This college offered a two-course sequence in reading. The first course emphasized comprehension, vocabulary building and study skills. It was designed for students with severe reading problems and focused on improving basic reading skills. Each instructor developed his or her own syllabus. All students were expected to read at least 50 pages a week. The reading selections were not considered college-level material. However, there was an attempt to introduce reading materials from the content areas.

The second course in the sequence placed emphasis on rate of reading and the application of reading skills to critical and creative reading and thinking. Hopefully, the course would increase the reading efficiency of the student to a level which would insure success in college level reading tasks.

Students in the second course participated in a laboratory in order to improve their reading rate. A student spent two hours in the reading lab each week. The resources available in the lab included the following: pacers, controlled readers, and various programmed materials. Since basic skills were stressed in the first course, it was not lab oriented.

At the completion of the semester, students in the course took the alternate form of the Cooperative English Test. Other criteria used in assessing a student's performance were the following: mid-term and final teacher-prepared exams, and class assignments. If a student in the lower course scored at or above the 70th percentile on the placement test, he was automatically exempt from taking the upper course. Otherwise, he would go into the upper course. The student who did not satisfy the other lower course requirements had to repeat the course. Students in the upper course who scored below the 70th percentile on the placement exam and did not satisfy other course requirements also had to repeat the course.

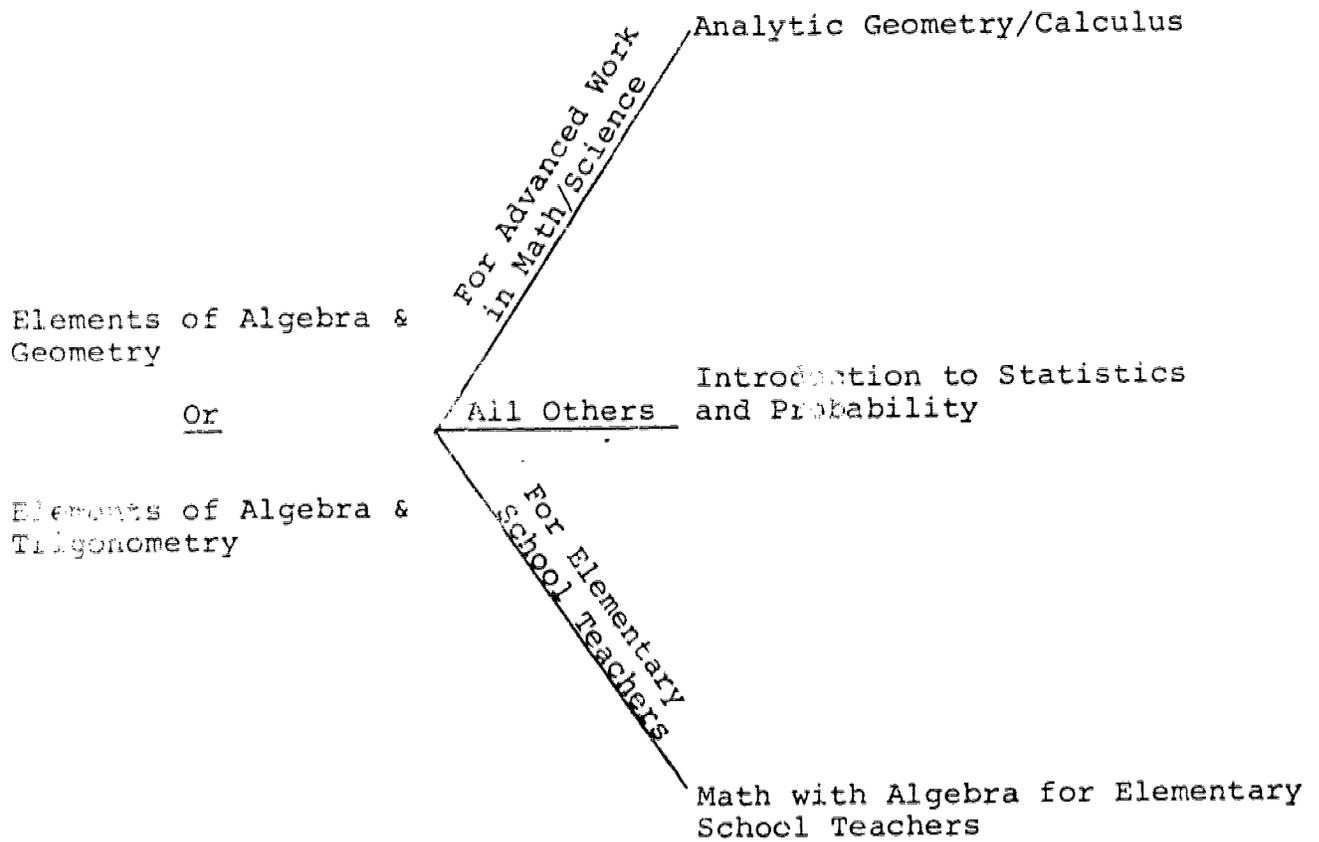
According to the Coordinator of reading, approximately 10% of students in the lower course were exempted and another 10% failed. Thus, approximately 80% registered for the upper course. Students in the lower course received either a pass or fail grade, while letter grades were given in the upper course.

The lower course met for four hours and carried no credit, while the upper course carried one credit, with the exception of the Fall, 1970 term. It also met for four hours.

In the fall of 1970 there were 7 faculty members. However, this number doubled after 3 years. That is, by spring of 1973 there were 10 full-time and 5 or 6 part-time faculty members. The full-time faculty held regular faculty lines. They all had at least a Master's degree (in English or educational psychology) and many were working toward their doctorate. Full-time faculty taught 12 hours weekly and an additional 4 or more hours were spent meeting with students. There were no tutors assigned to the reading department and students were encouraged to see their instructors. In the Fall of 1972 there were approximately 20 students per section in the lower course and 15 in the upper course.

### Mathematics

The mathematics department offered two kinds of compensatory courses: basic courses and stretched out versions of regular courses. Depending on their math backgrounds, students were placed in one of several course offerings. In essence, there were three compensatory tracks: one for students not planning to major or take advanced work in science or math, a second for students planning to go further in these areas, and a third for those planning to be elementary school teachers. The following diagram indicates the possible paths:



As one can see, all students with very weak preparation in math would have the same starting point, but depending upon interests, they would move along different paths in order to satisfy college-wide math requirements.

Generally, students placed in the lower remedial course had not completed more than 1 year of academic high school math and did poorly on the math placement and standardized tests. This course covered elements of algebra and geometry and instructors developed their own course structure during the first two years. In 1972 a group of faculty members developed a common departmental syllabus. The basic teaching orientation in all sections was a traditional classroom - lecture approach. Faculty used math textbooks for instructional purposes.

In order to evaluate the student's progress, frequent tests were administered throughout the semester. In addition, each instructor prepared a final examination. Based on the student's total performance, letter grades were issued. If a student received an F he was required to repeat the course.

In 1970 this course met for 6 hours and carried no credit. However, in 1971 and 1972 the course carried 1 1/2 credits. It continued to meet for 6 hours.

Students interested in taking advanced mathematics and science courses were placed in the upper remedial course if they did not take trigonometry in high school and only com-

pleted 1 1/2 years of academic high school math. In addition, they did poorly on the math placement and standardized exams. The lower and upper basic remedial courses were not considered sequential.

The upper course covered elements of algebra and trigonometry and standard math textbooks were used. During the first two years instructors developed their own syllabus. However, in 1972 a group of faculty members developed a departmental syllabus. Frequent tests and a teacher - prepared final were used to assess the student's performance.

This course met for 4 hours and carried 1 credit all three years. Students received letter grades, and those receiving an F were required to repeat the course.

Upon completion of either the lower or upper remedial course, a student had several options available which would satisfy the college math requirement. Those students who completed the lower remedial course and were not planning to major in mathematics, science, or elementary school teaching were advised to register for a two course stretched out sequence in probability and statistics combined with elements of algebra and trigonometry.

This stretched out sequence met for 4 hours and carried 2 credits each term. Frequent tests and a final were given to assess the students' progress. In order to satisfy the college math requirement students had to complete the sequence.

Another sequence was designed for sophomore students planning to be elementary school teachers. This sequence covered elements of algebra and modern mathematics for the elementary school teacher. It met for 4 hours and carried 2 credits each semester. Students had to complete the sequence to satisfy the college requirement.

In 1971 and 1972 the college offered a stretched out course primarily designed for math and science majors. Generally, students who had passed the upper remedial course registered for the course. Those directly placed had completed 3 or more years of academic high school mathematics including trigonometry.

This course covered elements of analytic geometry and calculus and met for 5 hours and carried 4 credits. The only difference between this course and the regular course was that it met for an extra hour.

From the outset of open admissions, faculty volunteers were available to those students who wanted individual help. Prior to 1972 there were no centralized facilities and each semester different rooms were used for meeting purposes. In 1972 the math department set up a workshop which was staffed by both faculty and student tutors. Students came voluntarily and received individualized tutoring. There were no special resources available (such as programmed materials) in the workshop. It was open 3 days a week.

In the fall of 1972 there were 267 students enrolled in 15 sections of the two basic remedial courses, with the majority enrolled in the lower course. Approximately 175 students received a passing grade (A-D) in these courses.

While all faculty members taught both remedial and stretched out compensatory courses, those teaching the remedial courses generally requested to do so. The math department was composed primarily of full-time faculty. However, some part-time staff members were hired. This was true all three years.

Natural Science

In the fall of 1972 the Department of Natural Sciences developed a compensatory course on an experimental basis, designed specifically for students planning to major in the sciences.

The overall objective of this course was to teach certain basic techniques which would be helpful to students in acquiring the knowledge of the natural science disciplines when they enrolled as majors. Therefore, the emphasis was not to give knowledge of the fundamental ideas of chemistry, physics, etc., but rather to articulate and operate with the verbal and mathematical tools which were applied in those disciplines. In short, students were provided with conceptual rather than actual lab skills. More specifically, the objectives were as follows:

- a. To learn the basic mathematical operations of the natural science disciplines.
- b. To learn to apply some of the basic vocabulary in chemistry, physics, geology and biology.

- c. To become familiar with some of the major discoveries in the natural science disciplines.
- d. To explore the history of basic ideas which are common to the science disciplines; e.g. matter, energy and motion.

In order to meet these objectives a variety of materials were used; for example, teacher-prepared materials (such as work sheets and reading selections), films and demonstrations, supplies (such as graph paper, slide rule, trigonometry and logarithm tables).

Students who needed additional help were either referred or went on their own for tutoring assistance. Both individual and group tutoring was available.

In order to evaluate the student's progress several types of tests were administered. At least 12 short quizzes were given throughout the semester, and 3 major exams, one at the end of each unit, were administered. In addition, instructors made up a final examination. Based on these results, the student received a pass/fail grade. Those receiving an F were not required to repeat the course.

There were 25 students enrolled per section, and 2 sections were offered in the fall of 1972. According to the instructor of one section, 22 students passed the course. The course met for 4 hours and carried 2 credits.

### Tutoring

The tutoring service at this college was centralized. That is, all tutoring activities were coordinated in one office. This was true all three years.

Students in need of tutoring were either referred by their instructor or came on their own. The tutor would contact a student's instructor to find out his weaknesses, and faculty were able to contact the tutoring office to find out if the student was meeting with the tutor. However, attendance was voluntary and the student was generally limited to 3 sessions for a given difficulty. Tutors did not function as peer counselors, but helped students with their class work.

Initially the college offered group tutoring (primarily to cut down expenses). However, the focus in subsequent years was on individualized assistance.

Beginning in the Spring of 1971, workshops were developed by various academic departments (such as english, math, science, and other areas within liberal arts), with tutors assisting in these programs. They were not assigned to specific classes.

While department chairmen recommended students who wanted to become tutors, the ultimate authority to hire them rested with the tutoring coordinator. Tutors worked only in campus facilities and were paid. In 1970 there were 50 registered tutors. However, by 1972 the number increased to 125. Initially, many students felt that there was "stigma" attached to seeing a tutor and were reluctant to go. The tutoring service made an effort to overcome this fear.

All students were eligible for tutoring and those on probation or with incompletes were especially encouraged. During the third year there were 207 students registered with the tutoring service.

According to the Coordinator of the program, there was a definite need for the tutoring service. This was evidenced by both the increased number of tutors available and students receiving assistance over the 3 year period. While no statistical data were available, the coordinator felt that students grades improved as a result of tutoring.

Self-Assessment of Remediation

This college had not yet instituted research procedures to assess the impact of remediation on student performance. However, faculty were asked to make their own assessment of remedial and compensatory coursework.

According to faculty members in the English department, sophomores appeared to be writing on a lower level than when open admissions first began. This was attributed to the fact that the college was receiving a greater number of academically underprepared students. Plans for the coming year included expanding the facilities of the Writing Skills Center.

The Coordinator of the reading program felt that although students' initial reactions to the program were negative, upon completion they viewed it as a beneficial and valuable experience. She attributed the initial negative response to the fact that no credit was given for the lower course. However, beginning in the fall of 1973 students were to receive 1 credit.

According to the Chairman of the Mathematics department the workshop program seemed to be getting "off the ground" and more students were seeking additional help. Faculty were

encouraged when students began to look positively upon the courses and services available. Moreover, the department was beginning to evaluate the impact of remediation on student performance.

Since the natural science course was offered for the first time in 1972, the Dean of the Natural Sciences felt that it was too early to make an assessment. However, she had received some positive feedback from faculty in the regular science courses, who had students previously enrolled in the compensatory course.

#### SUPPORT SERVICES, 2: COUNSELING STRUCTURE

##### Administrative Locus of Counseling

The counseling service was part of the Division of Student Development and under the administration of the Dean of Students. This was true all three years.

##### Type of Counseling

The counseling office provided all types of counseling. This included academic, therapeutic, career, financial aid,

veterans, drug, and exit counseling.

### Counseling Division of Labor

The division of labor at this college approximated the generalist model. With the exception of financial aid, career, and student activities counselors, all others were considered general counselors.

### Style of Counseling

1. Medical versus Outreach. The orientation of the counseling service at this college resembled what we have described as the "outreach" model. That is, counselors were in contact with incoming freshman beginning with the initial program planning and placement process (except in 1970) and continuing throughout the freshman year (although the counselor seen by a student initially was not necessarily the one who would be the student's counselor later). They were responsible for providing academic counseling, including advisement for second semester registration. In addition, the counselor would handle other problems that arose during the year.

Moreover, students in academic trouble (either on probation or dropped by the college) were advised to see a counselor. However, the primary way counselors saw students in academic trouble was through self-referrals. Generally, these students were upper-classmen.

In an attempt to make themselves visible to the entire student body, the counseling office assigned a counselor to sit in the cafeteria. The rationale was that students who otherwise might not go to the counseling service, would seek out advice from the "counselor-at-large."

Another source of referral was through faculty members. Instructors sent counselors a letter regarding any academic or behavior problems that they encountered with students.

2. Dyadic versus Group Counseling. The focus of the freshman counseling program centered on the freshman seminar. The aim of the seminar was to orient the student to the college environment. Furthermore, it was an attempt to build the relationship between the students and their counselors and provided an opportunity for the students to discuss those issues which were of concern to them. Several topics were dealt with in the seminar. These included career choices,

study skills, emotional development (such as loneliness, problems of identity), social development (such as relationship with peers, attitudes toward authority), and the self and society.

These seminars were conducted by members of the counseling staff. Typically, each counselor was assigned 3 sections, and there were 20 students per class. In 1970 the seminar was required of all freshmen and carried no credit. However, in 1971 and 1972 one credit was given. During 1971 all freshmen were required to enroll. However, in 1972 it was not mandatory. This change occurred because the counseling service had no new counselor lines. Approximately 1/2 of the entering freshman class enrolled for the seminar in 1972.

In addition to the seminar, the counseling service provided informal group counseling which evolved out of counselor and student interests. For example, group sessions focused on drug or alcohol-related problems. During the first 3 years this type of counseling was done on a limited basis. However, in the fall of 1973 it was greatly expanded.

While the major focus of freshman counseling centered around the seminar, counselors were available for individual assistance.

3. Mandatory versus Voluntary - Counselor - Student Interaction. During the first semester freshmen were assigned to the seminar, thus assuring frequent contact with the counselor. Upon completion, the student was expected to periodically contact his counselor. However, this was not mandatory.

Those students not assigned to the seminar received a letter from the counseling service inviting them to come in. However, the list of students not enrolled in the seminar did not come out till the end of the semester. Thus, these students were not contacted till the end of the term. As a result, many students received no counseling assistance.

4. Therapeutic versus Socialization Goals. The primary objective of the counseling service was to socialize the student into learning how to cope with the college environment. In essence, counselors hoped to interest a student to remain in college. According to the Dean of Students, the counseling service emphasized the "consultative" model. That is, counselors did not concentrate on psychotherapy, although there were

3 counselors who provided psychological counseling. Students with severe problems were referred to outside agencies.

5. Peer Counseling. Students assisted counselors during registration in 1972, and ran the freshmen fair in 1971 and 1972. In addition, the counseling office started a peer information service in 1972. Students ran a booth in one of the buildings and students could come if they had a particular problem (such as job, health, etc.). According to the Dean of Students, the program was not successful. He felt that students were not sufficiently trained to give advice and he did not believe that peer counseling served a useful function.

#### Caseload Definition

The counselors' caseload consisted of those students assigned to their seminar. Moreover, counselors were responsible for these students throughout their freshman year.

In addition, incoming students who had decided on a major were assigned to a faculty advisor. The counseling office was responsible for giving their names to the academic department chairmen, and it was up to them to give advisement assignments to the faculty. However, during the freshman year most stu-

dents went to their counselors for academic counseling.

Typically, each counselor was responsible for about 100 freshmen. However, this figure increased if one included the entire student body. In essence, the counseling program was geared toward entering freshman. Counselors kept records regarding whether or not students kept appointments and the nature of the problem.

#### Counselor-Faculty Relationship

As indicated previously, faculty members would make referrals to the counseling office. In turn, "liaison" counselors often met with faculty when a student was referred. A letter was sent to the faculty member after the counselor met with the student.

The other aspect of the counselor-faculty relationship concerned the role of the counselor in relation to the Committee on Academic Standing. A member of the counseling staff sat on the Committee for Academic Standards and could intervene on the student's behalf.

### Background and Evaluation of Counselors

The background of counselors was primarily in the human relations disciplines (such as social work, counseling psychology, clinical psychology, etc). All were required to have at least a Master's degree, and emphasis was placed on the Doctorate. There were an equal number of male and females, and a small number of minority group counselors. With the exception of the financial aid counselors who occupied administrative lines, all others were on faculty lines.

In 1970 the college was allotted a large number of new counselor lines. The number of counselors was 21. This included all types of counselors. Only one new line was added subsequently. Initially, 7-8 counselors were assigned to the freshman program. However, this increased in subsequent years.

During their first month on staff all counselors were assigned to a supervisor, with whom they met on a weekly basis. Afterwards, depending on their background and experience they were on their own, although periodic contacts with supervisors was maintained. Evaluations were based on supervisory reports, student input, and performance in the freshman seminar.

Self-Assessments of Counseling Effectiveness

According to the Dean of Students, the counseling program had made some impact. While no hard data were yet available, an informal survey of students conducted in the fall of 1973 revealed that 92% rated counselors from moderately to extremely helpful. There were plans to compare students in the freshman seminar with those not enrolled in the seminar.

GRADING SYSTEM AND RETENTION STANDARDS

The basic grading system followed the A - F pattern. However, a grade of "X" was given to students who failed an introductory level course. This grade was computed as a "D" in the student's academic index. When the failed course or its equivalent was passed, the X was deleted and the new grade computed in the student's index. The X grade could be applied only for students who had completed less than 28 credits. Non-credit courses (such as remedial courses) were graded on either a "Pass" or "Not Passed" basis. These two grades were not computed in the academic index.

Students could not be dismissed for academic reasons before the end of the third semester. Decisions regarding academic probation and dismissal were based upon two criteria: the academic index, and the rate of credit accumulation. Students were sup-

posed to have earned at least three credits by the end of the first semester, nine at the end of the second, 20 by the end of the third, and 32 by the end of the fourth. If progress fell below these standards, the student was subject to probation. Students risked dismissal if they had earned less than sixteen credits after the third semester, and less than twenty-six by the end of the fourth.

While a C average was necessary to qualify for graduation, the college's sliding scale requirements were fairly liberal. After the completion of 80 credits, the student was expected to approximate a C average.

Students could not be dismissed unless they had been on probation during the previous semester. That is, dismissal was a two stage process.

CHAPTER 11

BRONX COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall 1970

During the month of May all incoming students took an extensive battery of tests. All were required to take examinations in written English, reading, and speech. Additionally, dependent upon their curriculum objectives, students were required to take exams in foreign languages, chemistry, typing, shorthand, and spatial relations. In place of a math examination, students met with a member of the math faculty. Testing sessions were run in such a way that students were scheduled by curriculum. This was done because students in each curriculum took a slightly different set of tests. The Department of Student Personnel was responsible for administering the tests. However, each department prepared the exam and set guidelines for placement.

Prior to the beginning of classes, students received registration materials, tests results, and financial aid material. They were told to report to a specific room at a specific hour. At this time students met with a counselor for a 15 minute program planning conference. The counselor had available a computer printout of the students' test

scores. Based upon the results and a student's expressed interests, a program was made up. Typically, the student registered for about 14 credits, distributed over 4-5 courses. Registration by curriculum was completed that day. Students in need of financial aid were referred to the financial aid office. Counselors were responsible for advising all incoming freshmen. Prior to open admissions, faculty were responsible for advising all students.

The college offered remedial work in english, mathematics, and reading. In addition, several academic departments offered compensatory work in their entry level courses. These included chemistry, physics, engineering technology, secretarial studies, and speech.

Placement in the basic skills courses was mandatory if a student was defined as in need of remediation. Placement in the departmental compensatory courses was not necessarily required, and placement criteria varied from department to department.

English placement was based on a brief writing sample of 100-150 words. Students were given approximately 20 minutes to write a paragraph from a choice of 6 topics.

The papers were reviewed by members of the English department, and those students who were judged deficient in some areas of writing (such as sentence structure, organization, etc.) were placed in the remedial writing course.

Placement in the two remedial math courses was dependent upon the student's high school math background, career goals, and an interview with a member of the math faculty. This was true for all students except those in nursing.

In anticipation of open admissions the college established a Department of Special Educational Services which set up a remedial reading and study skills program. The Nelson-Denny Reading test was administered to determine placement. Students who received a raw score of below 60 (11.6 grade level equivalent) were required to enroll. The Nelson-Denny measured vocabulary and comprehension and was used as a screening rather than diagnostic test.

Students attended a pre-semester orientation session and were briefed on the college and its services. They also had the opportunity to meet with other students at an informal reception and speak with faculty members in the curriculum area of their choice.

Fall 1971

For the second open admissions class there were some changes in the program planning process.

This year incoming students came to the college for placement testing in May and returned several weeks later for early registration in contrast to the previous year when they registered in September. Students reported by curriculum and came in groups of 20-25. The counselor had available a computer printout of the students' test results. Students were then seen individually by the counselor, who employed the placement scores, high school profile and individual discussion to plan the program.

This year the college organized a Spring orientation session. However, students were required to pay a fee in order to participate. Because of this fee there was a poor show rate. The college did conduct a series of brief orientation sessions prior to the beginning of classes.

Fall 1972

There were some changes in the program planning and placement process for the third open admissions class.

This year all incoming students received a letter from the Department of Student Development "strongly urging" them to come in for a pre-placement orientation session. Students with similar curriculum interests were brought to the college in groups of 25-30, where they were informed of the routines, procedures, and expectations of the college. The registration process, financial aid, and program planning procedures were explained. Perhaps the most important aspect of these sessions was to prepare the student for placement testing by emphasizing that the purpose of placement tests was to find out what level of work the student should begin with in order to succeed at the college. These sessions occurred at the end of April and in early May.

All students returned for placement testing which occurred in May . As in previous years, testing sessions were scheduled by curriculum.

This year the Math department prepared a special exam for nursing students. Depending on their score, nursing students were placed in either the remedial math courses or a newly developed math course for nursing students.

In addition, the Department of Special Education Services offered a course for non-English speaking students. Students were required to register on the basis of their scores on the Michigan Test of Language Proficiency.

This year the college received several hundred late allocations. Many students thus registered without following the normal pre-orientation-advisement-registration process. These late allocations caused a sizeable problem for the counseling department. However, the college was able to offer sufficient sections of remedial courses for both the regular and late registered students.

SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

Centralized versus Decentralized Compensatory Structure

The remedial-compensatory program at this college was decentralized. That is, each academic department was responsible for providing remediation. This was true for all three years.

Areas of Compensatory Work

1. English

This college offered a one-semester remedial writing course which carried no credit and met for 4 hours. This was true for all three years.

The course consisted of a review and practice of basic grammar, style and usage which would enable students to reach college level written compositions. Faculty members utilized a variety of teaching approaches. However, frequent writing practice was encouraged and students wrote at least 20 papers per term.

Efforts were made by some instructors to experiment with innovative teaching approaches. For example, the "counselor-in-the-classroom" approach was begun on an experimental basis in 1971. This task involved the student, teacher, and counselor with attention focussed on the learning process within a classroom structure. Each section set up its own model, goals, purposes and means of evaluation. In one section, the counselor attended all class sessions and participated freely in discussions. Both the counselor and instructor agreed that their goal was to help students in whatever areas needed attention so that writing skills could be improved. The emphasis was on creating a classroom climate which would be comfortable, supportive and encouraging to the students.

In 1972 a team teaching approach was tried in one section. Two instructors shared the responsibility for teaching a section composed of 15 students.

Beginning in 1970 the English department set up a Writing Lab. The lab was staffed by student tutors who were either hired directly by the department or were assigned to the lab by the tutorial service. No faculty

members were involved with the lab. Attendance was voluntary and usually the highly motivated students attended. Typically, students would go over their old papers with the tutors. In addition, faculty members could request that a tutor be assigned to their class. It was up to the instructor to assign work to the tutor.

At the end of the term all students took a final proficiency exam prepared by the department. The exam was similar to the initial placement test (an essay), and it was graded by the instructor and one other faculty member. In order to pass the course, the student had to receive a passing grade from both. Those who failed were required to repeat the course. Those who passed went into the regular freshman composition course. In some cases, students who showed a great deal of progress by mid-term could take an exam which would exempt them from the regular English course. Those who passed automatically received credit for that course.

During the Spring of 1973 there were 48 sections comprised of 15 students. In previous terms the maximum class size was 25.

All full-time faculty members were required to teach either the remedial or regular freshman composition course. Some instructors on staff for several years preferred not to teach the remedial course. However, all newcomers were required to do so. In addition, the department hired part-time faculty to teach the remedial sections.

## 2. Mathematics

The Math department offered two remedial non-credit courses which met for 5 hours. This was true all three years. In 1972 a special math course was developed for nursing students and given by the nursing department. The two math courses were not considered sequential.

The first course consisted of arithmetic operations on fractions and decimals, topics in elementary algebra including solving equations, signed numbers, the linear function, sets of linear equations, and topics in plane geometry including congruence, similarity, parallelism, and classification and properties of polygons. The second course consisted of topics in intermediate algebra including complex numbers, linear and quadratic equations, inequalities and logarithms. There were also topics in trigonometry.

Faculty in both courses used a standard textbook and followed similar course outlines.

Beginning in 1972 the department began to experiment with a modular system. Some sections of the first course utilized the modular approach and the semester's work was divided into four segments of three and one-half weeks each.

The math department set up a Math Lab in 1970. Attendance was voluntary. Each time students came they filled out an attendance form which was also signed by the tutor. Students were encouraged to see the same tutor throughout the term. Often, students would go to the lab to do homework. There were also resource materials available such as cassettes and audio-visual materials. The lab was staffed by 3 full-time instructors, graduate students, and student tutors. During 1972 it was open on a daily basis, plus two evenings.

In order to evaluate student progress instructors made up their own final exam. Generally, students were frequently informed of their progress throughout the semester. For example, one instructor collected home-

work daily. While there was no uniform teaching approach, the emphasis in all sections was on class participation. The final grade depended on performance on the final exam. In the modular sections, the student had to pass an exam to complete the module.

Students who failed the lower course were required to repeat it. The upper course was only required of those in certain curricular areas, such as electrical technology, medical lab technology, and the like. Students placed in remediation were not allowed to register for any regular math course unless they had passed the remedial course.

At the first meeting of every math class students were asked to fill out a form entering all information describing their math record at the college as well as their high school. This was done in order to assure that students had been properly placed.

During the fall of 1972 there were 22 sections of the first course and 16 sections of the second course. Each section consisted of approximately 25 students.

All faculty members taught the remedial as well as advanced sections. In 1972 there were 30 full-time staff members in the department.

### 3. Reading and Study Skills

The reading and study skill course was offered by the Department of Special Educational Services and designed to assist students in the following areas: reading, study skills and textbook techniques. Emphasis was placed on vocabulary building and comprehension.

In the fall of 1972 students were assigned to sections depending on their reading test score. Those who received a raw score of 39 or below (roughly 8.9 grade level equivalent) were placed in the lower sections, while all others were assigned to more advanced sections. The emphasis in the lower sections was on basic rudimentary skills (such as phonetics and sentence structure) and pre-college level reading material was used for instructional purposes. Emphasis in the upper sections was on advanced reading and study skills, and college-level material was used.

There was no uniform teaching approach and faculty were encouraged "to do their own thing." However, the emphasis was on an individualized approach paced to student learning. Often, instructors would utilize group techniques and classes would be broken down into small groups.

The department set up a Reading Workshop in the fall of 1971. Student tutors were assigned to the workshop and attendance was on a voluntary basis. There were also resource materials (such as tapes) available. Moreover, in the spring of 1973 some instructors requested assignment of a tutor to their classroom.

In order to evaluate a student's progress, the Nelson-Denny was readministered at the end of the term. In addition, the faculty made up a Mastery test consisting of college-level material. Students who failed the Mastery test but passed the Nelson-Denny (raw score of 60 or above) could still pass the course with a C grade. Some students who failed both tests could still have passed, if, in the instructor's judgment, this was appropriate. If a student failed he was required to repeat it.

The course carried no credit and met for 3 hours. This was true for all three years.

During the fall of 1971 the average class size was 20. However, in 1972 it was reduced to 15. There were approximately 70 sections in the fall of 1972.

The department had 10 full-time faculty members and 10 part-time adjuncts in the fall of 1972.

#### 4. English as a Second Language

In 1972 the Department of Special Educational Services offered an ESL course for students whose native language was not English. The course met for 4 hours (2 class and 2 lab hours) and carried 3 credits.

Students were assigned to sections depending on their scores on the placement test. Those with scores below 70% were placed in the lower level sections while those who scored between 71%-85% were placed in the higher sections.

The emphasis of the course was on development of English language skills. Stress was placed on grammatical structures, pronunciation, conversation, reading for comprehension and interpretation, dictation and composition.

In the fall of 1972 there were approximately 150 students enrolled in 10 sections.

#### Tutoring

The Department of Special Educational Services set up a tutoring program during the first year. It was reported that this program was not well organized. However, in the second year a federal grant was received for the purpose of developing a tutorial structure. With these funds tutors were hired by the department, although recommendations were often made by chairmen from the academic departments. Tutors were either students at the college or came from other schools. The tutorial service provided tutors in any content area. If none were available in a particular area, the service would ask the academic department to recommend someone. Generally, students would come on their own to the tutorial service. Moreover, tutors were assigned to the workshop programs.

By the end of the second year there were approximately 300 tutors, who served more than 1,000 students in nearly all subject areas. While the Department of Special Educational Services was largely responsible for coordination of the tutorial program, where funds were available, each academic department could hire its own tutors.

#### Self-Assessment of Remediation

During the first three years of open admissions this college had not instituted college-wide research procedures to assess the impact of remediation on various student outcomes. However, the college set up a Task Force on Remediation. At the end of the second year, it offered a series of recommendations on the overall remedial effort made by the college. One recommendation was that the college should more systematically evaluate its programs.

At least one department offering remediation began to assess its program in 1971. The Reading and Study Skills program mounted a study to investigate various relationships between grades in the reading course and subsequent achievement in the regular English composition and history courses.

The study indicated only a slight positive relationship between the final grade in the reading course and the final grade in the English course. About three-fourths of the students who passed the reading course with at least a grade of "C", also earned at least a C in the English course. There was also a positive relationship between grades in the reading course and grades in the History course. However, the proportion of students obtaining at least a C in the latter was rather low. Inasmuch as no control group was used, it is difficult to interpret these observed relationships as an effect of the reading course experience.

According to the Chairman of the Department of Special Educational Services a new evaluation was planned for Fall 1973.

While no statistical data were available, several faculty members in the English department felt that the remedial program was not working as well as they had originally hoped. Many students did poorly in the regular freshman composition course. Faculty expressed the feeling that it was harder to recognize weaknesses in English and the teacher was often blamed if there was no improvement.

At the same time, many faculty members overemphasized grammar. Those interviewed felt that it was necessary for instructors to become more innovative and creative in their approach to teaching the remedial sections. Furthermore, faculty indicated some conflict concerning the need to maintain high academic standards, on the one hand, and subtle pressures on the other to lower standards rather than have too many failures.

Several changes were being planned for the fourth year. In addition to reducing class size (from 25 to 15), sections would be stratified according to skill level. Furthermore, greater emphasis would be placed on lab work.

According to the Acting Chairman of the Math Department, there was some pressure by the administration to give credit for the two remedial courses. He felt that more time with students was needed and hoped that the number of contact hours would be increased. Plans for the fourth year were for more modular sections.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Department of Student Personnel was responsible for counseling at this college. This office was administered by the Dean of Students since 1970.

### Types of Counseling

The fundamental responsibility of the counseling office was to provide academic advisement. However, all types of counseling services were offered. Prior to open admissions academic counseling was provided by faculty advisors and counselors were primarily responsible for psychological counseling.

### The Counseling Division of Labor

The counselors at this college were generalists, although each had interests and training in specific areas. In 1970 there was some division of labor (separate financial aid counselors), but in subsequent years all counselors began to assume general counseling

responsibilities. Thus, the counseling office shifted toward the more general model over the three year period.

### Styles of Counseling

1. Medical versus Outreach. The counseling orientation at this college resembled what has been described as the "outreach" model. That is, counselors were expected to periodically contact students by letter and telephone in order to discuss possible problems and get some idea of their academic progress as well as social adjustment. This approach was adopted all three years.

In effect, a student's first contact with a member of the counseling staff came during the initial program planning process and was maintained throughout the college career (although not necessarily with the same counselor).

2. Mandatory versus Voluntary, Counselor-Student Interaction. During the first year of open admissions incoming students were expected to see a counselor four times during the first semester. Those who did not come

in were contacted by their counselor. During the second year students were assigned to group sessions. However, attendance was on a voluntary basis. By the third year, freshmen were required to attend these sessions. Thus, over the three year period contact between the counselor and student became more routinized and had a mandatory aspect, although there were no sanctions if the student did not comply.

While counselor approval was necessary for second semester registration, in some cases students were able to get by with only the approval of a faculty member.

3. Dyadic versus Group Counseling. During the first year of open admissions the main thrust of the counseling office was on one-to-one counseling. However, because of the large increase in students, a new program was instituted beginning in 1971.

All entering freshmen were urged to enroll in a 6 week orientation and counseling group. These groups were organized by curriculum and met for one hour weekly. Each group was made up of 20-25 students. No credit was given. The primary aim was to orient students to college

life. The major theme was on academic survival. The sessions covered a broad range of topics. These included the following: general introduction and overview of the college; curriculum requirements and their relationship to career goals; student activities -- its philosophy and implications for students; academic rules and regulations; registration procedures; and an open discussion designed to explore and stimulate personal potentials. In 1972 the only change that occurred was that all freshmen were required to enroll.

A group approach was selected not only because of the large number of students, but also because it was considered a good vehicle for involving students with other students and with the college. It was felt that sharing questions and answers and "exploring" the institution together lessened the students sense of insecurity, and aided in freeing them for more productive study.

After completion of the group sessions counselors were available to those students who wanted to continue seeing them. At the same time counselors were expected to individually contact freshman students. The counselor assigned to the groups continued as the personal and academic counselor for students in that group.

4. Therapeutic versus Socialization Goals. The primary goal of the counseling service at this college was to orient students to college life to help them survive.

While academic advising was the fundamental responsibility, counselors did branch out into other areas. The college setup counselor teams (such as psychological services, vocational, etc.) and students with problems in those areas were referred to the team. Each team was made up of about 6 counselors, who were assigned according to their specific curricular interests and expertise. Counselors in teams met regularly to discuss their caseload. This approach was followed since 1970.

5. Peer Counseling. According to one administrator, peer counseling did not work on the community college level and had not been used.

#### Caseload Definition

The counselors' caseload at this college was assigned by curriculum and students and counselors were matched randomly.

Generally, each counselor was assigned 120 incoming students. However, the actual caseload was much higher since they were responsible for the same students in their second year as well. In effect, the "real" student-counselor ratio was about 250-300:1. The counseling service was utilized by 75-80% of the students. It was reported that second year students used counselors more than first year students.

Each counselor kept a record of any appointment made with a student. This procedure was known as the Counselor Cumulative Data Report. In this report, counselors noted the reason for the appointment and the nature of the problem.

Students were assigned to a counselor at the beginning of the term and were able to change counselors if they wished. One administrator felt that students did not really care about the sex, race, and ethnic origin of their counselor.

Although the students' first contact with a counselor came during the initial program planning process, this counselor was not necessarily the same one to whom he was later assigned.

### Counselor-Faculty Relationships

The faculty at this college did not refer students to the counseling office. This was attributed to the basically "conservative" nature of faculty members.

One member of the counseling staff sat on the Committee on Academic Standing and made contact with those students who lost their matriculation or were being considered for academic dismissal. Students had the right to appeal their case. In addition, interviews were scheduled to plan possible alternatives. The college was linked with the New York State Employment Service. In this way, "exit" counseling was another service provided by the counseling office.

### Background and Evaluation of Counselors

Prior to open admissions the counseling service was made up of a small group of psychological counselors, who were not responsible for academic advising. In 1970 the counseling service received several new lines and hired individuals from a variety of backgrounds. These included social workers, guidance and vocational counselors, and those with training in stu-

dent personnel. All those hired had at least a Master's degree. Such factors as race and sex were also taken into consideration. Counselors occupied faculty lines and rank depended on background.

Initially, many old counselors were reluctant to become academic advisors. However, they eventually moved into the mainstream and assumed general counseling responsibilities.

In 1970 there were approximately 18 counselors. However, this number doubled in 1971. Additional lines were created in 1972.

Counselors were evaluated by their supervisors through two yearly observations. In addition, student data on counselor effectiveness was also used.

#### Self-Assessments of Counseling Effectiveness

This college had not yet instituted research procedures to assess the impact of counseling services on various student outcomes. One administrator felt that the group sessions

made students more aware of the counseling service and response to the program seemed positive. Initially, many students were reluctant to utilize the counseling service.

#### GRADING SYSTEM AND RETENTION STANDARDS

The basic A - F grading system was used at this college. In non-credit remedial courses, a grade of R (repeat) could be given. The college had a liberal policy (beginning in fall, 1971) regarding withdrawal from courses. Students could withdraw without penalty anytime through the 12th week of a semester.

Students were not dismissed from college until after they had attempted 23.5 credits. Students who earned a grade point average of less than 1.50 after attempting 11.5 credits could, however, be placed on a limited program (e.g., reduced credit load and/or debarment from certain courses). Limited programs could be assigned also to students whose averages were less than 1.67 after attempting 12 to 23.5 credits. After this point students could lose matriculated status if minimum averages were not maintained. The minimum averages were as follows: Between 24 and 37.5 credits, 1.54 between 38 and 51.5 credits, 1.74; between 52 and 63.5 credits, 1.87; after 64 credits, 1.95.

CHAPTER 12  
EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE

## EVALUATION OF STUDENTS AND PROGRAM PLANNING

### Background

This college was originated to serve the needs of a highly disadvantaged minority group population in the surrounding community. This population consisted predominantly of Hispanic and Black students of low socio-economic status. The college began with an innovative educational philosophy and structure. This will be described in a subsequent section.

The first two years of the college's existence were marked by turbulent political conflict which resulted in heavy staff turnover. Over this period there were three Presidents. Turnover was even greater in other key administrative posts. In addition many critical support facilities were either non-existent (e.g., a functional computer operation for administrative and instructional purposes) or seriously inadequate by almost any criteria. However, by the third year (1972-73) administrative stability and implementation of the educational philosophy began to emerge.

### Procedures

During the first two years of open admissions, students were invited to the college for counseling and orientation. These were held in August. Each counselor met with a small

group of students (approximately 15) for an hour's orientation and individual program planning. Some faculty also participated in program planning. No formal testing procedures were conducted, and students generally registered for courses they wanted to take. A large group orientation was held prior to the opening of classes. This was primarily intended to introduce students to various members of the administration, who provided them with a description of services available and a further explanation of the college's approach to learning. In 1970, approximately ninety percent of the freshmen attended.

Beginning in 1972 the college set-up formal testing procedures. Each department was made responsible for formulating testing and guidelines procedures.

All incoming students took the California Achievement Test (CAT). Those who indicated on a written questionnaire that their language background was other than English took the Comprehensive English Language Test (CELT). Students who were reading below the 10th grade reading level (based on CAT) were placed in the newly developed compensatory program called LIBRA. In addition, a writing sample was administered. Students chose from one of five composition topics. A student who had a borderline reading score (9th grade reading level) but demonstrated competency in writing was exempt from LIBRA. Those unable to write coherently, regardless of reading score, were placed in the LIBRA program. In general, there was a high

correlation between reading level and writing competency. Although LIBRA placement was mandatory, we were informed that it was possible for students to slip by and register for the regular English course. Students in LIBRA were allowed to take no more than one of the regular academic offerings.

The Mathematics department constructed a placement test which relied heavily on material contained in the Arithmetic Skills Kit produced by Science Research Associates. Students were tested in areas such as fractions, whole numbers, decimals, percents, and proportions. If a student passed two of three problems in each area, it was decided that no remediation was necessary. However, each academic department was allowed to review the test results in order to determine whether or not students entering a particular career area were in need of remediation. According to the Chairman of the Math department, this was done very haphazardly. Depending on curricular interest, a student needing remediation was placed in one of three sequences. This included a remedial sequence for nursing, one for science, and one for liberal arts students. Only nursing and science students were required to take the course. In fact, those in liberal arts were not required to take the placement test and would be advised to register by a member of the math faculty, if necessary (There was a Math requirement for graduation, and Liberal Arts students in regular math courses who seemed unprepared, could be advised to take the compensatory work).

SUPPORT SERVICES, I: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

This college was committed to carrying out its educational objectives through a "systems approach" which had as its basic premise the assumption that almost every student could master a given area of knowledge and/or skills provided that there was flexibility in time and methods. This approach required that all tasks be analyzed and explicitly defined as a series of performance-oriented statements, called performance objectives. Related performance objectives were grouped together into small units of instruction called milestones. Groups of related milestones constituted Modules, the unit of instruction for which students registered and received credit. In short, semester or semester-length courses did not exist and it was expected that the average student would complete a module in 6 or 7 weeks. The normal college semester consisted of two "cycles."

This college initially rejected the concept of remediation. A "learner" began with milestone 1 of a given module and worked at it until he had demonstrated mastery over it; then he moved on to milestone 2, and so on. Every module in every program had basic introductory milestones which superseded remediation (and removed the stigma of being labelled deficient). Learners worked at their own pace and were not affected by the progress of others.

An important aspect of the systems approach was the intention to develop alternate models of instruction. Some of

the approaches included work experience, programmed instruction, films, audio tapes, television, and computer-assisted instruction. In addition, tutorials, seminars and lectures were used.

The procedure for the evaluation of a student's achievement was another aspect of the systems approach. A performance level was established for a series of objectives and a student was required to demonstrate mastery over each objective. Students were permitted to take a re-test without penalty (within reasonable limits) until the desired level of performance was achieved. Traditional grades were not used. A student received credit whenever he demonstrated that he had achieved the objectives of a module.

As noted earlier, during the first year of open admissions the college was plagued by political conflicts, administrative turnover, and very serious inadequacies of physical and related facilities. In 1971 a new President was appointed, and the second year was devoted to developing a more orderly environment so that the educational mission of the college could be implemented. While the modular approach remained the central educational feature, the third year did see the implementation of a more explicit remedial effort.

#### Centralized versus Decentralized Compensatory Structure

The primary remedial effort beginning in 1972 was the so-called LIBRA program which was administered by the English De-

partment. Other departments contributed personnel and content for the program. Mathematics remediation was, from the outset, under the aegis of the Mathematics department. Thus, all communication skills were centralized under LIBRA, while quantitative skills remained separate. Compared with other colleges the effort at this college approximated the centralized model (in 1972), but not to the same degree as at certain other campuses (notably, New York City Community College).

#### Areas of Compensatory Work

1. LIBRA Program. The primary purpose of the program was to provide students with the reading and writing skills which would enable them to succeed in regular college courses and in later life. The program was two cycles (one semester) in duration.

Emphasis was placed on communication of various kinds--reading, writing, speaking, listening--within the context of subject matter related to the health sciences and the liberal arts. Content modules were selected from a variety of academic disciplines and taught by faculty from the academic departments. Modules from these departments generated topics for compositions and reading assignments. The English instructor attended all classes of the content teacher in order to gather material for use in the English class. The student received three credits for the successful completion of the content module.

The core English component consisted of a five hour course which carried 3 credits. Students worked intensively on the structure of language (grammar, spelling, punctuation, sentence construction); the organization, logic, and rhetoric of composition and speech; reading comprehension; vocabulary; note-taking; effective listening.

Although no tutoring was offered, students attended a two hour English workshop which was staffed by faculty. Individual assistance in addition to programmed materials were available. Frequent individual conferences were held in order to discuss the papers a student wrote for English and the core academic subject.

The reading component consisted of a three hour course which carried three credits. The reading program was not clearly defined or organized. Instructors developed their own course outlines.

Upon completion of the program, each student was given an alternate form of the CAT and had to demonstrate the ability to write a composition relatively free of grammatical errors. Specifically, students were required to write a three hundred word composition with not more than one gross error in certain areas (such as punctuation, spelling, subject-verb agreement). Several instructors read the composition to ensure objective evaluation. Students were expected to be reading at or above the 9.5 grade

reading level in order to pass. (We note here an apparent inconsistency: Less than a 10th grade reading level was defined as the criterion for placement in remedial reading. However, a grade level equivalent of 9.5 or above was defined as a criterion for exit. Apparently, the distribution of scores on the placement test was so low that the 9.5 exit criterion actually represented a substantial gain for most students). It was reported that of 92 students enrolled during the Fall term, 53 met the stated objectives by the end of the term.

There were five full-time English teachers involved in the LIBRA program during the fall term. They also taught advanced courses. Four full-time faculty members were involved in the reading program.

Although there were no formal evaluation data available, the Director of the LIBRA program felt that students were very enthusiastic. Many had made impressive gains. Some students had improved their reading level by two and one-half years, and some had improved their writing skills considerably. That is, they were now able to write a fairly coherent composition. Future plans included increasing the number of LIBRA sections, and increasing reading hours.

2. English As a Second Language. An ESL program began to develop in 1972, although it did not become fully operational until the 1973-74 academic year. The aim of the college was to provide instruction in Spanish to students for whom this was the pri-

mary language. However, at the same time, these students were to receive intensive instruction in English. In this way the student would be able to earn credit for regular college courses, while being prepared to work in the "dominant" language. At the outset there was significant resistance to this bilingual approach on the part of some students and faculty. The feeling was that since Puerto Rican students were citizens, to force them to master English was a form of coercion and discrimination. By 1972 this resistance began to fade, and there were special sections of ESL, depending on the student's initial degree of fluency in English.

3. Mathematics. During the first year of operation, the Math department set up a module in basic math especially designed for nursing students. In the second year, an additional module in basic math for technical students was introduced. Both courses met for three hours and carried one credit. Beginning in the fall 1972 semester the department set up separate two module sequences for students entering the nursing, science, and the liberal arts disciplines.

For students who needed to improve their skills in order to take courses in nursing, the first module consisted of the following milestones:

1. basic arithmetic skills;
2. metric system and apothecary system of measurement;
3. application of basic skills to nursing;
4. review material covered in the previous milestones.

The second module incorporated topics covered in the first module and extended their application to nursing situations. It was felt that many nursing students needed a more intensive review of basic skills and this could only be done with the addition of a second module.

Those students planning a career in the scientific-technical areas were required to take a two module sequence which incorporated the following milestones:

1. Measurement
2. Decimals
3. Basic Operations Using Decimals
4. Percents
5. Metric System
6. Variation
7. Similar Triangles
8. Angles of Triangles
9. Trigonometric Functions
10. Law of Exponents
11. Logarithms
12. Using Logarithms
13. Graphs

The two module sequence for liberal arts students covered topics in algebra and trigonometry. These modules were not required and were designed for students needing additional help.

The department set up a Math Lab in 1972 which was staffed by tutors from the college. Students would go to the lab on their own. There were about ten tutors who spent an average of ten to fifteen hours weekly in the lab. Sometimes, tutors would sit in on math classes. No hardware was available in the lab.

A student was tested after every milestone and was required to pass 80% of the test items. If he successfully passed all the milestones in the module, he would pass the course. Otherwise, he would repeat the milestone and take a retest. No final exams were administered. All the sequences met for three hours and carried one credit.

There were three or four full-time faculty teaching the remedial sections. They also taught the advanced courses.

Although there were no formal data, the Chairman of the department felt that many of the students were doing well. However, the self-paced approach tended to create logistical problems. Within a module different students would be working on different milestones, and this created problems for the teachers in terms of class activities. As a result students would sometimes be working on later milestones before they had passed earlier ones.

## SUPPORT SERVICES, II: COUNSELING

### Administrative Locus of Counseling

The counseling office was located within the Division of Student Services. This was true all three years.

### Types of Counseling

The counseling office provided all types of counseling services.

### Division of Labor

During the first two years counselors were considered generalists. With the exception of financial aid, they handled all types of problems. In 1972 the counseling office became more specialized. That is, special units or teams were created and assigned to academic departments to provide placement, transfer, and psychological counseling. All other counselors continued to provide academic and general counseling.

### Styles of Counseling

1. Medical versus Outreach. The counseling office resembled the outreach model. That is, counselors were expected to initiate and maintain an ongoing relationship with students through individual and group counseling sessions. This was particularly true during the first two years. Students saw coun-

selors primarily for academic-related problems. However, frequently underlying these were problems of a personal nature, relating to family relationships and marital problems.

A student who planned to withdraw formally from college was supposed to see a counselor. These sessions were a means to plan alternatives, such as job placement and financial aid. However, while counselors made an effort to keep track of students, often they simply disappeared. Students in academic trouble were also supposed to see a counselor. Students were placed on probation beginning the second year. However, the college had not yet dismissed a student for academic reasons.

Beginning in the third year, the counselors received some faculty referrals, primarily relating to students' academic performance.

2. Mandatory versus Voluntary Student-Counselor Interaction.  
Students were required to attend weekly group sessions which were offered the first two years. In the third year counseling was not mandatory, but there were numerous situations in which students and counselors routinely came into contact.

3. Dyadic versus Group Counseling. During the first two years the counseling office provided group counseling sessions which met on a weekly basis. In the first year groups met once

a week for two modules, while in the second year they met three times weekly for one module. Students received one credit, and as stated previously, attendance was mandatory. Sessions were led by members of the counseling staff. Each counselor was responsible for five groups with an average of twenty students per group. These sessions focussed on an orientation to the aims of the college, as well as skill training for solving problems in human relations. This program was discontinued in the third year. Complementing the group counseling program was individual counseling.

4. Therapeutic versus Socialization Goals. The primary objective of the counseling service was to help students succeed in college. The aim was to monitor student progress and, if required, to intervene and increase the likelihood of academic survival. However, over the first two years it is doubtful that this was done effectively.

5. Peer Counseling. In 1972 the counseling office trained a group of second year students to act as peer counselors. These students were paid. At the same time, a student generated informal peer counseling group was formed. This unit was referred to as the "family" and a counselor acted as an advisor. If necessary, students seen by this peer unit were referred to a counselor.

### Caseload Definition

During the first two years each counselor was randomly assigned to a specific number of students. These assignments were made at the beginning of the fall semester. The counselor-student ratio was about 1:100 and the main thrust of the counseling service was on servicing the needs of incoming freshmen. Students generally saw the same counselor throughout the college career.

Beginning in the 3rd year, counselors were no longer assigned caseloads. Instead, each counselor was assigned to an academic department. Assignment to a department depended on counselor interest. In this way counselors had the opportunity to meet with faculty from the department and acquaint themselves with the curriculum. Often, they would sit in on classes. Thus, counselors became responsible for servicing the needs of students within each academic discipline.

Although counselors were supposed to keep records on the nature and number of contacts made with students, this was done with varying degrees of success. Responsibility for reporting rested with each counselor.

### Counselor-Faculty Relationship

During the first two years counselors were often seen by faculty as "troublemakers." That is, they were considered too politically oriented and closely allied with student interests in opposition to faculty. However, this image changed somewhat during the third year. Since counselors were assigned to academic departments they came to be regarded as less threatening and some rapport developed.

A member of the counseling staff sat on the Committee on Academic Standing.

### Background and Evaluation

Initially, the counseling office hired counselors with a Bachelor's degree. However, by the third year a Master's degree was required. Most counselors came from minority groups. The director was primarily interested in hiring individuals with an urban school and college background.

In 1970 there were eight counselors. By the third year there were eleven. All occupied faculty lines.

The counseling staff met with the director on a bi-weekly basis. In addition, there were weekly staff meetings and an in-service training program. The director evaluated the records and weekly logs kept by each counselor.

Self-Assessment of Counseling Effectiveness

Although there were no formal data available, the director felt that the counseling service had been beneficial. Since most students were the first to attend college from their families, they needed support from the staff.

According to the director, changes which would strengthen the program included the following: specific caseloads; improved record-keeping; more emphasis on career planning in an orientation course; scheduled appointments; counseling for graduating students.

GRADING SYSTEM AND RETENTION STANDARDS

This college did not use the traditional A - F grading system. Indeed, no grades of any kind were used. When a student completed the requirements of a course, he or she simply received the number of credits which it carried. No failing grades were given.

However, there were standards defining the rate at which students should accumulate credits. These standards specified both the number of credits which students should attempt, as well as the number which should have been earned over various time periods. Students were expected

to have earned at least 30 credits by the end of the third semester of matriculation. Students who fell behind the credit completion requirements were subject to probation. If, during the probationary period, no evidence of progress was exhibited, the student was then subject to suspension. However, in no case was a student to be suspended before the end of his third semester.

While the programs of the college were designed to be completed over a two year period, the progress regulations allowed a student to take up to three years of full-time study to complete an associate degree program.

CHAPTER 13

KINGSBOROUGH COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall 1970

This college held no pre-registration or orientation activities during the summer of 1970. Incoming freshmen were registered just prior to the opening of classes and were assisted by counselors from the Department of Student Services.

The college only offered remedial work in mathematics. Placement in the three math remedial courses was based solely on high school preparation and was mandatory, since students were required to take one regular mathematics course to fulfill graduation requirements.

Fall 1971

For the second open admissions class there were several changes in the program planning and placement process.

Incoming freshmen were tested in April and returned to the college in May for pre-registration and orientation. Testing was supervised by the Dean of Instructional Services. The Open Admissions Reading and Math tests were administered. The pre-registration and orientation sessions were run by the Office of Dean of Students. After opening orientation speeches,

students broke up into small groups. Students in career curricula met with faculty from the departments, while those in liberal arts met with faculty representatives from various academic disciplines. Members of the counseling staff sat in on these group sessions and preliminary programs were made up for each student. Registration for classes took place in September. Most students were able to register in the courses for which they had been programmed.

This year the college offered a remedial course in English. Placement was restricted to those in the bottom reading group. That is, students with scores of 27 or below (less than 9th grade level) on the Open Admissions Reading Test were required to register. Guidelines for placement in English were determined by faculty and the Dean of Instructional Services.

Placement in math was strongly recommended to those students who scored below 17 on the Open Admissions Math test, or who scored above this but had a weak high school math background. Since the college abolished the math requirement, placement was no longer mandatory. Math guidelines were solely determined by the Instructional Services office.

Fall 1972

There were changes in the placement process for the third open admissions class.

Placement in the English remedial course was determined by scores on a reading test devised by the English department. The test consisted of 40 questions dealing with main ideas and inferences which came from freshman textbooks used by the college. It was considered a more appropriate measure of reading ability than the Open Admissions Reading test. After undergoing several revisions the English department felt that it would be an adequate substitute for the Open Admissions test. It was used for placement in 1972. Placement was mandatory.

The Department of Biological Sciences developed a preparatory biology course and students in a science curriculum who scored poorly on the Open Admissions Math test were required to register. While cut-off points for placement were determined by the Dean of Instructional Services, students initially placed in a higher level biology course were also advised to register by faculty, if necessary.

In addition to the reading comprehension test and math test, the college administered the Differential Aptitude Test to all incoming freshman. During the pre-registration and orientation phase, students who scored poorly on these tests were advised not to take courses demanding a great deal of work, and they were placed on reduced course loads.

SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK.

### Centralized versus Decentralized Compensatory Structure

The remedial - compensatory program at this college was decentralized. That is, each academic department was responsible for providing remediation. This was true for all three years.

#### Areas of Compensatory Work

##### 1. English

Beginning in the fall of 1971, the English department introduced what could be described as a compact package program meeting 6 hours per week, offering 6 credits for classroom attendance. In effect, the remedial course (worth 2 credits) was taken in conjunction with the regular freshman English course (worth 4 credits).

The major aim of the remedial course was to help students improve their ability to read, study, and retain printed material with greater efficiency. Faculty were encouraged to produce their own materials, and a standard syllabus was not used. However, all faculty were given a handbook prepared by members of the department. This handbook described reading objectives.

In an attempt to link reading with a content area, limited pairing of classes started in 1971 and expanded to all remedial sections in 1972. That is, each remedial section was linked to

a particular course (such as sociology, psychology, biology, business administration). In effect, this enabled English faculty to utilize materials from the academic subject area.

In order for the counseling staff to maintain closer ties with students who had reading problems, counselors were assigned to each remedial section, ensuring more frequent contact with both students and faculty. Moreover, tutors were assigned to remedial sections and were able to work closely with faculty and groups of students.

In addition to classroom tutors, those students in remedial sections needing additional help were advised to attend the English Workshop. Prior to 1972 the English Workshop was loosely structured. However, two directors were hired in the fall and 80-90 tutors were involved in the program during the third year. The tutors included graduate and undergraduate students. Students were referred by faculty to the Workshop for 3 hours of tutoring per week. Students in regular English classes and other academic areas could also be referred. The Workshop used one-to-one and group tutoring. Little "hardware" was used.

At the end of the semester faculty readministered the same test that was given in the fall and, in addition, the SRA test was administered to all classes. In order to receive a passing

grade, students were expected to be reading at the 10th grade level as determined by these tests. Students received a separate grade for work completed in the remedial and regular freshman English course. In effect, a student could receive a passing grade in the remedial course, while failing the regular course. Thus, depending on their progress, students receive anywhere from 2-6 credits. If necessary, they were required to repeat the course. Grading in English was based on a pass/fail decision.

All full-time faculty members were expected to teach two remedial sections, as it was considered a desirable teaching experience. In addition, the department ran an intern program, and those involved taught part-time and also worked in the English Workshop. The interns were doctoral candidates in English. This program began in 1971.

### Math

During the first two years of open admissions the math department offered remedial courses in elementary algebra, plane geometry and 11th year mathematics. In the 3rd year two additional courses were offered. These included an intensive math review and a basic math course primarily designed for business students.

In the first year all remedial course were taught utilizing the traditional lecture approach. These courses paralleled the 9th, 10th and 11th year mathematics course offered in high school.

The elementary algebra and plane geometry course met for 3 hours, while the eleventh year mathematics course met for 4 hours. None carried any credit. Thus was true all three years.

Beginning in the second year an experimental program utilizing television and other technical aids was introduced in one section of elementary algebra. The program was expanded to include more sections of elementary algebra the following year. The Single Concept Introductory Math Project (SCIMP) was a self-paced approach utilizing several instructional modalities

(such as videotape, worksheet, textbook, teacher workshop and the student's own devices). For example, the videotape utilized music, puppets, cartoons and commercials to get its point across and could be viewed by one or more students at a time. This tape was prepared by a member of the math faculty. Students were expected to master 53 concepts (such as linear equations, polynomials, factoring) and when they felt ready, took a self-administered test. Tests on a concept included 10 items of which 8 had to be passed. When tests were passed on all concepts, the student earned a C grade. A final examination was offered on an optional basis to give students the opportunity to improve their grade. A student who did not pass test on all concepts by the end of the semester received an incomplete and was provided an opportunity to complete the course during the next semester.

As indicated previously, the department offered an intensive math review course which met for 4 hours and carried 1 credit during the third year. This course included a comprehensive treatment of basic mathematics as well as an introduction to basic algebraic manipulations. The basic math course met for 1 hour during the first 5 weeks of the semester and carried no credit.

In 1971 the Math department set up a Math Workshop which was available to all students. The Workshop was staffed by faculty and tutors. Resources such as videotapes were available. Tutors were either undergraduate students from the college with strong math records, or graduate students.

Those students who successfully completed the elementary algebra course were not required to take the other remedial courses and went directly into one of the regular credit-bearing math courses.

All full-time faculty members were expected to teach remedial courses. Moreover, in 1972 bi-lingual students were placed in separate sections. Each semester 2 sections were set aside for these students.

### Biology

In the fall of 1972 the biology faculty introduced a preparatory course in biology designed for students in a science curriculum. This course met for 3 hours and carried 2 credits.

In essence, the course aimed to introduce students to basic scientific concepts and ideas. It was felt that these concepts would be necessary for students planning to take courses in science, especially for those who had basic deficiencies in reading and math, in addition to a poor high school science background.

Generally, the class period was divided between lectures, films, and labwork. Homework was assigned and students were expected to write papers, go on field trips, and watch shows on television which were of related interest. For example, many students had not been to the aquarium, and faculty members encouraged such excursions. The department prepared a standard syllabus. However, each instructor developed his own method and approach. For example, one instructor introduced the class to the "black box" experiment. This involved the use of an unlabelled black box with an object in it and students were expected to use a scientific approach to find out what was contained. Each week a different topic (such as cells, tissues, using the microscope) was covered, and a standard biology text used.

Those students who needed additional help were advised to go to the tutoring service. However, one instructor felt that many tutors were not qualified to provide such assistance. Instructors were available during office hours to provide extra help.

Throughout the semester frequent quizzes, oral tests, and exams were administered. The department also prepared a multiple-choice final exam which was given to all classes. All these criteria were taken into consideration by the instructor when deciding on the final grade. A student was not allowed to register for an advanced biology course until passing the preparatory course. According to one instructor, about one-half of his class passed in the fall semester.

During the fall semester five full-time faculty members taught the preparatory course. They all volunteered and were selected on the basis of their interest. There were 5 sections with 20 students per class.

### Tutoring

The Institute of Tutorial Services was an outgrowth of an earlier Nurse Tutoring Study (a federally funded research program for nursing students in 5 CUNY community colleges) which demonstrated the value of coordinated, large-scale

tutoring services. In August, 1970 the present program began, retaining certain elements of the Nurse Tutoring Study that were appropriate for a college-wide service.

The primary purpose of the program was to reduce attrition by helping weak students succeed in their course work.

Tutoring was keyed to specific courses. By the third year tutors provided instruction for 76 courses in 13 academic departments. All departments but English (which hired its own tutors) utilized the tutorial service.

Originally tutoring was provided for freshmen students only. However, by the spring, 1971 semester, the service was made available to all students. By the third year 122 tutors were available and approximately 700 students were tutored during the fall semester.

Most tutors were students from the college. However, some came from a four year college. According to the director, the preference was to hire students from the college, as they were familiar with the course material and instructor. Perhaps the only exception was in math and biology, where 4 year students

were better qualified. The tutorial service hired tutors. However, academic departments had a veto power. In short, the tutorial service was responsible for the following:

1. - recruitment of tutors
2. - recruitment of students
3. - training and supervision of tutors
4. - scheduling
5. - preparation of materials
6. - evaluation

In general, students came to the tutorial service on their own. It was estimated that approximately 98% were self-referrals. According to the director, students referred by instructors or counselors seemed to attend less regularly and dropped out more frequently than did those who applied themselves. In short, those who came voluntarily wanted help.

Each student received 2 hours of tutoring per week in a given subject area. Emphasis was placed on subject matter in specific courses, and tutors worked closely with a liaison faculty member in each department regarding the nature of classwork and assignments. Records were kept of the attendance, content, methods of instruction and student progress for each session. Students who missed two sessions could be dropped.

At the end of the semester tutors evaluated themselves, their students, and the tutoring program. Tutors and the program were also evaluated by the students at the end of each semester.

Originally tutors were assigned four students per session. However, emphasis by the end of the first year was on a one-to-one relationship. This reduction resulted primarily from the difficulty in scheduling homogeneous groups; i.e. getting students with the same instructor in the same session.

A shift in emphasis occurred during the three year period. The major concern during the first two years was on perfecting the operation (such as selection and training of tutors), while in the third year emphasis was on articulation with faculty and other offices of the college. For example, direct communication with faculty rather than through the liaison was instituted by means of a communication form.

In order to assess the impact of tutoring on student performance, the Office of Institutional Research conducted a small study in the fall of 1971. Two groups of 22 students who were failing at mid-term were matched on selected characteristics (such as reading ability, and subject area). In the group that was tutored, 50% finally passed, whereas in the untutored group, 20% passed.

Self-Assessment of Remediation

The Office of Institutional Research was responsible for implementing research to assess the effectiveness of the English and Math remedial programs. These studies were conducted during the fall, 1971 semester.

For English the research indicated a beneficial effect of the program upon students in the fall of 1971. Students' reading comprehension improved substantially, and this improvement was greater for students in the remedial program than those in regular freshman English (however, we note that this could have been due to the regression effect). Also some teachers appeared to be more effective than others.

According to the director of the Freshman English Programs, the program needed more structure, and a set of common objectives for faculty had to be defined. Future plans included the preparation of modular units.

The basic design of the math study was to compare the progress of SCIMP students with that of students in other sections of elementary algebra who were taught in a more traditional manner. While there was some evidence to suggest that students were receptive to the SCIMP program and found mathematics "more palatable", the students did no better than

those in regular sections and in some cases, substantially worse. It was noted that the average improvement in Open Admissions Math test scores was virtually the same for SCIMP and students in a regular section who had the same instructor. It was concluded that SCIMP had neither proved nor disproved itself as an effective alternative to traditional classroom instruction.

While no data were yet available for students in the preparatory course in biology, one instructor felt that students who passed and went into the advanced courses seemed to be doing well. Without the preparatory course, he thought they would probably be doing poorly. One major weakness of the program was the inability of faculty to spend more time in curriculum development. According to one instructor, the course was set-up in a "piece-meal" fashion. Specific behavioral objectives for students were needed.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Office of Dean of Students was responsible for counseling. This was true all three years.

### Types of Counseling

The counseling office provided all types of counseling services. Financial aid counseling was part of a separate office.

### The Counseling Division of Labor

The counselors at the college were generalists. With the exception of financial aid, counselors were responsible for providing all counseling services.

### Styles of Counseling

1. Medical versus Outreach. During the first year of open admissions, a so-called unit system developed by which counselors were assigned to units and housed in various campus buildings. Students were expected to see a counselor when problems arose, and the contacts were therefore, mainly on a self referral basis.

Beginning in the second year, the counseling orientation resembled the outreach model. In effect, counselors were supposed to see freshmen four times during the year. In the fall, all incoming students received a letter from a counselor two to three weeks after the semester began. The purpose of this first contact was to bring out the fact that counseling would be supportive, open and confidential. An attempt to delineate the confidentiality of the relationship was made in

an effort to change the negative image that many students had of counselors. It was estimated that approximately 85% of freshmen showed up for an initial meeting. The second counseling session took place after the mid-term marking period. Faculty members were asked to submit to the Office of the Dean of Students the names of students who had cut 10% of their classes or who were in academic difficulty. In this way counselors were made aware of those students in academic trouble. A third counseling session took place at the end of the first semester in order to plan the second semester program. The final counseling session took place at the end of the academic year. Letters were mailed to students advising them to see their counselor prior to each session.

Counselors received a printout of names of those students in academic trouble (on probation or facing loss of matriculation). These students were contacted by the counselor. Moreover, students who wanted to withdraw from school were required to get their counselor's signature. In effect, the staff was able to "track" most students.

## 2. Mandatory versus Voluntary Counselor-Student Interaction

While counselors were required to contact students four times during the year, the only mandatory visit was for second semester registration. Students who did not see their counselor got lower priority in terms of getting placed in over-subscribed courses.

### 3. Dyadic versus Group Counseling

The main thrust of the counseling service was on one-to-one counseling. There was no formalized group counseling program. However, counselors assigned to remedial English sections provided group counseling in these sections.

### 4. Therapeutic versus Socialization Goals

The primary goal of the counseling service was to provide academic and career counseling. Students in need of psychological help were referred to someone on the staff with clinical training or to an outside agency. According to one administrator, the counseling staff did not attempt to provide in-depth psychotherapy.

### 5. Peer Counseling

In 1971 the college set-up a peer-leader program in which students were trained to assist at pre-registration and orientation sessions, as well as during registration. Moreover, some students were involved in counseling through the student activities office. The counseling staff was solely responsible for providing such services as abortion and drug counseling.

Caseload Definition

Beginning in 1971 the counseling staff was organized into what was defined as the counselor cluster. The cluster consisted of a cluster leader (senior counselor), two counselors and a secretary. Students were assigned to a counselor in one of two ways. The first basis for assignment was by curriculum. That is, secretarial students were all assigned to the same counselor. The other method involved students placed in the remedial English sections. Counselors were assigned to students placed in those sections.

Generally, each counselor was responsible for approximately 200 freshmen. Moreover, counselors continued to provide upperclassmen with counseling.

All counselors kept a record of the number of contacts made with each student. As indicated elsewhere, it was felt that most students were "tracked" by the counseling office.

Although students were assigned to a counselor at the beginning of the school year, some shifting would take place. That is, students who wanted a counselor of the same sex or race could be reassigned.

### Counselor - Faculty Relationship

The relationship between the counselors and faculty depended on the individual faculty member. In essence, faculty cooperation varied. Although faculty could send a referral form to the counseling office, few did so.

A student who was being considered for academic dismissal had the right to appeal his case. The counseling office was notified of such action.

### Background and Evaluation of Counselors

The counseling staff came from backgrounds in social work, clinical psychology and group work. Some staff members had their doctorate, although not necessarily in counseling. All were required to have at least a master's degree.

In 1970 there were between 10 - 12 counselors. This number doubled by the third year.

With the exception of financial aid, all counselors were on faculty lines.

There were several ways in which counselors were evaluated. First, counselors could be observed either in a session with a student or by means of a taped recording. Second, 3 - 4 counselors prepared a 10 minute presentation of case notes before other staff in what was called a special case conference. Third, the cluster leader rated the performance of each counselor. Finally, some student input on counseling effectiveness was utilized.

#### Self-Assessments of Counseling Effectiveness

This college had not yet instituted research procedures to assess the impact of counseling services on various student outcomes.

#### GRADING SYSTEM AND RETENTION STANDARDS

The standard A - F grading system was in use at this college. Beginning with the 1972-73 academic year, a non-punitive "NC" grade was given (instead of an "F") during the first semester of the freshman year. Thus, failures in the first term were not calculated in the grade point average.

In 1970-71 students were required to maintain a C average to be in good academic standing. Students not in good academic standing could be placed on probation and/or given a reduced program. Students who did not remove their probationary status were subject to dismissal.

Beginning in fall, 1971, a grading scale was used for determining probationary status and loss of matriculation. Students who attempted less than 20 credits with an academic index of less than 1.50 were subject to probation. Those who attempted between 20 and 36 credits with a corresponding index of 1.75 were subject to probation, but if the index was less than 1.50, the student could lose matriculation. At 49 credits or more, the student was expected to have a cumulative index of at least 2.00. Students with less than a 1.80 index at this point were subject to dismissal.

CHAPTER 14  
LAGUARDIA COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1971

The college began its first year of operation at this time. Relative to other CUNY colleges, its educational program contained unique features. Primary among these was a work-study or Cooperative Education program which attempted to link classroom study with outside work experience. In order to facilitate this feature of the overall educational effort, the college was organized on a quarter - rather than semester system.

The college designed a multi-phased program to facilitate the freshman's transition from high school to college. The first step occurred in April when counselors visited all high schools from which 15 or more students were allocated to the college. The purpose of these visits was to describe the programs offered by the college.

In early May the second phase of orientation took place. Entering freshmen came to the college and met with student leaders in groups of 25. Before breaking up into groups, there was a large group orientation in which students were welcomed by the President and the student leaders. Afterwards, students in the smaller groups had the opportunity to ask questions about

the college. During this time counselors were available to assist student leaders. The group sessions ran about 1 to 2 hours, and afterwards students were taken on a tour of the building. The day concluded with a reception where the students had an opportunity to meet with faculty members from different programs.

Students returned to the college for the third phase of orientation toward the end of May. During this time the California Achievement Test was administered. It was later used as the basis for determining placement in remedial courses.

Registration took place in July and August. Students met individually with counselors and faculty for program planning and registration. Prior to these conferences, students met in groups with faculty from the curriculum area of their choice. Individual program planning was conducted by curricula. During the individual conferences, advisors (counselors) had available the students' CAT test scores, with guidelines for placement determined by faculty from the departments. Students were then registered by the advisor, and this avoided the "usual" registration experience. In addition, financial aid counselors were available to help students.

Prior to the start of classes the college held an "Intrologue". This was run by students and essentially de-

signed to introduce incoming students to the different clubs and activities available.

The college offered remedial work in English and Mathematics. Students who scored below the 12th grade level in language and reading on the CAT were required to register for a language skills remediation course. Those who scored above this level were exempted with credit and placed in an English course which was required for students in the liberal arts curriculum.

Placement in the basic mathematics course was required of all students who scored below the 12.0 grade level on the CAT. Those who scored above the 12.0 grade level were also required to take a computational skill exam prepared by the math faculty. Students who failed this exam were placed in the basic math course. Those who passed were exempted and given credit.

#### Fall 1972

For the second open admissions class the basic organizational structure of the orientation program remained unchanged. This year, however, student leaders were given training in role-playing techniques by members of the counseling staff. Moreover, an attempt was made to provide more structure in the orientation sessions. For example, students

first broke up into groups of 4 and then into groups of 8 and 16. Presumably, this would enable students to "break the ice" both with each other and the student leaders.

Placement criteria for the language skills remediation course were changed. This year, students who scored below the 12.0 grade level on the CAT were placed into the remediation course, as before, but students who scored below 8.0 were placed in special sections. Students who were exempted from the remedial course received credit.

SUPPORT SERVICES, I: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

#### Centralized versus Decentralized Structure

The organization of remedial services at this college approximated the decentralized structure. During the first year, remediation in language and reading skills was offered in the Division of Language and Culture. However, responsibility for the program rested with a specially designated coordinator. In 1972, the staff was reorganized into a Basic Skill Division with an acting Chairman. However, the basic skills program was not implemented until the following year. Responsibility for math remediation rested with the Division of Natural Environment both years.

Areas of Compensatory Work

1. English. This community college opened in September 1971 and the first entering class of 540 students were considered a well-prepared group. It was reported that the average student could read at a grade equivalent of 11.3 (38th nationally-normed percentile for college freshmen). In contrast, students entering in the fall of 1972 exhibited greater deficiencies. The average score on the CAT dropped about 0.5 grade level. Students were placed in remedial sections according to test scores. The required English course, although conceived as college-level, became to some extent compensatory.

Students entering in 1972 and scoring below 8.0 on the CAT (including both reading and language) were scheduled for special sections meeting 6 hours a week for 3 credits rather than the normal 3 hours. Students in these special sections were scheduled for laboratory work under the classroom teacher's supervision and also received additional tutoring. Those who scored between the 8.0 - 12.0 grade levels were placed in regular sections meeting 3 hours weekly with an additional 2 hours of individualized lab work.

The goals of the three credit language and reading skill remediation course were to improve basic reading and writing skills. In practice most emphasis was spent on writing.

Specific skills were taught in the classroom and then reinforced and applied in the laboratory setting. Parallel skill development in each communication area was emphasized; i.e., if recognizing the main idea was the skill taught in reading, then writing a paragraph around a main idea was the writing assignment, and determining the principle theme in a picture was the visual task. Emphasis in the reading program was placed on vocabulary building, comprehension and critical reading skills, while sentence structure, proofreading and editing, and special types of writing (such as business letters, job applications), were emphasized in the writing program. In addition, study skills and library reference skills were covered.

As indicated previously, students in regular sections spent 3 hours in the classroom and were required to spend two hours on individual assignments within the lab. This was true both years. In 1972, students assigned to the special sections had laboratory time incorporated into the 6 hours of class time. The college hired reading lab technicians who were reading specialists, and whose job it was to assist students with any material recommended by the instructor. While lab work was required, it was often left to the discretion of the instructor to see that students attended. It was reported that some problems arose over the role of the lab technicians. It was difficult to get them involved with students. As a result, some defined tutoring as a "patchwork" job.

In order to evaluate a student's progress, the CAT was re-administered at the end of the quarter. Although students were supposed to be reading at the 12.5 grade level in order to pass, those reading at the 10th grade level could receive a passing grade if they performed well on other criteria by which they were evaluated. For example, periodic tests were given to determine the students' ability to analyze a short story, and students were asked to produce short written paragraphs with a minimum of 6 errors. Students in academic difficulty received mid-term warnings and were supposed to be seen by a counselor. However, according to one faculty member, this frequently did not happen, partly because counselors did not want to be seen in a punitive role.

No F grades were given. Students who did not pass received an NC (no credit) grade and were required to repeat the course. Those who passed went into the required course, with the exception of those in a non-liberal arts curriculum. This was true only in 1971. In 1972 all students took the required course. Approximately 70% of students passed on their first attempt. The largest percentage of students repeating the course were in the special sections. It was reported that there was high attrition among students in those sections.

During the Fall 1972 quarter, there were 7 special sections and 15 regular sections with an average class size of 20.

In 1972 the college had 6 full-time faculty members and 4 to 5 part-time staff members. Faculty members taught advanced courses as well. In addition, graders were hired to help instructors. They were college graduates and paid on an hourly basis.

2. Mathematics. The Symbolic Communication course was the basic mathematics offering at the college. It was essentially a "cultural" mathematics course which attempted to develop an appreciation for the power of mathematics as a tool for clear systematic reasoning in a number of areas. Among the topics included were logic, sets, topology, linear equations, geometric concepts, and some concepts of probability and statistics. The two essential components of this 3 credit course were classroom instruction and laboratory participation. Students spent 4 hours in the classroom and 2 hours in the laboratory.

During 1971 students were randomly assigned to sections. In 1972 they were grouped according to skill levels. Originally, it was thought that heterogeneous grouping would be beneficial. However, the staff felt that the slower students often did not receive the full benefits, while the better students suffered. As a result, students who scored below the 9th grade level on the CAT and were in business administration and liberal arts were placed in one track called "Form B", while those who scored above the 9.0 grade level were placed in "Form A". Emphasis in Form B was on basic mathematical tools and reasoning, while

emphasis in Form B was on a statistical approach with greater stress place on computational exercises in the classroom. The average class size in both Forms was 15 to 16 students.

Material for the course was arranged so as to create three independent teaching modules. A textbook was selected and used by all faculty because it presented mathematical concepts in short, interesting, highly-readable lessons. Each lesson was followed by a selection of activities designed to involve the student in the use of the mathematical concepts. Emphasis on the material within each module was left to the discretion of the instructor.

As stated previously, students spent 2 hours in the laboratory working on classroom-assigned activities and/or remediating their basic computational skills. Students chose the periods that they wanted to spend in the lab each week. It was open from 8 a.m. to 8 p.m. each school day. There were 3 full-time lab technicians and some graduate students available. In addition, each instructor was required to spend one hour weekly in the lab. There were some resource materials (such as programmed material and audio tapes) available. However, students seemed to prefer personal instruction rather than hardware.

In order to evaluate a student's progress, each instructor considered classroom and laboratory participation and performance, and achievement in the material from the textbook. Instead of a

final exam, frequent short exams were administered. A student had to complete each of the three modules in order to pass the course. In addition, a student would be eligible to receive a passing grade only after demonstrating competence in the basic computational skills. Students had to pass 20 of 25 multiple-choice questions. Students unable to do this at the outset worked on skills within the lab and had an opportunity to take the test on a weekly basis. The twenty-five questions were taken from a Computational Skills Exam test item pool of 102 questions.

Those students who successfully passed less than three modules at the conclusion of the quarter were required to repeat the course. Such a student could choose to complete the third module on his own time in the laboratory. In the Fall 1972 quarter it was reported that approximately 17% of the students were required to repeat the course.

All full-time faculty, with one exception, were required to teach the basic course. When hired, they were told that 2/3 of their teaching load would be in this course.

#### Self-Assessments of Remediation

As part of its continuing effort to study the effectiveness of its remedial programs, the Office of Institutional Research administered an alternate version of the CAT at the end of the winter quarter in both 1971 and 1972.

The data indicated gains in grade equivalents from the time of original testing (freshman orientation during late spring of 1972) to the later examination. Reading was the skills area showing the highest performance level among students. However, gains were relatively small, rising on the average from the 11th grade level to about 11.4. In mathematics, an improvement of a full grade from an initial level of 9.8 occurred. An improvement of 0.9 grade equivalent was seen in language skills. The battery total score indicated that students entered with skills typical of 10th grade students (in the CAT's nationally-based norming sample), and improved, to about 11th grade level.

Analysis of the 1972-73 data also revealed that the degree of improvement in basic skills was directly related to the students' initial level of performance. Students who entered college with very poor skills tended to make larger gains than others who were better prepared when they entered. This finding was viewed as reflecting several factors, including the orientation of the remedial program toward the student with very poor skills as well as the normal statistical regression effect typical of such data.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Division of Student Services was responsible for counseling services. This was true both in 1971 and 1972.

### Counseling Functions

The counseling services offered at this college included academic, career and personal counseling.

### The Counseling Division of Labor

The counseling functions resembled the generalist model. That is, counselors handled all types of problems. However, financial aid counselors were located in a separate department of the division.

### Styles of Counseling

1. Medical versus Outreach. The counseling service of this college offered a program whereby virtually 100% of its students received counseling. The essential ingredient in this approach was the College Advisory Team program, which consisted of a Student Services counselor, a Cooperative Education Coordinator and a member of the instructional faculty.

Those students who were not seen by the team during the Advisory Hour (a designated hour in which students met in a group counseling setting) would either come to the counseling office on their own, or in some instances, were contacted by a counselor. The primary reason for a student to initiate contact with a counselor related to problems concerning career and/or curriculum. Other reasons included problems relating to peer and familial relationships.

At mid-term, students in academic difficulty received early warning letters from faculty. Counselors also received a copy. These students were then called in by counselors for individual conferences. In some cases, faculty members would refer a student who exhibited behavioral problems. This was true also of staff involved in the Cooperative Education program.

Through these efforts, the counseling orientation resembled the "outreach" model. In effect, a counselor's initial contact with an incoming student came during the program planning process and continued throughout the college career.

2. Mandatory versus Voluntary, Counselor Student Interaction.

Students were required to attend the Advisory Hour. However, there were no sanctions if the student did not attend. Approximately 50-60% of students were seen through this program during the first year and attendance improved the second year because of a more structured program.

3. Dyadic versus Group Counseling. As indicated previously, the essential ingredient of the counseling approach was the Advisory Team Program. Groups of students were assigned to a team at the beginning of the school year and the team met with them for 6 weeks during the fall quarter. The program began in 1971 and was originally conceived as continuing to meet every quarter. Although attendance was mandatory,

many students only showed up for the first session and did not return. According to one administrator, there was simply not enough to discuss. Each group was made up of 20 students and no credit was given.

In the second year the staff decided to meet only during the fall quarter for 6 weeks, and groups which wanted to continue to meet could do so on their own. At the same time, the group meetings became considerably more structured and planned. They generally followed the Advisory Hour Manual which covered the following topics: college resources, study habits and attitudes, career planning, academic and cooperative education course planning, and planning for second semester registration.

Generally, the counselors served as the general resource and problem solver of the team. In effect, they coordinated the activities of the team.

Beginning in the Winter 1972 quarter, the counseling service, in a joint effort with the Division of Cooperative Education, implemented a team-counseling advisory program essentially designed for students beginning their cooperative education internships. These teams consisted of the same group which met during the fall quarter. The theme of these meetings shifted to orientation toward, and preparation for, the internship experience. Therefore, these weekly sessions

were under the guidance of the Team's Cooperative Education coordinator. Counselors participated in the planning of the sessions, and conducted Cooperative Education related interviews. The interviews were designed to elicit information from students that would help match them with appropriate internships. In addition, counselors played a consultative role to the Cooperative Education coordinator when students with personal, career or academic problems were having difficulty in the internship-placement process.

To supplement these structured groups, the staff conducted Theme Workshops, with both freshman and sophomore enrollment, focused on the transfer of students to senior colleges, and to housing, life styles, and changing sex roles. These groups met weekly, either during the week or on Saturdays, and attendance was on a voluntary basis. The program began in 1972. One indication of the success of this program was shown in the Transfer Workshop which apparently resulted in a high rate of application by enrolled students to four year colleges, both within and outside the City University.

Other efforts initiated by the counseling staff during the second year included weekly meetings for physically disabled students and a study-skills and tutoring-orientation program for veterans.

While the above-mentioned programs focused on counselor involvement in group activities, counselors continued to see students on a one-to-one basis. It was estimated that approximately 2/3 of the students at the college made such contacts.

4. Therapeutic versus Socialization Goals. The emphasis of the counseling service was upon student development. This involved provision of information about college resources, identifying possible problems which could interfere with the achievement of a student's personal goals, assisting in planning of academic programs, and assisting students in the choice of career goals.

According to one administrator, the counselors focused on general problems and did not provide psychotherapy. Students with severe psychological problems were referred to two counselors who had clinical experience. However, the counseling service was not considered a mental health center.

5. Peer Counseling. The Division of Student Services set up a Human Development Center during the 1972-73 academic year. As part of its program, the Center was training a staff of student peer counselors who offered educational, financial, health, cultural, social and recreational counseling services.

### Caseload Definition

Typically, each counselor was responsible for 6 advisory groups. Although counselors were randomly assigned to groups, students within each group were in the same curriculum area. For example, one group would be composed of secretarial science students. In some cases, students would ask to be shifted to a group led by a counselor from a similar ethnic background, and shifting of students would take place on an informal basis.

Although the majority of services were geared toward incoming students, the counselor in the advisory hour became that student's counselor for the remainder of his college career. As indicated previously, it was estimated that approximately 2/3 of students initiated a personal contact with their counselor. The staff did not keep a record of the number and nature of contacts they had with students because it was felt this might threaten confidentiality.

### Counselor-Faculty Relationships

The counseling service maintained a good relationship with faculty. This resulted from the close relationship with faculty assigned to the advisory hour. Each academic division assigned 3 to 4 faculty members to the groups.

While a member of the counseling staff did not sit on the Committee on Academic Standing, counselors were involved in decisions affecting loss of matriculation and made recommendations. Students who did not have enough credits by the fourth quarter were notified that they faced loss of matriculation.

### Background and Evaluation of Counselors

According to one administrator, the Division of Student Services looked for people who had certain attitudes. That is, they looked for people who could relate to faculty and could work with students who had primarily academic and career-related problems. In short, they were not interested in hiring counselors who wished primarily to engage in psychotherapy. Experience in career counseling was preferred. All counselors had earned a Masters degree and were on faculty lines. In 1971 there were 6 full-time counselors. By the second year the staff had grown to 8.

The counselors were evaluated by the Director of the counseling service twice a year. In addition, student input on the effectiveness of counselor performance within the advisory group was utilized in 1972.

### Self-Assessments of Counseling Effectiveness

Although the college had not yet initiated research procedures to assess the impact of counseling on various student outcomes, one administrator felt that student response to the counseling program was favorable and offices were busy. Plans for the 1973-74 academic year included the hiring of 4 new counselors who would be closely involved with students assigned to the Basic Skills program. In addition, each freshman would remain with his counseling-advisement team for two years, and by the end of the first quarter, as a college requirement, each incoming freshman was expected to have completed a long-range Education Planning form, outlining his career and educational plans, and detailing his tentative academic course-work, for each study quarter, and goals for his three Cooperative Education Internships.

### GRADING SYSTEM AND RETENTION STANDARDS

The traditional A - F grading system was not used at this college. Three passing grades were given: E (excellent), G (good), and P (pass). Students who did not satisfactorily complete a course received a grade of "No Credit". These grades were not converted into an academic index.

By the end of the freshman year, full-time students were expected to have completed at least 21 credits in order to maintain matriculated status. By the end of the second year, the student was expected to have completed a minimum of 42 credits. The cases of students not meeting these standards were reviewed by the Academic Standing Committee. Strictly speaking, the college used no formally defined criteria for probation. After evaluation of individual cases, notices of students in academic difficulty were sent to advisory teams who were responsible for student follow-up.

CHAPTER 15  
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

This community college did not administer any special placement tests. However, results of the university-wide administration of the Open Admissions Test were available. Incoming students came to the campus prior to the beginning of classes for two days of orientation and registration.

During the first day of orientation incoming students were welcomed by the President and members of the administration. Registration procedures were explained and students then met with departmental faculty members in their curriculum or area of interest. Students returned the following morning and met in small groups with faculty and members of the counseling staff. This session enabled them to ask questions and review impressions of the previous day. In addition, representatives of clubs and special interest groups provided information on their activities. During the summer students had also received information on the availability of financial aid and this information was repeated at the sessions. Registration took place the same day.

This college did not offer any remedial courses. However, a special remedial summer program was organized during the month of July for a small group of students, who were selected

on the basis of low scores made on the CUNY reading test. Each student was placed in a "block program" consisting of sessions that included Remedial Reading, Corrective English, Math and Arithmetic Skills, tutoring, counseling and a weekly library orientation program.

Aside from this effort, no compensatory program structure was developed. The underlying philosophy was that students with weak high school records should not be segregated from the academic mainstream of the college. However, students were provided with supportive services, and emphasis was placed on teacher responsibility for working with poorly prepared students. For certain courses in math and english, a "fourth" hour was added. In effect, one additional class hour was scheduled for every section in these areas. Choice of the hour was left to the discretion of the individual instructor.

Students were allowed to register for any course. No restrictions were placed on course loads.

Fall, 1971

There were no changes in the program planning and placement process for the second open admissions class. This year the college did not offer the summer remedial program.

Fall, 1972

Program planning and placement procedures for those students entering in Fall 1972 remained unchanged.

However, beginning in the Spring, 1973 semester, all incoming students were given a writing sample and were rated from 1-5 on five categories (5 was the highest score). These included: organization and ideas, sentence structure, grammar, punctuation, and spelling. Those students who scored 2 or below on any 2 categories were placed in a newly developed intensive writing course. Papers were graded by two members of the English faculty and placement was mandatory.

The essay exams of all students who answered "No" to the question, "Is English your native language?", were read by instructors of English as a second language with particular attention to evidence of foreign language interference. These same students were given a multiple choice English grammar test and these two tests were used as primary placement instruments for 3 newly developed ESL courses.

SUPPORT SERVICES: STRUCTURE OF  
REMEDIAL COMPENSATORY WORK

Centralized versus Decentralized Structure

No overall remedial program existed at this college. Nevertheless, various departments and/or instructors did, on their own, develop some compensatory efforts.

Areas of Compensatory Work

1. English. Prior to open admissions this community college offered a remedial English program. For example, in the Fall 1969 semester a non-credit bearing course was offered on a voluntary basis, and during the spring semester an experimental remedial program began on a small scale. The department set up 6 sections which were credit-bearing. However, just prior to the September 1970 semester, the department was advised to drop any plan for implementation of a large scale remedial program. According to one faculty member, the President of the college felt that remediation was not necessary. This philosophy was based on reports (such as the Coleman Report) which suggested that tracking and homogeneous groupings of students were not beneficial.

In lieu of a remedial course, all students were placed in the required freshman English composition course which carried 3 credits and met for 3 hours. A 4th hour was added

to the course in the hope that students who were doing poorly would use this extra hour to get additional help. It was up to faculty members to prepare appropriate materials and scheduling was left to their discretion. Although students attended the extra hour on a voluntary basis, those who were doing poorly were strongly advised by their instructor to attend regularly. By the end of the first year the 4th hour met with a great deal of opposition on the part of the administration and the Chairman of the English Department, and the plan was dropped.

During the second year of open admissions some faculty members attempted on their own to bring remedial work into the classroom. In the fall semester an experimental project started, whereby students attended class for 6 hours.

During the spring semester an intensive writing program began. Student enrollment was voluntary. The department set up 4 sections of between 25-28 students. These sections met for 6 hours and students could receive up to 6 credits. If they earned this amount, they could be exempt from the two required English composition courses. The objective of this program was to allow faculty members to spend more time with students.

In addition to these efforts, students were encouraged to utilize the tutorial service.

In the third year the college appointed a new Dean of Faculty and an intensive writing course began in the spring semester. Based on placement test results, approximately 300 incoming students were required to register in a 6-hour course which carried 3-6 credits. There were 15 students per section.

This course was an outgrowth of the type of program begun the previous year. The newly appointed coordinator of the writing program described one teaching approach utilized in some sections. Students were asked to speak on a particular topic and their words were simultaneously taped. Afterwards, they would be asked to write on the same topic. Students were able to orally verbalize far better than they were able to write, and the instructors would show them how to develop and organize their verbalized passages into written form.

At the end of the semester students produced a writing sample of 250 words. Criteria for evaluation were similar to the placement test and papers were graded by 2 or 3 faculty members. Instructors were not allowed to rate a paper belonging to one of their students. Those students who received a rating of no less than 3 in all 5 categories were considered as qualifying for exemption from the first required English composition course. Students would receive 3 credits if they passed the intensive course and 6 credits if exempted from the required course. Those who failed the final were required to repeat the course.

All faculty members taught the intensive writing course in addition to the regular English course offerings.

2. Reading. The remedial reading program was handled by the English department. None of the students were tested for reading skills. Registration in the program was voluntary. The reading course met three hours per week. This was true all three years. It was reported that in fall, 1972 about 10% of those students needing compensatory work were enrolled.

3. English as a Second Language. During the first 2-1/2 years of open admissions, this community college offered one ESL course under auspices of the English Department. However, there were no formalized placement procedures and students were referred by English faculty. /

Beginning in the spring 1973 semester, incoming students were required to register for ESL based on placement test results. In addition, some "old" students were allowed to register. The faculty developed 3 ESL classes which met for 3, 6 or 9 hours, and all carried 3 credits.

Mathematics

All students at this college were required to take at least one course in mathematics. The college offered three non-credit bearing pre-college level courses which did not satisfy the requirement. In addition, there were three credit-bearing courses which did.

As indicated previously, there were no formalized placement procedures. However, students in the credit-bearing courses were give a diagnostic test during the first week of class. Based on these results, students could be shifted from one class to another. The primary aspect of these courses which could be considered remedial was that they included an additional class hour per week for those students who needed extra help.

Of the three pre-college level courses, one was offered only in the summer. The two offered every semester covered elementary algebra, intermediate algebra and trigonometry. They presented the same material as standard high school mathematics courses. Standard textbooks were used and students received a satisfactory or unsatisfactory grade based on classwork and examinations. These courses met for 4 hours.

In addition to the "remedial hour", students needing additional help were referred to other areas. In the spring

1971 semester the college opened a Media Center which contained several types of programmed material for students in mathematics and the biological sciences. Attendance was not mandatory and the Center was primarily self-tutorial. In addition, students were referred to the tutorial service. Math faculty received feedback from the tutors as to students' progress. However, attendance was also on a voluntary basis.

### Tutoring

During the first year of open admissions a faculty member with an appointment in an academic department was given the full-time responsibility for coordination of the tutoring program. Each academic department designated a tutorial coordinator who selected tutors. However, the actual hiring was done by the college-wide tutorial coordinator. It was the responsibility of the coordinator to help the departmental coordinators match tutors and tutees. Each tutor in the program was hired for 15 hours per week for each semester. Generally, tutors were upper-semester students from the college, students from four year colleges, or graduate students. Students came to the tutorial service on their own or through faculty referrals. Attendance was voluntary.

In the second year the college appointed a new full-time coordinator of the tutorial program and several organizational changes were made. The first step was to change the procedure

for hiring tutors. Instead of hiring tutors on a 15 hour per week basis, regardless of student demand for services, tutors were hired on a "student demand" basis and each tutor was assigned up to 15 hours per week on an appointment basis. Therefore, although the program employed 150 tutors, they worked varied schedules from 2-15 hours weekly. In addition, steps were initiated to increase the communication flow between the various departments and the tutoring program and to improve the quality of tutoring through more direct contact between tutors and departments. The tutorial coordinators designated by the department met 6 times during the year with the college-wide coordinator. Moreover, through these coordinators, faculty volunteers were recruited to work with tutors. Although volunteers were not involved in actual tutoring, they were helpful in overseeing the operation. In short, steps were taken to insure that the tutorial needs of students within the departments were fulfilled.

Most of the tutoring was done on a scheduled basis, involving a one-to-one relationship, although during peak periods (such as exams) some group tutoring was available. The length of time students spent in the program depended on their needs. However, it usually lasted from 6-8 weeks. The greatest demand came in the areas of modern language, english and math.

According to figures kept by the coordinator, approximately 1000 students were tutored during the second year. The physical location was at two separate buildings. This was true the previous year as well.

In the third year, additional funding enabled the tutorial program to offer tutoring to an increased student population. Approximately 3000 students utilized the program during the academic year, with proportionately more upper-classmen than freshmen involved. This year closer contacts were maintained between tutors and instructors through the use of Student Progress Reports. These forms indicated the nature of the material covered by the tutor during each session. Tutorial services were offered at three locations.

According to the Coordinator of the program, student response was favorable. However, the effectiveness of the operation was hampered by a lack of coordination between departments and the program, and administrative policies which were often made without staff consultation.

#### Self-Assessment of Remediation

As indicated previously, this college did not offer remedial courses during the first 3 years (except for those

offered in English during spring 1973). Instead, the remedial approach placed emphasis on supportive services offered by the academic departments and the tutorial program.

According to a member of the English faculty, one major problem faced by the college resulted from several administrative changes which took place during the first three years. Administrative turnover created confusion. Thus, efforts to provide compensatory work were largely a result of the work of individual faculty members.

Since no formal evaluation of the effectiveness of the "4th hour" was undertaken during the first year, it was difficult to make an assessment of its impact. While tutoring was available, particularly during the second and third years, few students in the English courses took advantage of it. One faculty member felt that tutors were not qualified.

Since no formal evaluation techniques were developed, members of the math department could not adequately assess the impact of the program. The department was planning to implement a new program for the fourth year of open admissions. This program was designed to help those students who needed intensive study in pre-college mathematics, and placement was to be made on the basis of an exam.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Department of Student Life was responsible for counseling services. This department was administered by the Dean of Students.

### Counseling Functions

In 1970 the counseling office was responsible for academic advising in addition to all other counseling services. During the second and third year, academic advisement was under the Dean of Faculty. However, counselors continued to provide academic counseling on an "unofficial" basis.

### The Counseling Division of Labor

With the exception of financial aid counseling, the counselors at this college provided general counseling. In addition to their general counseling responsibilities, counselors with appropriate experience and training provided counseling in specific areas (such as drug, abortion and psychological counseling).

## Styles of Counseling

1. Medical versus Outreach. The orientation of the counseling service resembled the medical model. Students were expected to initiate contacts with counselors. Contacts were initiated as a result of personal "crises", but, for the most part, students saw counselors for academic reasons. Student demand was greatest during the second week of semesters (course changes) or during mid-terms (anxiety over grades).

Faculty rarely referred students to counselors except in cases of "bizarre" behavior patterns.

While the primary means of contact was through self-referral, counselors made some effort to make themselves visible. For example, they would sit in lounges and place posters in campus buildings to make students aware of their service.

2. Mandatory versus Voluntary Counselor-Student Interaction. Contact between a student and counselor was voluntary. There were no attempts made by the counseling staff to contact specific students.

3. Dyadic versus Group Counseling. The primary thrust of the counseling service was on one-to-one counseling. Some counselors did group counseling. However, groups were set up on a voluntary basis.

4. Peer Counseling. Peer counseling was not used at this college.

#### Caseload Definition

Counselors did not have assigned caseloads. When a student came to the counselor center they were either assigned to a counselor who was available, or would ask for a specific counselor.

According to one administrator, the student-counselor ratio, at least during the first two years, was 650-700: 1. This was due to the fact that the counseling office was unable to hire new counselors because of budgetary allocations.

Counselors were housed at two different locations. Approximately 800-1000 students were seen during one academic year at one location, and 4/5 of these students were freshmen. The counseling office at the other location saw a greater number of students, primarily upperclassmen.

#### Counselor-Faculty Relationship

The relationship between the counselors and faculty was reported as poor. As indicated previously, faculty members rarely referred students to the counseling office and considered themselves more capable of counseling students. In an attempt to develop a better relationship, the counseling

office prepared a booklet which was distributed to all faculty members. Included in this booklet were ways to identify students who might need counseling as well as specification of procedures for referring these students to the counseling office. This began in 1972.

A student who was being considered for academic dismissal would not come to the attention of the counseling staff. These matters were handled by departmental faculty advisors.

#### Background and Evaluation of Counselors

The majority of counselors were trained in clinical psychology, although some had backgrounds in guidance, social work, and vocational education. All had earned at least a Master's degree. The staff was predominantly female. With the exception of financial aid, all counselors occupied faculty lines. There were approximately 12 counselors on staff all three years (excluding special program and financial aid counselors who belonged to separate units).

According to one administrator, counselors were unable to relate to students because of their educational training and ethnic background. A large proportion of students were Black and Puerto-Rican and many counselors were uncomfortable with them and could not adequately cope with their needs.

The counselors were evaluated by their supervisor on the basis of two yearly observations. Supervisors would sit in on a counseling session or have the counselor tape a session, or might request notes on a particular case. The supervisor (one at each counseling office) would also evaluate the special responsibilities to which each counselor was assigned. In addition, student input was used to measure counselors' effectiveness.

#### Self-Assessments of Counseling Effectiveness

Members of the counseling staff expressed dissatisfaction with the organization of the counseling program. On the one hand, it was reported that the President of the college looked upon the counseling office as a crucial department. However, the office was allocated insufficient funds. As a result, there were not enough counselors (no new lines were allocated during the three year period).

According to one member of the counseling office, major changes in the program would include the linking of academic advising with the counseling service, rather than splitting these functions. Furthermore, counselors were to be involved in the educational process itself, and in fall, 1973 steps were taken to place counselors in some remedial classes.

## GRADING SYSTEM AND RETENTION STANDARDS

The standard A - F grading system was in use at this college. However, from the beginning of open admissions, first term freshmen who earned an F grade received a "W" (withdrawal) grade instead. The W was not computed in the academic index. First term freshmen who earned a grade of D also had the option of converting this into a W.

Entering freshmen could not be dismissed at the end of their first semester, regardless of their grade point average. However, any time that a student's cumulative average fell below a 2.00, he was placed on probation. Students on probation were not supposed to register for more than 12 credits per semester until they had removed their probationary status. Students were subject to academic dismissal if their cumulative average fell below a certain level for various amounts of credits attempted. The minimum retention averages were as follows: Between 0-17 credits, 1.30; between 18-33 credits, 1.50; between 34-51 credits, 1.70; between 52-58 credits, 1.80. At 59 or more credits the minimum was 1.90.

CHAPTER 16

NEW YORK CITY COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall 1970

All incoming students were asked to come to the college for placement testing in early May. The Comparative Guidance and Placement test (CGP) was selected as the comprehensive instrument by which to evaluate the incoming students. It provided data in the areas of English (including reading and vocabulary) and Mathematics. The battery also produced information on abilities for problem-solving and for dealing with details. Finally, the test provided information on motivation and interests, as well as a check on financial need. Some departments (such as Division of Commerce) prepared their own test for students planning to enroll. The Department of Developmental Skills was responsible for administering the CGP tests and deciding how the scores should be used to determine proper placement.

In early June students returned to the college for a brief orientation session and pre-registration programming conference. The students came in small groups of 20-30, arranged according to the program in which they elected to enroll. Each group met with a counselor, departmental advisor, and an upper-semester student from the program. Content for the group session focussed on describing the curriculum so that students would have a clear understanding

of the departmental offerings. Some of the material was presented in lecture form, but much was developed through group discussions.

Immediately following this session which ran approximately one hour, each student met individually with a team consisting of a counselor and departmental advisor. In addition to the CGP test results, the advisement team had available the Open Admissions Test scores and high school transcripts. However, this information was not always available for every student. Based on the available information, a tentative program of course work was made up. Students in need of remedial work were advised to register for the courses offered by the Department of Developmental Skills. However, all students were programmed into some regular credit-bearing courses regardless of how much remedial work was needed. Each department prepared a list of courses which were open to students who were placed in remedial work.

Although the advisement team was made up of both a counselor and faculty advisor, it was the faculty advisor who carried most weight in determining the student's program. It was reported that often advisors would recommend that students register for regular courses regardless of their deficiencies, because they feared that decreased enrollments would lead to a cutback in departmental course offerings.

Registration took place in September. Faculty and counselors were available for last minute programming advice. However, any final program changes had to be approved by faculty advisors. One major problem which arose during the registration process was that students advised to register for remedial courses were often closed out of these classes. This arose primarily because of budgetary limitations on the number of remedial sections.

The college offered remedial work in writing, reading, mathematics, and science. In addition, some academic departments (such as biology) offered compensatory work in their entry level courses. Placement in the remedial courses was strongly advised but not mandatory, and budgetary limitations forced the Developmental Skills Department to raise cut-off points on the CGP test for entry into writing, reading and math. Placement in science was based on high school science background and poor performance on both the Math and Reading sections of the CGP tests.

In summary, many students did not register for remedial courses because of budgetary limitations, faculty advising, and the fact that placement was not mandatory. This situation existed for all three years.

A final large-single session for incoming students took place in the early part of September. Students were welcomed by several student leaders, the Dean of Students and members of his staff. The student handbook was distributed and explained, and students attended an "information fair." Booths manned by students, faculty and staff were set up to provide information regarding student activities and facilities available at the college. Members of the staff felt that student participation and interest was excellent.

Fall 1971.

For the second open admission class, there were some changes in the placement procedures. It was felt that proper placement of students could not be accomplished by placement testing alone, particularly since a large segment of the entering class was never tested. In order to assure more effective placement procedures, the Department of Developmental Skills established a High School Record Review Committee. Its function was to evaluate the available records of incoming freshmen jointly with departmental faculty and members of the counseling staff. Recommendations concerning the extent of need for remediation in each of the

skill areas were made for all students. The combination of record review and evaluation, CGP tests and interview at the advisement sessions was considered to be a more valid means of placing students. The High School Record Review Committee met in early May and afterwards, students were called in for advisement orientation sessions with their counselors and departmental advisor. At the time when new students were called in for advisement/orientation, the Developmental Skills Department had an evaluation committee on hand in the Admissions office to provide "on the spot" evaluations for students whose records were not previously available and/or who did not take the placement examination.

#### Fall 1972

The only change that occurred for the third open admissions class was in the fall orientation program. This year students met in small groups of 20-25 during the first week of class. On hand were a counselor, departmental advisor and some upperclassmen. Where possible, an attempt was made to have the same counselor and advisor that students saw in May lead the session. During the session, which lasted for about half a day, students received information about the

college and had a chance to speak with counselors. A main purpose of these sessions was to impress upon students that counselors were there to help them. It was hoped that the presence of upperclassmen would provide supportive reassurance.

#### SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

##### Centralized versus Decentralized Structure

In anticipation of implementation of the Open Admissions Plan for fall 1970, this community college established a Developmental Skills Center one full year before the fall 1970 target date for Open Admissions. Structurally, the Developmental Skills Center, which received departmental status in spring 1970, was formed by relocating under one umbrella all remedial non-credit course offerings. These included writing, reading, math and science courses. The organization of remedial services was thus centralized.

##### Areas of Compensatory Work

1. Developmental Writing. The general purpose of the developmental writing course was to teach the skills necessary for a student to express himself through written communication in a clear and acceptable manner. The specific goal was to

prepare the student for the basic credit-bearing composition course and for written assignments in other courses.

During the first week of class all students in the writing course were further evaluated on the basis of a writing sample. Students who wrote coherent paragraphs could be shifted into the regular composition course. Beginning in spring 1973 students in the regular English course were also given a writing sample and those who demonstrated writing deficiencies were sent into the developmental course. During this term faculty from Developmental Skills and English reached an "unofficial" agreement whereby no student would be placed in the regular course unless he passed the initial placement exam or successfully completed the developmental writing course. In effect, students placed in developmental writing were not allowed to register for the regular English course.

All faculty in the writing unit used a textbook prepared by one member of the unit. They also followed a standard syllabus. In 1972 a different version of the textbook used in the preceding years was prepared by the same faculty member. The writing unit felt that the original textbook was too difficult for students.

In essence, the writing approach followed in the 1972 textbook was geared to "imitative learning". That is, students first read a selection from an able writer. This selection was the "model". After examining and understanding the model, students wrote a paragraph following the model. By learning to imitate a model, it was felt that students would be able to express themselves more easily and become sensitive to the most important part of good writing; namely, structure. Students were exposed to a wide variety of structures. Topics covered the following: effective sentences, effective paragraphs, four basic forms of writing (such as narration, description, explanation and argumentation), various ways of developing a paragraph, spelling, diction, and basic grammatical forms.

One aspect of the writing program was the production of the "Write On" magazine. Initiated in 1970, the magazine consisted of a collection of essays and poems written by students in the writing course.

This three hour course emphasized individualized instruction and laboratory experiences. However, there was no actual physical lab facility until spring 1973. Until then it was essentially a designation for an individualized

assistance program for any student seeking additional aid in writing term papers, and other written assignments. The lab was staffed by developmental writing faculty.

In spring 1973 a Writing Lab program was offered by the writing unit and the facilities of the reading lab became available to the writing staff. The lab serviced all students at the college and was staffed by developmental writing faculty in addition to college assistants, who were graduate students in English. Students were either referred by their instructor or came on their own.

Those students enrolled in developmental writing, who received an RC (recommended continuation) grade in the fall term were required to go to the lab. Attendance was taken for this group.

One other program was started during the spring 1973 term by the developmental writing unit. An ESL Center was established under the direction of a full-time member from the writing unit and some adjunct faculty. Students were referred to the Center from the developmental reading and writing course, or on a "walk-in" basis. Approximately 125 students were serviced during the semester.

In order to evaluate progress all students were required to produce a writing sample. Students were given 50 minutes to write a paragraph of approximately 75-100 words on a choice of topics. Papers were graded by individual faculty members and criteria for evaluating writing samples were set-up. The final grade was based on a student's performance throughout the semester. Students who received an "RC" grade were required to repeat the course. However, until spring 1973 many students simply went on to the regular composition course. In the fall of 1972 approximately 20% of the students received an RC or W (withdrew) grade.

During the Fall 1972 semester there were approximately 500 students enrolled in the developmental writing course. Each section was made up of 20-22 students.

In the Fall 1970 semester there were 5 full-time instructors and a unit coordinator. By the third year, the developmental writing unit was staffed by 6 full-time and 3 part-time instructors.

2. Developmental Reading. The developmental reading course was designed for the student needing improvement in comprehension, vocabulary, reading rate and study skills. It met for three hours each semester, although some sections met for 4 hours on an experimental basis in 1972.

While the approach in the reading course pointed toward individualization, it was reported that the generally large class sizes (over 20 students) during the fall 1970 semester did not permit the program to function effectively. In subsequent semesters class size was reduced (14-16 students). However, it was reported that even this reduction did not permit faculty members to provide intensive individualized instruction, and emphasis was placed on group instruction centered on common reading problems.

In a report prepared by the reading faculty at the end of the fall 1972 semester, the reading student was described as someone who disliked reading, whose vocabulary was limited, and who virtually read hardly anything more than a newspaper. When forced to read he was unable to concentrate or recall what was read. The student read everything at the same pace and did not know how to "shift gears." Students lacked the following types of skills:

1. Previewing - To be able, from the title of an article or chapter, to suggest what it is about.
2. Context Clues - To be able to recognize words which are clues to the meaning of a sentence or paragraph.
3. Directional Words - To be able to recognize words which indicate the way in which the idea within the sentence or paragraph is going.
4. Paragraph Patterns - To be able to see that there are patterns such as cause-effect, comparison, etc, within selections.
5. Main Ideas: Paragraphs - To be able to extract the main idea from a paragraph.
6. Main Ideas: Selections - To be able to extract the main idea from a set of paragraphs.
7. Inferences - To be able to make inferences from an idea or set of ideas.

All classes were held in a lab setting which was equipped with several types of resource materials such as tapes and controlled readers. However, since emphasis was placed on comprehension, not speed, it was reported that the faculty made little use of these materials. For the most part, the software used in the course was the common, traditional material of the conventional reading courses.

In fall 1972 the reading faculty prepared a booklet which outlined reading skill instructional objectives. Prior to 1972 there were no guidelines. The instructional objectives emphasized comprehension and vocabulary-building skills.

Instructors were advised to focus their initial evaluations on diagnosis of the student's skill deficiencies. The instructor and student then determined which skills should be taught and in what sequence. During the semester the instructor taught skills, checked work, isolated deficiencies indicated by errors, and made recommendations for skill development.

In order to evaluate student progress, the reading unit prepared a final exam which assessed mastery of basic skills. This test was first administered in 1972. Prior to 1972, students were holistically evaluated on their work throughout the semester. However, at mid-term, students were made aware of their progress and reports were sent to the counseling staff. Students who did poorly were supposed to repeat the course. However, there were no control mechanisms to insure that students would do this.

In the fall 1972 semester approximately 37% were supposed to repeat the course and 23% withdrew. The remainder received satisfactory grades.

In 1970 the reading unit was composed of a unit coordinator, 7 full-time instructors, and one reading lab technician. By 1972 the reading unit increased to 8 full-time instructors and several adjuncts.

3. Developmental Mathematics. The math unit offered two courses in developmental mathematics. The lower course was designed specifically for the non-science career student (such as a student in the Division of Commerce), while the upper course was for those in the science-technology programs and liberal arts. These courses were not sequential.

Emphasis in the lower course was placed on the fundamental operations of arithmetic and the solution of simple linear equations. Topics included: the system of whole numbers including applications, factoring, rational numbers, decimal fractions, percents, measurement and the metric system, scientific notation, elementary equation solving and formula evaluation.

The upper course embraced the fundamental operations of algebra with well integrated arithmetic applications. Topics included: the language of algebra, signed numbers, basic operation with polynomials, linear equations, special products and factoring, operations with fractions, simple fractional equations, evaluating formulas, graphic linear equations, simultaneous linear equations, ratio and proportion, real number system, simple quadratic equations, metric system and scientific notation.

During the first week of class all students in the developmental courses took a short algebra test to determine accuracy of placement, and on this basis some shifting of students took place.

The instructional approaches utilized in the developmental courses varied, with an attempt made to provide students with several instructional alternatives.

Throughout the first year the lecture approach was utilized in the lower course. Work began in the spring 1971 term to explore other approaches. Beginning in 1971 several sections began operating as self-study modular courses. The primary materials were commercially prepared audio-cassette tape instructional packages coordinated with a semi-programmed work-textbook. By the third year, the lower course operated under two modes of instruction. In addition to the self-study modular approach, several sections integrated this style with small group lectures. Each self-study section was also provided with a tutor through a heavily expanded college teaching assistant program. The tutor was assigned to most of the hours for which the course met. Typically, tutors were either graduate students in math or upperclassmen from other colleges, who were hired by the math unit.

The upper developmental math course began a program of individualized instruction using self-teaching (programmed materials) in the spring 1971 semester. Since a greater number of topics were to be covered, the lecture approach proved impossible for the slower students. Initially, only a few sections operated under this approach and were mostly for students who had not passed the course at the conclusion of the Fall term. This approach enabled each student to move at his own pace. During the summer the math faculty researched other programs and decided to use material specifically geared for technology students. In the second year, some sections continued to operate under a lecture approach. By the third year the programmed self-study course was modified to include some small group lectures at appropriate points where the programmed instruction topic was difficult or where faculty considered it poorly prepared. Moreover, some sections continued to operate under a lecture approach. All self-study sections also had a tutor assigned.

In addition to the two developmental courses, the Math unit ran a Math Lab which provided tutorial assistance to any student experiencing difficulty with any math problem. This began in 1970. Students could use the facilities by presenting themselves at the lab or through faculty referrals.

Tutors were graduate students and upperclassmen from other colleges. In addition to tutorial assistance, programmed materials were also available. One high demand area of instruction in the Math Lab was that of tutoring students in the use of the slide rule (due to the large number of students in technical curricula). Beginning in the spring 1971 semester, a series of Slide Rule seminars was instituted.

In order to evaluate a student's progress in the self-study sections of the lower course, frequent self-evaluation assignments, quizzes and unit tests were administered. Papers were scored and evaluated on the spot. Students successfully completed the course when they completed the four modules assigned as part of the individualized course prescription. These modules included percents, decimals, fractions and whole numbers. In addition, the short algebra test given during the first week was readministered in all sections.

Those students assigned to the self-study programmed sections of the upper course were evaluated on almost a daily basis. Self-evaluation assignments and tests were given at various times within a unit. Unit tests were administered and only on the basis of a 75% grade was the student permitted to move on to the next unit. Evaluation

assignments and tests were scored with the student looking on. In addition, the short algebra test given during the first week was readministered.

Emphasis was placed on constant testing and evaluation, regardless of what approach (self-study or lecture) was utilized. Students who did not fulfill the course requirements received an RC grade which meant they should repeat the course. However, such students were not kept out of regular math courses. Most students in the lower course went directly into a credit-bearing math course rather than taking the upper course. It was reported that in the Fall 1972 semester approximately 38-50% passed the first time in the self-study sections, while 20-25% passed in the lecture sections.

The lower course met for 3 class hours and 1 lab hour weekly, while the upper course met for 4 class hours and 1 lab hour weekly. This was true all 3 years.

In the Fall 1972 semester there were 14 sections of the lower course and 33 sections of the upper course. Approximately 20 students were assigned to each section.

During the first year of open admissions the math unit was composed of 6 full-time instructors, 1 math lab technician, and a unit coordinator. By the third year there were

11 full-time instructors, in addition to a unit coordinator and lab technician. Several part-time faculty were also hired. They were primarily responsible for teaching those sections utilizing the lecture approach.

4. Developmental Science. In an effort to prepare students for both the Division of Technology and the Division of Science and Health Services, two new courses were developed and offered in 1970.

During the first two years both courses utilized a lecture and laboratory approach. Lab facilities of the Biology and Physics departments were made available. Each course met for 4 hours.

The first course emphasized the fundamental concepts of life science and introduced scientific principles to students entering programs in the health and medical areas. Topics included "fundamentals of life", scientific method, and measurements. In addition, use and care of laboratory equipment including the microscope, balanced scales, and glassware were covered.

The second course emphasized the fundamental concepts of physical science and was designed for students in the technological and scientific areas. Topics included measurement, energy, and structure of matter.

In the fall 1972 semester the physical science course evolved into a completely automated self-study course. The life science course was not offered the third year. Faculty from the developmental science unit spent much of Summer 1972 developing learning packages for the course. In effect, an audio-tutorial mode of instruction became the primary method used to develop fundamental skills related to problem-solving, measurement, graphing, interpreting data, and using the slide rule. In addition to the audio-tutorial exercises, laboratory experiments, field trips, small group problem solving sessions, and lectures were used to accomplish course objectives. Upper-semester students from the college were assigned as tutors to each section.

The subject matter of the course was organized into a series of modules. Each module covered a segment of the subject matter and had written behavioral objectives which served as a basis for testing students' mastery of concepts. There were 4 required skills modules (including graphing, measurement and the metric system, problem solving and motion, using the slide rule) and several optional modules from which a student chose to make a combination of five that were necessary to receive a satisfactory grade.

Self tests and class exams were used as a measure of progress in each module. In addition, the student had to pass a final test upon completion of the module. These tests were uniform for all sections. Each instructor decided whether or not the student satisfied all course requirements. Those who received a non-passing grade were supposed to repeat the course. However, this was not mandatory. In the fall, 1972 semester it was reported that approximately 60% passed the first time.

In the spring 1973 semester the science unit established an Open Science Lab by extending the Mathematics Lab to include a science tutorial component. In this way special supportive services were made available to any student needing assistance in science and technology courses. Generally, students were referred to the open lab by their instructors or by other students. Attendance was on a voluntary basis. The lab was staffed by developmental science faculty and college assistants, who were usually community college or college graduates working toward an advanced degree. The primary instructional methods were individualized instruction, small group seminars and programmed materials.

In the spring semester all sections of the developmental physical science course were taught in the Open Lab. They continued to meet four hours weekly.

During the fall 1972 semester there were 8 sections of between 15-18 students enrolled in the course.

In 1970 the two courses were taught by interested faculty from the Biology and Physics department. By the second year two lines were created within the department of Developmental Skills and in the third year the science unit consisted of 3 full-time instructors and a unit coordinator.

5. Allied Health Learning Center. The aim of this program was to offer supportive learning methods and instructional aids for students in career-oriented programs. It represented an inter-disciplinary approach to the academic needs of students.

During spring 1971 two full-time teachers from the reading unit received a grant to formulate reading improvement and study skills materials specifically for students in the Construction Technology area. Through additional funding, these two instructors established the Allied Health Learning Center which serviced students in the Division of Allied Health and Sciences. This center opened in fall 1972 and encompassed

seven departments. These included Nursing, Dental Hygiene, Dental Technology, Radiologic Technology, Pre-Pharmacy, Medical Lab Technology, and Ophthalmic Dispensing. The center was considered a semi-autonomous unit of the Department of Developmental Skills.

By the end of the year, the center had fully implemented four services. These included the following:

1. Freshman Study Skills: Mini Courses. The application of a wide range of study skills to a required freshman course. There was one study skill course per department and each was geared to content area coursework. Generally, courses in which students seemed to have the most trouble were selected (based on attrition rates).

2. Tutoring: Student tutors had an overall index of 2.0 and a B or better in the subjects they tutored. Tutors provided one-to-one tutoring and group tutoring, assisted in the classroom, and aided in collating material. The tutors received training in the use of materials.

3. Faculty Workshops: The two coordinators of the center ran media workshops for each department and gave lectures on instructional techniques. The purpose of these programs was to focus on ways students might learn better. It was hoped that faculty members would define their instructional objectives in a precise manner.

4. Preparation for Certification Exams: The application of test-taking techniques to licensing examinations. Seminars were held in Nursing, Medical Lab Technology, Ophthalmic Dispensing and Radiologic Technology.

#### Self-Assessment of Remediation

The Department of Developmental Skills had no research unit within its office. According to the chairman, there were no research procedures set-up to reliably evaluate the

effectiveness of the remediation program. However, some unit coordinators were able to give some assessment of the impact of remediation.

The reading unit administered the Nelson-Denny reading test purely for research purposes and not as a criterion for passing the course. In a summary report of the Fall 1972 semester, the average grade level of students entering the program was 7.9, and the average increase of students completing the program was .05 - 1.0 grade.

According to the reading unit coordinator, the reading needs of students would be met when the unit fully developed the following:

1. completed the development of reading materials that were related to specific skills in content areas and had materials that were on graded levels of complexity.
2. had an instrument that was diagnostic and gave a picture of students' reading skills.

According to the math unit coordinator, faculty and student response to the self-study programmed approach was generally positive. Initially, there were some negative comments concerning the programmed material itself in the upper course. However, the faculty researched other programs which were then made available in the second year.

As indicated previously, the ultimate aim of the math unit was to develop a "systems instruction" approach to learning, whereby faculty and students would be able to select from a variety of instructional approaches (such as audio-cassette tapes, programmed text material, tutorials, lecture). Math faculty were in the process of preparing and producing audio-cassette tapes.

According to the science unit coordinator there was positive feedback from students on the audio-tutorial approach. Students seemed to like the self-paced approach and were enthusiastic. As yet, there was little feedback from faculty in other academic divisions.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Counseling Center was one of several programs administered by the Department of Student Services. This department was under the supervision of the Dean of Students for the first three years.

### Counseling Functions

The counseling office of this community college was responsible for placement, transfer, career and personal counseling. Faculty advisors provided academic counseling.

### The Counseling Division of Labor

The counseling functions resembled the generalist model. With the exception of financial aid and student activities, all counselors provided general counseling services.

### Styles of Counseling

1. Medical versus Outreach. The counseling office was involved in the initial orientation process for incoming students. Once the semester began there was no formal way that students would see counselors. However, counselors were encouraged to make themselves visible. Often, they would sit in the cafeteria. In some departments they would visit classes and encourage students to come to their offices. Nevertheless, the primary means for contact was through self-referral. The reasons that students saw counselors varied with the time of year. For example, in the early part of the semester financial problems were a primary reason. Other reasons for initiating contact included job and personal problems. According to the Director of Counseling, there were an increasing number of students coming in with "crisis" oriented problems. Generally, these were of a psychological nature.

In some departments faculty members would refer students to the counseling office. Generally, students in academic difficulty would see their faculty advisor, who might then refer them to a counselor. Those students who were failing two or more courses at mid-term received a warning letter and counselors were supposed to receive a list of these names. However, this list usually did not arrive until the end of the semester. Counselors also made an attempt to work with the registrar in order to obtain grade reports, but this did not prove successful.

2. Mandatory versus Voluntary Student Interaction. Students would initiate contact with a counselor on a voluntary basis.

3. Dyadic versus Group Counseling. The primary emphasis of the counseling service was on one-to-one counseling. The college did not offer a freshman orientation course, although counselors in the Division of Commerce ran ongoing weekly seminars for freshmen during the third year. This program was financed through federal funds and students attended on a voluntary basis for one semester.

During the first three years of open admissions the counseling service ran special programs at various times. For example, a drug seminar was led by an ex-addict and a career program was offered to disseminate career information.

As stated previously, counselors visited classes in the departments to which they were assigned. However, this did not occur in all departments and depended to a great extent on the relationship between the counselors and faculty. The counseling service maintained liaison with the Department of Developmental Skills, although counselors were not formally assigned to the department. Members of the counseling staff would visit Developmental Skills classes and occasionally ran counseling sessions.

4. Therapeutic versus Socialization Goals. The counseling functions at this college were of a pragmatic nature. That is, counselors were responsible for providing students with services that would facilitate their college adjustment. These included helping potential dropouts find a job in order to stay in college, or aiding second year students in job placement. Counselors made referrals to the Tutorial Center and would work closely with staff in that area. Since many students planned to continue their education at a four-year college, the counselors scheduled conferences and provided information on senior colleges.

If students came to counselors with more psychologically oriented problems, they were referred either to the clinical psychologists or counselors with social work training. If necessary, referrals were made to outside agencies.

5. Peer Counseling. The counseling service used peer counselors in 1970. In subsequent years, students assisted during the orientation sessions.

#### Caseload Definition

Assignment of students to counselors was made on the basis of curriculum. As a result, the counselors' caseload consisted of students from the same program or from closely related programs within a division. This type of assignment permitted the counselor to become thoroughly familiar with the curriculum involved and with the department chairman and faculty of the department. In addition to a counselor, each student was assigned to a faculty advisor from the department in which he was enrolled. This advisor was responsible for academic advising.

At the beginning of the semester students were notified by mail as to who their counselor was. The counseling service was decentralized and offices were located in different campus buildings.

The number of counselors assigned to a department depended on its size. Generally, the counselor was responsible for approximately 250 students. This number included all students, not only incoming freshmen. The Director of Counseling estimated that counselors reached less than half of the freshmen during the first three years of open admissions.

During the second year counselors began keeping records on the number and types of contacts they had with students. However, there was a great deal of resistance to this practice in the third year. The staff felt that record-keeping resulted in a lack of confidentiality.

In some departments the counselor who led the initial orientation session was the same one to whom the student was later assigned. It was also possible for a student to see a counselor in another department. During the first two years students showed a desire to have counselors of the same ethnic background. However, students no longer seemed to care about background factors in the third year.

#### Counselor-Faculty Relationship

Perhaps the biggest task faced by the counseling staff during the first three years was to change the image that faculty had of them. Faculty felt that counselors should

not provide academic advisement and saw them as "policemen", whose role was to take care of the "sick" students or "handle" the militants. Initially, counselors were alienated by faculty in the departments. However, they had some success in changing their image. After three years, some departments were more receptive to counselors.

A representative of the counseling staff did not sit on the Committee on Academic Standing. Once a student was dropped by the college he could appeal, but there was little a counselor could do. Counselors did try to see students who dropped out in order to plan alternatives.

#### Background and Evaluation of Counselors

The counseling staff came from a variety of disciplines (such as social work, clinical psychology, guidance counseling). They all had at least a Master's degree, and with the exception of financial aid, occupied faculty lines.

In 1970 there were approximately 30 counselors. By the end of the third year, the staff had increased to about 40. This number did not include student activities and financial aid counselors.

The counselors were evaluated by sub-group leaders, who were responsible for counselors assigned to a particular division. These leaders or coordinators worked as a liaison

between the Director of Counseling and Dean of Students. Evaluations were based on weekly meetings and feed-back from faculty in the department.

### Self-Assessment of Counseling Effectiveness

The college had not yet instituted research procedures to assess the impact of counseling on various student outcomes. According to the Director of Counseling, the counseling staff was faced with the task of not only changing the image that faculty had of them, but also the students' image. Often, the students' image of counselors was negative because they saw them as high school counselors, who were frequently not helpful. Over the years this image changed and student response to the staff became more positive. The goal of the counseling office was to reach more students, especially freshmen. Moreover, the director felt that counselors should be assigned formally to the Department of Developmental Skills.

### GRADING SYSTEM AND RETENTION STANDARDS

The traditional A - F system was in effect at this college. However, for non-credit compensatory courses, grades of S (satisfactory) and RC (recommended continuation) were used. These were not computed in the academic index.

At this college a C average was required for graduation, except in certain technical curriculum areas (such as Electrical Technology, Mechanical Technology, and the like). Because of these two sets of minimum graduation requirements, probation and retention standards were slightly different. However, in both cases a sliding scale principle applied, whereby the minimum academic index necessary for good standing increased with the number of credits taken. The system was as follows:

<u>Credits Completed</u>	<u>2.00 required for degree</u>	<u>1.70 required for degree</u>
Up to 18	1.70	1.50
18.5 - 37	1.80	1.50
37.5 - 55	1.90	1.60
Above 55	2.00	1.70

Students whose averages dropped below these points were not in good academic standing, and could be placed on probation. If, at the end of the probationary period (of variable length), the minimal average had not been attained, the student was subject to loss of matriculated status.

CHAPTER 17  
QUEENSBOROUGH COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall 1970

In April the entering freshmen took the Cooperative English and Mathematics Tests. A brief speech test was also administered individually. The results of these tests as well as the high school record were scrutinized before students appeared for an orientation session during late May and early June, when general assemblies, and small group meetings were held. The latter were run for students in specific curricula. Departmental advisors and counselors from the Student Personnel Office participated. Each student was counseled individually. The test score results were reviewed and a program of study was developed. The procedures also included financial aid information.

When students arrived on campus in September, they then officially registered. They also took the Comparative Guidance and Placement Test. The data from this test were used to provide background for the counselors, if they should subsequently see the student.

The college offered remedial work in writing, reading, mathematics, and speech. Placement in the writing and reading courses was determined by scores on the Cooperative English Test. Students who scored below the 50th percentile on the vocabulary test and

below the 30th percentile on reading speed were placed in a reading and study skills course, but were allowed to take the regular freshman composition course at the same time. Students who scored below the 10th percentile on these subtests were placed in "pre-requisite" sections of the reading and study skills course. That is, they were not allowed to take the required regular composition course simultaneously. Students who scored below the 17th percentile on the English Expression section and below the 25th percentile on Vocabulary were assigned to a course called "Composition Workshop". An effort was made in all placements to compose sections according to homogeneous grouping criteria. That is, students with relatively similar scores were assigned to the same sections. Subsequent to such placements, reassignments occurred, based upon further diagnosis conducted by faculty. In part this diagnosis was made by using the California Reading Test. For students whose second language was not English, a special course was offered.

Placement in Mathematics was based upon the Cooperative Algebra Tests - Levels I, II, and III. The test was mandatory for all incoming freshmen who did not complete one year of high school algebra. It was assumed that compensatory work would be necessary for the latter group. Placement into one of four remedial courses was determined by a combination of the score on the test and/or the mathematics requirement of the curriculum in which the student was registered. Students intending to major in

non-science liberal arts fields and nursing did not have to take the placement test, if they had taken high school algebra. If these students did not take high school algebra, they were placed in a second level remedial math course. Other students took the test which corresponded to their level of exposure to high school mathematics. Those who had completed elementary algebra took Level I, those who had taken intermediate algebra took Level II, and those who completed advanced algebra took Level III. Students who did not pass the placement test were advised to take the remedial course serving as a pre-requisite to a fundamental mathematics course in their curriculum. However, it was not mandatory that students follow this advice. Remedial placement for students with no mathematics in high school was mandatory.

A speech test was required of all incoming students. It was a short speaking and/or oral reading exercise. Students judged inadequate were placed in a remedial course designed to improve their spoken English. Inasmuch as the remedial course was a pre-requisite for a required speech course (except for students in Technology and Nursing Programs), this placement was, in effect, mandatory.

An important aspect of the program planning process should be noted: Many of the academic departments did not allow students to register for their courses until they had passed the compensatory courses in writing and/or reading and study skills. In effect this produced the mandatory aspect of these remedial course

placements. In addition these prerequisite conditions significantly limited the course options available to entering freshmen placed in these remedial courses.

Fall, 1971

The orientation, placement, and program planning processes were essentially the same as in the previous year.

Fall, 1972

There were a few changes for this incoming class. The role of faculty advisors in the program planning process increased. Counselors registered only those students in the liberal arts area who had not decided upon a major. When students came to complete their registration in September, required remedial courses were already printed on each student's registration card. Thus, students could not avoid registering for these courses. The Comparative Guidance and Placement test was not administered this year. Otherwise the tests and placement criteria remained essentially unchanged over the first three years.

SUPPORT SERVICES, 1: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

Centralized versus Decentralized Compensatory Structure

The compensatory effort at this college was coordinated by a Dean of Open Admissions Services. The actual compensatory services were only moderately centralized. Work in the areas of reading, study skills, and composition was offered by the Department of Basic Educational Skills. These services were separate from the English Department. Work in mathematics and in speech was offered by the respective departments. This arrangement was the same for all three years.

Areas of Compensatory Work

1. Composition, Reading, and Study Skills. The Department of Basic Educational Skills offered three courses, a composition course, a reading and study skills course, and a course in English as a second language. The composition course met for two hours per week, plus one additional conference hour. The reading course met for three hours, plus one laboratory hour. English as a second language met six hours. None of these courses carried any credit. This was true all three years. The first two courses were heavily enrolled. The ESL course had very small enrollment. The reading course used homogeneous grouping in constituting sections.

After placement in the writing course, a further screening device was used: each student was asked to write an essay. If the instructor considered the sample suitable for placement into the regular freshman composition course, the paper was then submitted to an interdepartmental (e.g., English and Basic Skills) screening committee. If it concurred in the recommendation, the student was transferred.

The writing course was run as a workshop rather than a lecture class. The acquisition of skills was viewed developmentally. That is, it was assumed that a set of skills should be taught in a logical progression. Teachers were supposed to avoid the use of abstract grammatical concepts which were not followed immediately by concrete examples and the opportunity to apply the concept in actual writing. The general focus of the course was on the development of skills in grammar and mechanics, and upon the acquisition of skills in expository writing. It was assumed that these skills would enable the student to perform better in subsequent courses which required written essay exams, term papers, and the like. In addition to class work, students met frequently with instructors for individual conferences.

Whether a student satisfactorily completed the course was a matter of judgment left to the individual instructor. However, the general criteria included the performance of the stu-

dent throughout the term, and the quality of a final expository essay written in class. Minimally, the student was expected to demonstrate that he could write without producing fragmentary sentences, run-ons, and slang. He was also supposed to demonstrate proper subject-verb agreement and appropriate paragraph development.

Grading was essentially on a "Pass" or "Holdover" basis. Students who did not pass the course and did not withdraw received this grade. It simply indicated that the student had to repeat the course.

We now consider reading and study skills. The reading and study skills course had several aims. Among these were the following:

1. The development of a core vocabulary.
2. The identification of main ideas and details.
3. The ability to discover paragraph patterns.
4. The ability to demonstrate flexibility in reading style.
5. The ability to skim and scan.
6. The ability to handle critical readings including awareness of propagandistic devices and the recognition of fallacious reasoning.
7. Proficiency in study skills such as outlining, notetaking, locating information for reports, and information retention.

After the initial placement decision which was based upon performance on the Cooperative English Test, further diagnostic testing was done in order to better identify specific levels of

skill and areas needing further work. Students were then grouped in sections of the course. The sections corresponded to the following initial skill levels: elementary to lower junior high school, upper junior high school, and lower to middle senior high school.

The classroom format was divided between formal instruction, class discussion and practice of skills, and individual laboratory activities such as increasing reading speed. In the laboratory equipment such as pacers, recordings, and tapes were available.

A final test was administered in the course. This was the primary criterion for passing. Depending on the level of performance, the student could then be eligible to register for regular college courses, or he might be assigned to a more advanced section for further work in the succeeding semester.

The English as a second language course was designed for students with limited ability to use English. Emphasis was placed upon development of facility in reading, written, and spoken English. Only a small number of students took this course.

Staff for the Basic Skills courses consisted of full- and part-time faculty in about equal proportions. Appointments were in this Department, rather than English. The reading instructors were chosen because they had specialized knowledge in the reading area.

2. Mathematics. The Department offered four non-credit remedial courses. The first and lowest level course met for two hours per week. In addition up to 30 hours of laboratory work was scheduled, as needed. The second course met for five hours, plus lab time, the third met for four hours, and the last met for 5 hours.

Enrollments were heaviest in the second and third courses. Over the first two or three weeks of each term, students were permitted to switch levels in order to correct any mistakes that might have occurred in the placement process.

The first level course was taught in traditional lecture fashion. The focus was on arithmetic. The basic operations of addition, subtraction, multiplication, and division were covered. Fractions, decimals, percentages, and simple equations were also covered. To pass the course students had to demonstrate satisfactory performance on a final exam. Grading was on a Pass or Holdover basis.

The second course covered elementary algebra and concepts of geometry. In 1971 the course had some sections which used a programmed text approach. To pass the course the student had to pass a test at the end of each unit. In 1972 a modular approach was used in some sections. At the beginning of the modular course, the students were given an examination on the material. Based on

the results, students were placed into one of four modules. At the end of three week sessions, students then took an exam on the work covered in the module. If they passed, they proceeded to the next module. If they did not pass, they remained in the module for another session. At the end of the term students who had not completed all modules were given the opportunity to take an intensive one week "mini-course" on the course material. This enabled more students to complete all modules.

The third course covered intermediate algebra. It was particularly designed for students who were taking science or technology courses and whose high school preparation was inadequate. In 1972 some sections used a programmed text approach.

The final course covered pre-calculus mathematics. This course was necessary for students who wished or were required to take more advanced college math.

Strictly speaking, the above courses did not constitute a sequence. That is, there was no uniform requirement that students had to complete some set of them. What set of remedial courses was advisable depended upon the student's curricular area.

A math lab was available for additional work. It was staffed by tutors. It was reported that the lab was basically

a kind of math study hall. It did not contain the standard equipment described for other campuses.

The compensatory courses were staffed by regular faculty members of the Mathematics Department. It was reported that these faculty also taught regular courses in the Department.

3. Speech. In 1970 and 1971 the Department of Speech offered one remedial course which met for two hours and one laboratory hour. It carried no credit. A regular speech course was required of all students at the college except those in technology and nursing programs. The remedial course was a pre-requisite for this course. It was therefore, mandatory. The course provided help for those with voice and articulation problems. Materials for ear training and oral practice were provided in a Speech Laboratory.

In 1972 the Department offered three remedial courses. All met for two hours plus one laboratory hour, and none carried credit. The first course was designed for students with serious speech problems. The second was for students who needed to improve oral language skills and become aware of common speech faults. The third course was for foreign and bilingual students who had problems with spoken English.

## Tutoring

In the Fall of 1970, the college had no systematic tutoring program. However, beginning in the Spring of 1971, a program began to emerge. This occurred at the initiative of instructors in the English Department. Subsequently, the tutoring service became a centrally coordinated college-wide program. Each academic department had a faculty member who voluntarily contributed up to 20 hours per week to supervise the tutoring program in that department.

The tutors were drawn largely from the student body at the college. Able students from each academic area were recruited. In addition some students from other nearby colleges and some graduate students also served. The tutors were paid. Before being hired, tutors were interviewed and approved by the departmental faculty supervisor. The latter met regularly with the tutoring staff in his or her department.

The tutoring effort was aimed mainly at students taking the introductory courses in each department. Students who needed additional help were referred by faculty or sought out help on their own. Tutoring was voluntary.

Detailed records of contacts were kept. For each tutor-tutee relationship established, a referral form was sent to the instruc-

tor, the student, and the college coordinator of tutoring. In general students were given one hour of tutoring per week for each course in which they needed help. Students who missed two consecutive appointments with their tutor were dropped from the service.

### Self-Assessment of Remediation

This college was one of the most active in conducting non-impressionistic, empirical studies on various facets of the compensatory program. Over the first three years, at least some evaluation had been done in the major compensatory areas.

One study was conducted by the Department of Basic Educational Skills. It considered the following question: How do basic skills students compare with non-basic skills students in some of their subsequent college courses? The data were analyzed by curricular area. However, across all areas the findings were as follows: (1) About 57% of the non-basic skill students received passing grades of A, B, or C, compared with about 51% of the former basic skills students. (2) About 28% of the basic skills group received D or F grades compared with about 22% for the non-basic skill category. Inasmuch as there was no control group of students who needed remediation but did not receive it, the findings lead to no definitive conclusion. However, it could be argued that if remediation is effective, one outcome would be

that after exposure, remedial students should perform about as well as their non-remedial peers. Looked at in this way, the remedial students seemed to be doing reasonably well. Although slightly inferior to the non-remedial students, their performance seemed reasonably close.

In the math area one study had been completed in the 1972-73 academic year. This was an effort to evaluate different teaching approaches in the second level remedial math course. It was found that the percentage of students passing the course was greatest in the modular approach (60% passed). In the programmed text approach and in the traditional teaching method the proportions passing were 31% and 42%. However, in the module structure, classes also had attached to them extra tutors and counselors. It is not clear, therefore, whether the higher success rate of these students was due to the modular component or to the ancillary support component or to both. Moreover, students were not randomly assigned to the three remedial situations, so that the differences could also be results of differences in the initial composition of the classes.

The college staff also conducted a few studies of the tutorial program. In Biology it was reported that academic success of tutees was positively associated with the number of hours of exposure to tutoring. That is, the more hours of tutoring received, the greater the probability that a student would pass a Biology course.

The English Department also conducted studies of tutoring impact. One study attempted to compose experimental (tutored) and control (need tutoring) groups in English classes. The groups were equated for level of writing at the beginning of the course. It was found that tutored students showed greater gains than the non-tutored students.

Another study by the English Department explored the effects of the race of tutor and tutee on outcomes of tutoring. Black students were paired with Black and White tutors. It was found that tutoring in general had a positive impact on student performance, but there were no discernible effects of the race of the tutor.

The above studies were widely disseminated, and it seemed that the college had a strong commitment to the use of evaluation research as an instrument for policy modification. Nevertheless, it must be pointed out that in the tutoring studies, those who had an interest in the program were also responsible for the research. Thus, it is possible that the positive effects of tutoring could have been due to a "halo effect" wherein instructors might have been influenced in their grading behavior by knowledge of which students were and were not receiving tutoring.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling

The Department of Student Personnel Services was responsible for counseling. This service was administered by the Office of the Dean of Students. This was true for all three years.

### Types of Counseling

A wide range of counseling services were offered. These included personal, academic, vocational, veterans, and financial aid counseling. Academic counseling focussed mainly on students experiencing academic difficulty. In some cases these students were further evaluated through testing. Students who exhibited severe personality disorders were usually referred to outside agencies for treatment. It was reported that there were more such students since open admissions began.

### The Counseling Division of Labor

Counselors came from a variety of backgrounds. Some were trained as clinical psychologists, some as social workers, and so forth. While counselors would see students whose needs related most closely to their specialization, it was reported that all counselors were generalists. That is, they provided a wide range

of counseling activities, and did not function exclusively within their special area. One exception to this was that there was a separate group of financial aid counselors.

### Styles of Counseling

1. Medical versus Outreach. The counseling orientation at this college tended more toward the medical model. All students had some contact with counselors during testing, orientation, and program planning phases. However, the faculty had primary responsibility for academic advising. After the beginning of school there was no systematic procedure by which students and counselors would come into contact. Counselors were not assigned caseloads, and saw students primarily on a self-referral or faculty referral basis. Beginning in 1971, counselors did visit sections of Basic Skills courses to inform the students of the availability of their services. In addition counselors did attempt to call in students who were in academic difficulty after completing their initial semester at the college.

2. Mandatory versus Voluntary Counselor-Student Interaction. After the orientation and registration period, when most students would have had some contact with a counselor, interaction was essentially voluntary. Efforts were made to reach students in ac-

academic trouble, and students who wished to withdraw were supposed to see a counselor. However, there were no sanctions if contacted students did not appear.

3. Dyadic versus Group Counseling. Over the first three years, one-to-one counseling was used almost exclusively. At the initiative of particular counselors, some group counseling occurred, but there was no organized group counseling as a formal policy.

4. Therapeutic versus Socialization Goals. The staff reported that under open admissions there were more students with psychological problems, so that the clinical function was an important one. Nevertheless, the primary emphasis was on the "normal" student. Academic problems constituted the main reason that students referred themselves to counselors. These pragmatic problems tended to be dealt with in the style of the professional clinician. Overall, we conclude that the orientation of the counseling service tended more toward the therapeutic.

5. Peer Counseling. Over the first three years, more advanced students worked with incoming students during the orientation period. Peer counselors saw small caseloads of freshmen. However, the senior counseling staff was not in favor of peer counseling, and felt that it was of little value.

### Caseload Definition

Over the first three years there was no caseload approach. That is, there was no set of students assigned to each counselor. However, each counselor kept records of the number and type of contacts with students. A caseload approach was not instituted until 1973.

### Counselor-Faculty Relationships

It was reported that counselors had good relationships with academic departments. Beginning in 1971, counselors visited basic skills classes and developed liason with other academic departments. The counseling staff was represented on the college's committee on course and standing. Students who were dismissed for academic reasons were supposed to be followed up for exit counseling.

### Background and Evaluation of Counselors

Counselors came from a variety of backgrounds. Some had the doctorate in clinical psychology, others had training in student personnel counseling, vocational counseling, and social work. Most occupied faculty lines.

Counselors were evaluated by the Director and Assistant Director of the service. It was reported that they listened to

tape recordings of counseling sessions. In addition students filled out counselor evaluation forms.

### Self Assessments of Counseling Effectiveness

Counseling staff reported that the service probably had little impact on student academic performance. They felt that the primary effect was that they served as a primary source of information regarding curriculum planning, transfer to other schools, and generally making available information which would help students to function more effectively at the college. While not initiated during the period covered by this report, we note that in the 1973-74 academic year, the counseling services initiated a caseload approach in an effort to more closely monitor the incoming freshmen.

### GRADING SYSTEM AND RETENTION STANDARDS

The traditional grading (A - F) system was in force at this college. However, in compensatory courses which carried no credit, special grades were used. The latter were not calculated in the student's academic index.

A sliding scale system of retention and probation standards was used. By the time a student had taken 11.5 credits, he could be placed on probation if he had not attained at least a 1.50 av-

erage, and he faced loss of matriculation if his average was less than 1.30. After attempting between 12 and 27 credits, an index of less than 1.70 could lead to probation, and less than 1.50 could result in loss of matriculation. In principle, students could, therefore, have been dropped before completion of the freshman year. By the time a student had attempted at least 45 credits, he was subject to probation if his index was below 2.00, and loss of matriculation could occur if the index was less than 1.90. Students placed on probation were frequently placed on programs of more than 12.5 credits per semester.

CHAPTER 18  
STATEN ISLAND COMMUNITY COLLEGE

EVALUATION OF STUDENTS AND PROGRAM PLANNING

Fall, 1970

In May and June, a language placement exam and the Comparative Guidance and Placement Test were administered. In addition the findings from the Open Admissions Test were available. During the summer (in July and August), students returned for program advice and registration. Visits were structured so that students arrived in "blocks" of about 150 at a time. An effort was made to schedule students from the same curriculum. In the morning the test findings and placement procedures were explained, and there was a general introduction to the college. In the afternoon, the students broke up into groups of 50. Each group met with a counselor, faculty curriculum advisor, and a student tutor. During this period programs were discussed and selected. Registration was completed by the end of the day. In September, just before the opening of classes, an orientation program was run under the auspices of the student government.

In the fall term the Open Admissions Test was used for placement. The test was considered unsatisfactory by the Math Department, and in the spring, the Department developed its own placement test. The remedial course was divided into four basic units, and all students began with the first unit.

Based primarily upon the sentences sub-test of the CGP exam, students were placed into a special writing skills course. Subsequently, the CGP was abandoned, and placement in the spring was based primarily on high school average. A reading course was offered also.

Students placed in remedial courses were allowed to register for regular college courses. However, students with deficiencies in the math area were counseled not to take technical courses that presupposed a certain level of mathematical skills. Similarly, students with severe reading deficiencies were advised not to take courses requiring heavy reading, until the remedial reading course was completed. In addition students were advised not to take a total of more than 9 or 10 credits if they were taking two or more remedial courses.

Fall, 1971

The program planning and orientation process was similar to used in the first year. However, in the placement session, students were broken up into smaller groups to permit greater individual attention.

Placement procedures did change in English and Math. Students with less than a 73 high school average were placed in a writing course (which was merged with the reading course this year). The Math department administered a test constructed by its faculty, and placement into different units of the remedial course depended on test performance. Students were placed into the first unit on which they showed weakness.

Fall, 1972

There were no changes in the orientation process or placement criteria.

SUPPORT SERVICES, I: STRUCTURE OF REMEDIAL-COMPENSATORY WORK

Centralized versus Decentralized Compensatory Structure

In 1970 the writing and reading courses were offered by a Preparatory Skills Center which was organized specifically for this purpose. During the process of planning for open admissions, the English Department exhibited little interest in offering such services. It felt that these were not appropriate and, moreover, that the faculty were not trained to offer such work. The response of the college was to set up the Skills Center. Staff for the Center were hired from lanes which were to have been available to the English Department. By Fall, 1971 the political conflict surrounding these functions had been resolved, and responsibility for the remediation program was assumed by the English Department. This continued in 1972.

The Mathematics Department was responsible for remediation in this area from the beginning of open admissions.

The compensatory programs at this college tended toward the decentralized type of structure, particularly after the first year. The services were coordinated, however, by one administrative office which acted as liason for different units.

### Areas of Compensatory Work

Work was offered in the areas of writing, reading, and mathematics. In addition the college developed a special compensatory approach for students in regular academic courses who appeared to be having difficulty.

1. English. The compensatory course in this area met for three hours and carried one credit in 1970. In 1971 and 1972 it met for four hours and carried two credits. Strictly speaking, placement into the course was not mandatory in any of the three years. However, after the first year in which placement was largely voluntary (students could be advised that they needed the work, but they could not be compelled to register), stronger efforts were made by counselors and advisors to convince students to register for such coursework. During the first two weeks of the semester, students in all English courses were asked to produce a writing sample. On this basis, students could be shifted into or out of the remedial course. It was reported that a considerable amount of shifting did actually occur.

Instructors had a great deal of autonomy in developing approaches to the teaching of writing. If there was a departmental policy, it was that the most effective approach was to allow each instructor to find the methods that worked best for him or her. However, a review of instructors' end of term course assessments did indicate some degree of consensus. There was considerable emphasis upon "free writing". That is, students were encouraged to write first in their own idiom, rather than according to cri-

teria of "correct" usage as traditionally defined by English faculty. This was considered important because many students had great difficulty writing in a style which teachers typically demanded, and it was felt that this frequently resulted in an inability to write at all. The initial encouragement of an idiomatic approach included not only ethnic styles (e.g., "Black English"), but also the personal style associated with each individual. There was also an emphasis on learning to write "interestingly" and not only "correctly".

Most writing took place in class rather than at home. Students read their papers aloud, and the other students would comment and critique them. Sometimes the instructor would write at the same time the class was doing so, in an effort to develop sensitivity to problems presented by the writing topic. There was also an effort to have students "translate" their personal style into standard English. The idea of translating appeared to be less insulting to the student, because it provided legitimacy to his own writing style. While there was concern for the development of correct grammatical usage (spelling, punctuation, paragraphing, etc.), it was felt that this could best be developed after students felt free to express themselves without fear of violating the traditional norms of usage.

Each section of the compensatory writing course had a student tutor attached to it. The tutors were more advanced students or students attending a nearby upper-division (juniors

& seniors) college. Tutors became familiar with the class and problems of specific students. This was supposed to enable them to work more effectively with students in need of additional help.

No final examinations were administered in the writing course. Instructors evaluated student performance throughout the semester, and whether a student was deemed to have completed the course satisfactorily was a matter left to the judgment of the instructor. Students received either a Pass or an Incomplete grade. Those who did not pass were supposed to repeat the course.

A special section of the writing course was designed for students whose primary language was not English. However, several of the instructors in the regular sections noted the presence of non-English speaking students in their classes, and indicated considerable difficulty in providing them with significant help. Obviously, this suggests that procedures for serving such students were not effective.

Over the first three years of open admissions about 6-8 full-time faculty members taught the compensatory writing course. These instructors were recruited primarily on the basis of their interest in teaching this kind of course. They also taught regular English courses (after 1970). Class size ranged from about 8-20 students.

2. Reading and study skills: During the first year of open admissions, a reading and study skills course was offered by the Preparatory Skills Center. This course carried one credit. During the spring term the course was merged with the writing

course. Placement in the course was voluntary. It was perceived by the writing teachers that students with reading problems usually had writing difficulties also. Faculty teaching writing found that they spent considerable time with students on reading problems. Thus, it was felt that both types of skills were inter-related and should be dealt with together.

Beginning in the spring of 1972, a Reading and Study Skills Center was created under the aegis of the English Department. The Center was staffed by interested English faculty who were released from teaching one course to devote six hours per week to the Center. In addition student tutors assisted.

The Center mainly served students from the writing course who were referred by their instructors or who came on their own. However, the services of the Center were also available to other students in the college.

The Center did not rely on standardized tests to diagnose weaknesses. The approach used in helping students assumed that reading, writing, and speaking skills are intertwined. Students worked on reading and writing problems. Students with writing difficulties so severe that they were unable to write at all were approached in special ways. One example involved asking the student to speak, while the tutor wrote what he or she said. The written specimen furnished data for the student that he could use the language, often in a grammatically correct fashion. This was used as a basis for helping the student begin to write.

According to one instructor, some techniques which were useful in helping students improve reading comprehension included the following:

- 1) drawing what was read since words evoke pictures.
- 2) whenever a student felt he was drifting off while reading, have him mark it down. This would alert the student to what he was doing and help him control it.
- 3) write words on the blackboard and have students identify words that are similar (such as vowels, length). This might enable them to understand why some words fit together and others do not.

3. Mathematics: The mathematics compensatory course was intended primarily for students in technical curricula. It was designed to prepare them for the regular pre-calculus course. In 1970 and 1971 the course met for three hours weekly and carried one credit. In 1972 it met for four hours. While not mandatory, students who did poorly on the placement test were strongly advised to take the course.

The course was divided into five units or modules. During the first two years, the fifth module was optional. However, in 1972 it became a mandatory part of the course. Frequently, students whose placement test score indicated they should begin at the fourth module were allowed to register for the pre-calculus course simultaneously.

Each module consisted of 10 lessons: 8 instructional lessons, one review lesson and one evaluative lesson in which

the student took an examination on the module. Each module met for approximately 3 1/2 weeks. Upon completion, a student would either remain in the module or go on to the next, depending on the result of the exam.

The module topics included:

Module 1: Operations on Numbers

Module 2: Operations on Polynomials

Module 3: Linear Equations and Lines

Module 4: Factoring and Operations on Algebraic Fractions

Module 5: Exponents and Trigonometry

The course did not rely on standard textbooks. Faculty developed materials for joint use. Paid student tutors were assigned to each section of the course. They generally attended two class meetings each week and were available to tutor students for an additional ten hours per week.

In the spring of 1973 a Math Center was opened. It was staffed by Math faculty and student tutors. Students attended after referral by faculty, or by self-referral. While student tutors were still assigned to sections, the Center provided a more centralized facility for students in need of additional help.

Grading was on a Pass or Incomplete basis. When a student successfully completed all modules, he received a "P".

All faculty teaching the compensatory course also taught more advanced courses in the department. Between 16 and 20 faculty were involved in teaching the compensatory course.

4. The mini-course program. In the fall of 1972 a new program was offered which provided additional help for students in danger of failing a course or receiving a low grade. It was felt that by the first five or six weeks of the semester, such students could be identified. With the support of the administration, a set of mini-courses was established. These provided review work for specific courses in the areas of Business, Electrical Technology, Biological Sciences, Mathematics, and others. The mini-courses met late in the afternoon or on Saturday mornings. They were entirely voluntary. If there were a sufficient number of students in difficulty in a course, and if the instructor was interested, a mini-course was set up. In fall, 1972 sixteen such courses were offered, and 168 students enrolled. No grades were given. Students who enrolled were allowed an extension of the time in which they would be allowed to drop the regular course without penalty. This was one inducement which it was hoped would encourage students to sign up for the mini-course. Instructors were given extra compensation for such work.

Self-Assessment of Remediation:

In the Writing area no formal assessment had been undertaken. The coordinator of the Reading and Study Skills Center felt that the impact had been good. However, he expressed concern that

the Center reach only a small number of students needing the service. He felt that about 50 students from the writing course had come to the Center, and of this group, only about 20 attended on a regular basis. He thought that compulsory attendance for severely deficient students might be helpful.

According to early data, students who completed the remedial math course seemed to be doing better than those who went directly into the pre-calculus course. Of those who completed the compensatory course and went on to the the pre-caculus course, 81% passed, compared with 61% of all students who took the pre-calculus course. Perhaps the major strength had been the module system which allowed students to work at their own pace.

## SUPPORT SERVICES, 2: COUNSELING STRUCTURE

### Administrative Locus of Counseling.

During the first two years the counseling service was administered by the Department of Student Personnel in the office of the Dean of Students. However, in 1972 the college established a unit for intensive counseling of the most seriously underprepared open admissions students. This unit was known as the "People Center". Students with high school averages of less than 73 were assigned to the Center which was attached to the office of the Associate Dean for Open Admissions.

### Types of Counseling

All types of counseling were available. However, academic advisement was not formally part of the counseling service. Rather, it was a faculty responsibility.

### Counseling Division of Labor

Although counselors were considered generalists, there was some division of labor. All incoming students were assigned to a faculty advisor from their curriculum area. These advisors were responsible for program planning and providing assistance to students with academic problems. This was true in 1970 and 1971 for all incoming students and in 1972 for those not assigned to the People Center. However, it was reported that students often went to the counselor for academic problems, rather than the faculty advisor.

### Styles of Counseling

1. Medical vs. Outreach. During the first two years the counseling office resembled the medical model. In the second and third year, letters were sent to all students (except those in the People Center) advising them of the available services. However, students saw counselors primarily on a self-referral basis when they had a problem. In general, these problems were academic, although counselors often found that there were underlying personal problems.

During the first two years, counselors received a list of students in academic difficulty at the end of the first term.

The counseling office then sent letters to these students, asking them to come in. This procedure continued in the third year for students not assigned to the People Center. Students in the Center were continuously monitored by their counselor.

Faculty were urged to refer to the counseling office any student who they thought was having problems. However, cooperation with faculty varied.

With the creation of the People Center, the college began an intensive effort to reach open admission students. As stated previously, students with less than a 73% high school average were assigned to the Center. This counseling effort was of the outreach type. Counselors were required to see students twice a month. If students did not show up for appointments the counselor was supposed to seek out the student - in class, on the campus, or at home. Moreover, counselors were supposed to maintain close contact with each and every instructor of each and every student. Thus, the counselor was aware of not only the student's academic program, but his adjustment to college life as well.

## 2. Mandatory vs. Voluntary Counselor-Student Interaction.

During the first two years (and in the third year as well for students not in the People Center), there were no sanctions if students did not respond to the letters sent out by the counseling office at the beginning of the semester, and, for the case

of students in academic difficulty, at the end as well. Counselor/student interaction was, therefore, voluntary. In the People Center counseling was not mandatory, strictly speaking. However, the structure of the Center was such that contacts were inevitable. In this sense it can be said that the interaction was mandatory.

3. Dyadic versus Group Counseling. The primary thrust of the counseling staff was on individual counseling. This was true all three years.

4. Therapeutic versus Socialization Goals. The primary aim of the counseling staff was to help students survive. This was particularly true in the third year. A major reason for the creation of the People Center was to raise the retention and success rates for the weakest open admission students. In essence, counselors were made responsible for insuring the success of their students through aggressive one-to-one counseling. Any students with severe psychological problems would be referred to other sources.

5. Peer Counseling: Each counselor in the People Center was assigned two student aides who acted as peer counselors. These students were either upperclassmen from the college or former students now enrolled at other colleges. Prior to the People Center, efforts at peer counseling were felt to be unsuccessful.

Caseload Definition.

All students in the People Center were randomly assigned to counselors by curriculum. It was felt that counselors would be able to establish greater rapport and insure increased cooperation from faculty if all assigned students came from the same curricular area. Prior to the People Center, there were no assigned caseloads. However, all students were assigned a faculty advisor during the first two years. In 1972 this continued to be true of students not assigned to the People Center.

In 1972 there were approximately 400 students assigned to the People Center. The average counselor-student ratio in the Center was 1:60. All other counselors were responsible for serving the needs of the remaining student body. Although the counselors in the People Center were responsible for students only during their freshman year, in some cases counselors continued to see the same students in their second year as well.

All counselors in the People Center were required to write a monthly report which included the number of contacts made with both students and faculty. These records were kept on file.

Counselor-Faculty Relationship:

An improved relationship developed between counselors and faculty with the creation of the People Center. This resulted from the close contact which developed between the counselors in the Center and those faculty who had students in the Center.

Often, faculty were both pleased and relieved that others were available to help them. However, in some cases resistance to the efforts of the counseling staff was strong, and it was necessary for counselors to seek out individual faculty members.

No students were dismissed after the first semester and few after the second term. Students facing academic dismissal could receive help from the counseling staff with regard to the writing of a petition to the Committee on Academic Standing. In this sense, counselors acted as advocates for students.

#### Background and Evaluation.

The counselors hired by the Department of Student Personnel came from backgrounds in student personnel, counseling and clinical psychology. All had earned at least a Master's degree and had a minimum of 2 years experience. There were approximately 10 counselors in the department over the three year period.

In 1972 the People Center hired eight new counselors. They were generally younger than the other counselors and had no formal training in counseling. All were college graduates and some had earned a Master's degree. In essence, the prime criteria for hiring were the individual's personality characteristics and values, rather than previous professional training. As individuals they had to combine the ability to develop rapport with students and a devotion to the program. Moreover, they had to be capable of working at high-energy levels.

Evaluation of a counselor's performance in the People Center was based on the success of his students. Success was defined in terms of academic performance and attrition. Criteria for evaluation of other counselors were less explicit. In 1971 student evaluations and supervisory reports were the prime criteria used in assessing effectiveness.

#### Self-Assessments of Counseling Effectiveness.

The People Center contracted with an outside agency to conduct an evaluation. The aim was to determine whether the program was being implemented as designed, and to assess its effectiveness. The evaluation took place in two phases during the spring of 1973, and a report was issued during the summer months. It was concluded that the Center had been a significant force in assisting students to achieve academically and as a means of reducing attrition. Measurable evidence, i.e., academic achievement and attrition, supported the conclusion that the Center made a difference. 1972 open admissions students were compared with 1971 Open Admissions students and 1972 students with high school averages between 73 - 76. The data showed significant differences in favor of People Center students. The Center students' cumulative average in the fall semester was significantly higher than either of the two comparison groups. Likewise, the attrition of Center students was lower than either of the two comparison groups.

A second evaluation conducted by another agency at the end of the 1974 year showed that retention rates for the People

Center group after one, two and three semesters exceeded those of all the comparison groups.

Interview data from the first year evaluation were consistent with the statistical data. The overwhelming majority of students expressed high regard for counselors. They were perceived as helpful in the areas of curriculum planning, course scheduling, registration, and contact of faculty on behalf of students by the counselors. Faculty also held generally positive attitudes toward the Center.

#### GRADING SYSTEM AND RETENTION STANDARDS

This college used the standard (A - F) grading system. Compensatory courses were usually graded on a Pass or Incomplete basis. Upon consent of the advisor, students were allowed to withdraw from a course without penalty up to the ninth week of a semester.

Students who failed to maintain a C average came to the attention of the Committee on Course and Standing. The Committee had various options it could take. First, it could send a letter of warning. Second, it could place the student on probation. This would limit the course load of the student to no more than 12.5 credits. Third, the student could lose matriculated status. Fourth, the student could be dismissed from the

college. Each case was dealt with individually. As a rule, the more serious sanctions would occur only if a student failed to exhibit improvement.

PAPT III  
USES OF THE DATA

CHAPTER 19  
DIRECTIONS FOR FUTURE RESEARCH

We have now described the various ways in which the seventeen CUNY campuses responded to the challenge of open admissions, and we have established that there was considerable diversity in the programs which they developed. Given these findings, a most important question follows: What worked, and what did not? Were some ways of approaching the open admissions task more effective than others? The field work described in this report provides a basis for assessment of this question.

There are essentially two ways in which to conduct such an assessment. First, one could proceed in the manner used frequently by accrediting agencies and commissions in the evaluation of programs in higher education. In this approach, "experts" with a background in the relevant area make reasoned judgments on the merits of a program or policy. Many programs in higher education receive their legitimacy through this process. With reference to CUNY one could approach the evaluation question in this way.

For example, it seems reasonable to assume that compensatory courses which provide at least some credit will be more effective than those which carry no credit. The basis for this judgment is that credit is more likely to generate motivation, and that increased motivation is more likely to result in increased learning.

To cite another example, it appears reasonable that an outreach type of counseling service should have better results than

one in which contact with counselors is largely a matter of student initiative. Under the outreach model one might expect lower dropout rates, and a higher level of student academic performance.

One could go on to make additional evaluative statements regarding the effectiveness of other aspects of the open admissions support services. However, we think this is not the best approach. Even though higher education programs for the disadvantaged have been implemented in other places, they have never been developed on the scale or with the complexity seen in the CUNY setting. In short, there is insufficient experience with massive compensatory programs in higher education to allow evaluation on the basis of precedent.

Thus, we think that the evaluation of CUNY's open admissions support services must be an empirical matter. Campus program differences will be analyzed in terms of their independent effects upon numerous student outcome variables, such as academic performance, retention and graduation rates.

Initially, we must codify (assign values to) the large number of variables which describe open admissions implementation at each campus. For example, the variable, "credits for remedial work," is composed of three categories which classify what campuses did. They offered either full, some or no credit for such work. Values

will be assigned to reflect this ordering. Additionally, the credit policy could differ, depending upon the content area in which remediation was offered. Colleges may have offered full credit in English, some credit in reading skills, and no credit in mathematics. Therefore, three separate variables (each with three values) are generated. In short, the qualitative data described in this report will be ordered in a way which converts them to quantitative values.

The next task is to search for the presence of patterns in the data. That is, do certain variables tend to be grouped or interrelated in specific ways? The question can be answered using a computer procedure. If patterns (clusters of variables) are discovered, we can then proceed to analyze and scrutinize them for any underlying meaning.

Perhaps a hypothetical illustration will be useful. Suppose the analyses show that the following variables cluster together: (1) mandatory vs. voluntary placement in compensatory courses, (2) credit vs. no credit for such courses, (3) outreach vs. medical model for counseling services and (4) group vs. dyadic counseling. If such a cluster emerged, this would indicate the presence of an underlying factor. Inspection of the components suggests that the factor has to do with the degree of "nurturance" in the attitude of a college toward the open admissions effort. A college could be characterized as having a nurturant climate

if placement was mandatory, if at least some credit was granted, if there was emphasis on an outreach counseling effort, and if group counseling was used.

Once clusters of variables have been isolated, they can then be linked with our existing data on student academic performance (We note, however, that we shall also link specific program variables, whether or not we find clusters). The performance file contains data on variables such as attrition, graduation, credits earned, grade point averages, and experience in remedial courses. All of these data have been collected for three freshman classes on a semester-by-semester basis, covering the period from fall, 1970 through spring, 1975. After the college program factors have been linked with the individual student data, we can then proceed to the ultimate step in the assessment: We shall, after controlling for differences in the characteristics of the individual students, examine whether the variations among campuses in academic outcomes are attributable to the impact of college programs.

The open admissions policy at the City University of New York is the nation's major experiment in open access higher education. A great deal of money has been spent on the program, and controversy has surrounded it from the beginning. Even though substantial data describing some of the academic outcomes have been presented over the last few years, very little is known about the underlying

reasons for the outcomes. Because we have now assembled a vast amount of information on students' backgrounds and attitudes, their academic performance, and, as presented in this report, college responses to the open access policy, we are now in a position to go beyond mere description. When the final phase of this evaluation research has been completed, the analyses shall provide more precise identification of the determinants of the observed outcomes of open admissions.

These forthcoming analyses will be of interest to the City University, but their significance is not limited to the local scene. The last thirty years have seen a great expansion in rates of college-going. Indeed, there has been a trend from mass toward universal higher education. For this reason, the results of this research should have policy implications for the national educational community.