

Middle States Self-Study Committee

Preliminary Report by the  
Subcommittee on Students and Student Life  
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(DRAFT).

Subcommittee members:

Fred Phelps  
Marc Lazarus  
Tom Desereau

## STUDENTS, STUDENT SERVICES, AND STUDENT LIFE

### Toward a Stable Enrollment

With the termination of CUNY's open admissions policy and the enactment of tuition in 1976, the College experienced a precipitous decline in enrollment over the next four years. By 1979, undergraduate enrollment in degree programs had declined 35% to fewer than 7500 students, and total graduate enrollment had tumbled 66% to 698. (See Appendix I.) But the worst was apparently over. During the next three years, both undergraduate and graduate enrollment turned a corner and now have begun to increase slightly each Fall.

During this period of enrollment stabilization, first-time freshmen have been largely responsible for the turnaround. (See Appendix II.) The size of the Fall freshman class has gradually risen over 25% to 1124, and it now constitutes 16% of undergraduate degree enrollment, up from 12%. In contrast to the years of dramatic change in the mid-seventies, the freshman class has also demonstrated a surprising consistency in its characteristics over the past five years. (See Appendix III.) The cited national trend toward older, vocationally-oriented, working students appears to have occurred much earlier in Lehman's history. The Fall 1982 entering class, despite its increase in size, differs little from its recent predecessors. For the past few years, most freshmen entering Lehman have been relatively recent high school (or high school equivalent) graduates from the Bronx or upper Manhattan. Approximately twenty-five percent are mature students, many of whom may also be working or raising a family while attending college. The entering class is a culturally diverse population representing the racial, ethnic, linguistic and economic mix found in this urban environment. Even though the College's annual cost to students

is among the lowest in the metropolitan area, fully eighty-percent still qualifies for financial aid to meet their educational expenses. Almost eighty percent are part of the first generation in their families to attend college, and, as such, they gravitate toward those explicit professional and career programs which traditionally have provided paths for upward mobility to the sons and daughters of the working poor.

A fuller picture of the undergraduates at Lehman must include many other identifiable groups of students. For example, during the Fall 1982, forty-five percent of the undergraduate enrollment had been newly admitted for that semester. Besides freshmen, these new students included substantial numbers of transfers from other institutions, readmitted students who were returning to Lehman after an interruption of their studies, and students enrolling for one or two courses as non-degree undergraduates in a variety of special programs offered both on campus ~~and~~ <sup>and</sup> at satellite centers. Such students markedly increase the median age (25) of the student body and bring with them the complex ~~of~~ <sup>array of</sup> situations that complicate college attendance by the mature student.

Transfers provide a good illustration of the growing attraction of Lehman to the urban population it serves. In 1976, when the barrier of tuition was erected, new transfer enrollment dropped to 467 students. During the ensuing years, as inflation sent the cost of attending most institutions much higher, Lehman apparently began to be noticed by students shopping around for a good school whose costs had not escalated. The number of new transfers has now almost doubled to over 900, and that population is persisting to graduation in large numbers, frequently representing almost half of a graduating class. Similarly,

the fact that reliable numbers of readmitted students and non-degree undergraduates continue to come to the College indicates that the College's academic programs, its appearance, and its easy access by public transportation successfully contribute to the trend toward more stable--or more predictable--enrollment figures.

### Rising Admission Standards

The positive enrollment outlook has been achieved simultaneously with changes in admissions policies and procedures designed to enroll a better-prepared student--and one who will persist longer--at Lehman. From the time of its designation as a separate unit of CUNY in 1968, the College has been, to a great extent, the product of University-wide admissions policies and procedures. The University Admissions Processing Center relies exclusively on the strict application of formulae for assessing a student's eligibility for allocation to his college choices within the University. While the policies and procedures ~~are~~ <sup>are</sup> rational, the results frequently ~~are~~ <sup>are</sup> not. The formulae ~~are~~ <sup>are</sup> narrowly restricted to include ~~only~~ <sup>only</sup> the applicant's high school average and rank-in-class or, for transfers, the cumulative index of previous college grades. The admissions procedure ~~can~~ <sup>can</sup> not review any of the other factors which bear upon appropriateness of match between a college and an applicant. Those factors--such as travel distance from the school, specific academic preparation in high school, expressed motivation for the college's program--have proved to be significant factors in the attrition of Lehman undergraduates.

In the aftermath of the fiscal crisis in 1976, the College began addressing its obvious admissions problems by assuming a more direct role in the determination of admissions policies. When open admissions ended, the College established the admissions criterion for

freshmen at a 75 high school average or a rank-in-class of the 55th percentile or higher. In 1979, the College again raised the admission requirement for freshmen, this time to an 80 high school average or a rank-in-class of the 66th percentile or higher. While the change temporarily depressed the size of the subsequent entering class, it was a change which clearly marked the beginning of attracting a better-prepared student clientele.

The centralized University allocation of transfer students has also produced problems for the College. Students who had been dropped from other colleges for poor academic performance could apply to the University and, after only a six-month hiatus, be readmitted to another college under a "forgiveness" policy. The attractions of Lehman were understandably irresistible to the many students seeking a "second chance," and again, beginning in 1981, the College interposed a stiffer requirement on the worst of these applicants. The College now requires that students with less than a 1.5 index remain out of school for at least three years before Lehman will consider an appeal for readmission. Again, this higher admission standard had the immediate effect of reducing the number of transfers in 1981 (by 12%), but it has subsequently led to an overall increase in transfers, as well as to a superior pool of applicants.

The College's interest in the admission's process over the past five years has greatly intensified admissions activity. This past Fall semester, for example, over 5200 eligible applications were processed at the College, but only forty percent of them came through the centralized University Admissions Processing Center. All of the other applications ("Direct Admits") underwent a local review in order for the College to monitor the admission standards for the various categories of applicants. While cumbersome, the extra procedures are

also an opportunity to respond to the special backgrounds which many students bring to the College and to improve on the matching and pre-admission counseling process which is the heart of an effective admissions program. Once admitted, each student is reviewed annually to determine continued eligibility and to provide systematic feedback on the admissions and recruitment process.

### Recruitment

In the course of the past five years, Lehman College has felt compelled to enter the admissions marketplace by undertaking an organized student recruitment program. Though the College was insulated from the competition for students during the open admissions and free tuition years, it has more recently found itself in need of a program to build institutional identity and support among its constituencies, most particularly among enrolled students. As other area institutions began mass-marketing advertising programs with the obvious goal of increasing admissions, Lehman has framed its recruitment effort around the central objectives of increasing name recognition, improving the image of the Bronx and its institutions, and providing opportunities for personal contact between College personnel and the inquiring public. While increasing enrollment is certainly a desirable effect of a recruitment effort, the Lehman community is more unanimously committed to promoting among students, faculty, and the public a sense of pride and confidence in the unique mission and program quality of the College. Faculty, students, and the administration who are involved in this community relations program are most satisfied with recruitment efforts when they result in visitors departing the campus with an understanding of the quality and opportunity which are the traditions of the College. (It is this outcome against which activities are measured rather than

the more obvious test of increased enrollment, per se.

Lehman's recruitment strategy depends on personal contact with prospective students and those who guide them; on developing opportunities and publications to present information about college programs, particularly to specific populations for whom programs were developed; and on hosting events on campus which allow visitors to view first-hand the educational park which--with its Performing Arts Center--has developed in the middle of this urban environment. The College visits area high schools and participates in organized college nights or "fairs." The divisions, department, and programs have produced informative brochures which can be used to respond to inquiries about each of the college's programs. Regular "open house" days have been established to host potential students and other visitors, and even allow them an opportunity to attend a class of their choice. The College has promoted better articulation with graduates of the area community colleges, and visits to prospective students and transfer counselors at the community colleges are very much a part of the recruitment program.

Much of the recruitment program occurs through the efforts of faculty and students, both out of good-will and interest in the College. For two years, the Lehman Chapter of the Professional Staff Congress funded and sponsored open houses, additional publications, and events through which volunteer faculty could meet with prospective students. Pre-admission contact between faculty and potential students represents a major commitment of the College to the central concept of helping students and programs achieve an appropriate match. Faculty who direct special programs are especially active in pre-admission counseling of students, particularly those

inquiring about the Health Professions Institute, the Adult Degree Program, the 802 Music Program, the Senior Citizens Program, the Bilingual Program, the High School Seniors Program, the Early Admission Program, and the Lehman Scholars Program. Student volunteers also assist in mailing literature, guiding campus tours, and greeting visitors for special events on campus. Student organizations sponsor a variety of on-campus public events in order to show off the campus and the quality of student life to family, friends, and others who may not perceive first-hand the educational advantages Lehman students recognize. This theme of quality is echoed again in the recent establishment of full-tuition scholarships for outstanding students who wish to attend Lehman, and such a merit scholarship underscores the College's essential strategy of increasing enrollment by raising standards.

#### Reorganization of Student Services

During the last Middle States review process, the team noted that the Office of Student Affairs was organized in such a way that students may not readily perceive the organization of services available to them. After a drastic reduction in professional staff (from 52 in 1975 to 21 in 1977), the Dean of Students Office then was shifting internally to maintain services in the face of dwindling resources. The larger previous organization, during the expansion era of open admissions had provided services to students through a "cluster" arrangement, <sup>i. e.</sup> ~~each~~, each counseling office was staffed to provide essential services in financial aid, general counseling, academic counseling and career counseling. The idea underlying the clustering of services was to avoid an awkward referral system from one office to another, and to allow each student to find regular assistance within one of the eight existing clusters.



The decline of professional staff decimated the cluster concept though all ~~of the specific~~ <sup>of the specific</sup> services were essential to maintain. The remaining staff, all senior, had previously coordinated individual services provided in the clusters; but by 1978, each had gradually assumed college-wide responsibility for one or more of the services, usually as <sup>a</sup> single-person operation. This reassignment of personnel has subsequently produced a staff of specialists, each administering one or more key services, as well as running one of several offices among which students must again be referred. Offices have been more clearly designated to reflect the specialized functions, and the staff member in charge has assumed an appropriate house title.

The professional staff in the Office of Student Affairs now consists of 22 persons, plus the Vice-President. With the growth in financial aid activity, five of the 22 are assigned full-time to financial aid counseling or financial aid administration. The remaining 17 assume responsibility for one or more of the remaining services provided by the Office of Student Affairs:

- New Student Orientation and Registration
- Skills Assessment Testing and Placement
- Psychological Counseling and Referral
- Career Counseling and Placement
- Freshman Colloquium Program (Semester-long orientation course)
- International Students
- Student Discipline
- Veterans Affairs
- Financial Aid Counseling
- Financial Aid Administration
- Institutional Research
- Alumni Affairs
- Admissions and Admissions Counseling
- Recruitment Program and Community Affairs
- General Counseling and Information
- Academic Appeals
- Cooperative Education Coordination
- Senior Citizens Program
- High School Seniors Program
- Student Activities
- Evening Student Information Center
- Adult Degree Counseling

In addition to the significant shifts of resources which have occurred since the last team visit, several new initiatives, included above, have been developed, such as <sup>the</sup> preparation of proposals for outside funding in the areas of Cooperative Education and Institutional Research; <sup>the</sup> expansion of the recruitment and community relations programs; the establishment of the program in skills assessment testing; the development of an evening student information center, which provides counseling assistance to the three-thousand students who enroll in evening courses; the designation of staff to contribute to the Cooperative Education Program as course instructors and coordinators; the establishment of an alumni association and office, and the development of a set of ongoing alumni activities--including an alumni publication, membership drive, and fundraising for scholarships.

The reorganization of existing functions and the assumption of new responsibilities by the Office of Student Affairs have led to an adjustment in many personnel from faculty and counseling titles to more appropriate administrative positions. While the entire staff of the Office of Student Affairs remains committed to counseling activities, the new titles and organization more closely reflect the breadth of administrative responsibilities and the specialization of functions within the Office. The reorganization of student affairs has been facilitated further by the development of the volunteer Faculty Advisement Program for freshmen and sophomores. Much of the routine academic counseling once performed by the Office of Student Affairs has now been undertaken by faculty members working under the supervision of the Office of Undergraduate Studies. The orientation of new students, including academic program planning, still occurs

through the Office of Student Affairs; but continued counseling contacts by the Office with students in subsequent semesters tend to focus on themes best characterized as personal, career, crisis, and psychological support counseling.

#### The Commitment to Counseling

Counseling and advising students is the most central of student services. It is an area of work in which faculty, administration and students participate, both formally and informally. Types of advisement and counseling activities at Lehman include new student orientation, psychological counseling, academic advisement, financial aid counseling and career counseling.

The areas of new student orientation, psychological counseling and career counseling are largely the province of the Office of Student Affairs. Orientation activities are particularly concerned with helping the entering student select an appropriate program of courses, assisting the student through the registration process, and referring him or her to financial aid, personal counseling, academic advisement, career counseling or other initial sources of information and advice. Psychological counseling aids students with their individual personal problems, especially if these problems may interfere with their studies. This type of counseling may help them deal with their problems and enable them to achieve as students. The College has two certified clinical psychologists who serve as psychological counselors and provide crisis intervention and support counseling, as well as referral to outside sources of assistance. Students in the Hunter College Graduate School of Social Work currently serve as interns, thus expanding expanding psychological counseling services by providing wider availability.

The Office of Career Counseling has changed many of its practices in the last five years and instituted several new programs. The College's placement service has increased its visibility to employers by participating in the CUNY Career Counseling and Placement Association. This organization mailed brochures to over 7,000 employers in New York City. It also instituted an employers' advisory board consisting of twelve representatives of major New York City corporations. This has led to internships for CUNY students and early knowledge of current job openings. A new office facility and the addition of part-time personnel has enabled the Office to provide more time for career counseling to students. The Office, once concentrating primarily on juniors and seniors, is now able to counsel many more freshmen and sophomore students. In order to assist students in searching for career information, a career library is maintained by the career counseling office. The filing system for this library has been completely revised in the last five years and students find its resources far easier to use now.

Closely related to career counseling is the College's new program in Cooperative Education. This program is an innovative approach to link the liberal arts and sciences to careers. Students who enter this program begin by taking a course in which they learn about how their preparation in the liberal arts and sciences will equip them for a career. The course includes resume writing, career development, written and oral reports and interviewing skills. Following this introductory course, a student may be placed in positions with employers for from one to three semesters. These positions may be with government, private corporations and non-profit organizations. The positions students obtain include areas such as accounting, banking,

health and science. During the time the student is working, he is also taking a special course that emphasizes some aspect of the liberal arts and sciences related to the nature of work and career. All of the courses in the program are taught by the regular college faculty. The Coop Education Program has several full-time personnel who have been very successful in administering the program and placing students with suitable employers. The Coop Program is presently being sponsored by a grant from the Federal government.

In addition to the specialized counseling services provided by the Office of Student Affairs, the College's Office of Academic Advisement has instituted a program in which the faculty from the various departments volunteer during registration to advise students on their progress toward a degree. The faculty may also refer students to other offices, such as the pre-med, pre-engineering or departmental offices for additional advice. Students frequently obtain during the semester additional advice and counsel on future education and careers through informal discussions with the faculty.

#### Information Services and Registration

Student data exists as part of a computerized system that supports many aspects of admissions, registration and student services. The basic improvements in this system stem first from the replacement of the college's IBM 360-40 by the newer and more up-to-date IBM 4341, and the addition of some new software systems. The new computer is faster than the previous computer and capable of interactive online inquiry using a CRT terminal. It is capable of providing information on five separate screens on admissions, skills assessment data, student schedules, rosters and course information. A new, more efficient

software for storing and retrieving files has been introduced into this system. In addition the Statistical Package for the Social Sciences (SPSS) has been placed on file in the system.

Such improvements have made it easier to access needed data so that the College is able to operate efficiently an Office of Institutional Research. This office is able to provide faculty, students and administration with information about such things as the effect of remediation on skills tests and correlations of test performance in specific courses. We are now able to see the outcome of the changes we make at the College.

The new computer system has also helped in speeding up the processing of registration data, providing faculty with class rosters, and providing students and administrative offices with student transcripts.

The financial aid office is now able also to access information it needs from the college system, as well as from two CUNY-wide computer systems. In the future, it is hoped that the College will be able to computerize much more of the registration process and to unify the necessary computer support for the financial aid office.

One of the services that has undergone major revision is our method of registration. In particular, it has become much more efficient in the last two years. This is due in part to our moving the registration procedure from the old Gym Building to the new Student Cafeteria. This permitted better control of fixed appointment times for students and thus resulted in a more even flow of students into the registration arena. In addition, payment of fees is now handled on CRT terminals that store all transactions on cassette

for later storage on the main computer. These terminals are placed on the upper level of the Student Cafeteria during registration. The College is presently working on trying to completely computerize the registration process. To further aid students during registration, faculty advisers are now present in the registration arena.

#### Alumni Activities

In the last two years, Lehman College and its alumni and students have succeeded in forming a viable Alumni Association. The completion of the Performing Arts Center produced renewed interest in the College, and 35 alumni started the association 2 years ago. It presently has more than 500 members. The Alumni Association has already sponsored several very successful events such as a homecoming and an alumni day. The Association is aiding the College in areas such as the recruiting of students and career counseling. There are also alumni supported scholarships under discussion presently. The College supports the Alumni Association through its Office of Alumni Relations which, with the Office of College Relations, helps to produce and distribute the Alumni Newsletter.

## Appendix I

## ENROLLMENT PATTERNS AT LEHMAN COLLEGE 1973-1982

Student Status	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982
<u>Undergraduate</u>										
Full Time	9231	8320	7940	6634	6020	5939	5568	5363	5209	5275
Part Time	1924	3194	3621	2411	2003	1899	1899	1909	1951	1952
TOTAL	11155	11514	11561	9045	8023	7838	7467	7272	7160	7227
Non-Degree	2538	2560	2479	1397	1181	1231	1176	1256	1473	1580
TOTAL	13693	14074	14040	10442	9204	9069	8643	8528	8633	8797
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<u>Graduate</u>										
Full Time	47	61	50	48	63	61	77	42	51	49
Part Time	1743	1735	1621	770	453	390	400	378	387	408
TOTAL	1790	1796	1671	818	516	451	477	420	438	457
Non-Degree	559	367	376	157	251	260	221	300	280	337
TOTAL	2349	2163	2047	975	767	711	698	720	718	794
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TOTAL ENROLLMENT	16042	16237	16087	11417	9971	9787	9341	9248	9351	9591



Appendix II

Undergraduate Degree Enrollment:  
The Role of New Students, 1974 - 1982

	<u>Fall 1974</u>		<u>Fall 1975</u>		<u>Fall 1976</u>		<u>Fall 1977</u>		<u>Fall 1978</u>		<u>Fall 1979</u>		<u>Fall 1980</u>		<u>Fall 1981</u>		<u>Fall 1982</u>		
	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	<u>N</u>	<u>(%)*</u>	
<u>New Students Admitted:</u>																			
First-time Freshmen	2629	(23)	2995	(26)	917	(10)	1260	(16)	1197	(15)	894	(12)	953	(13)	1093	(15)	1124	(16)	
Transfer	639	(6)	573	(5)	467	(5)	645	(8)	885	(11)	871	(12)	893	(12)	787	(11)	912	(13)	
Readmitted Students	341	(3)	338	(3)	333	(4)	492	(6)	426	(5)	388	(5)	353	(5)	375	(5)	391	(5)	
 TOTAL New Students	 3609	 (32)	 3906	 (34)	 1717	 (19)	 2397	 (30)	 2508	 (32)	 2153	 (29)	 2199	 (30)	 2255	 (31)	 2427	 (34)	
 TOTAL Undergraduate Degree Enrollment	 11514		 11561		 9045		 8023		 7838		 7467		 7272		 7160		 7227		

\*  
Percent of Total Undergraduate Degree Enrollment

FRESHMAN PROFILE, 1978-82  
A Five-Year Perspective

Previous reports on entering classes of freshmen have described each class in terms of its differences from a previous class. These differences have led to speculation about developing trends, some of which are accurate for a single year period, but most of which fade or reverse as a subsequent cohort of freshmen enters the College.

This report reviews the past five-year period, during which over 7,000 first-time freshmen entered Lehman College, and allows a test for any patterns which are consistent enough to be considered trends.

Overall, the data indicate no strong trends. The demographic characteristics of Lehman students seem to be surprisingly stable--a boon to institutional planning. While national authorities--and local impressions--may occasionally suggest either a "new emerging student" or else a return to a student similar to those of several years prior, the existing data suggest rather that Lehman College has been serving a population which has changed little in recent years. (One must return to the early Seventies to find a freshman class which is demographically much different from the present one.) The data do show some "highs" and "lows" for particular survey items, such as Intended Field of Study, but even then, the relative (rank order) choices of students seldom change within the categories offered. There is little evidence in the five-year summary which supports the conclusion that the current national trends are still affecting Lehman. For example, our freshmen during the past five years are

- not increasingly older (75% are still 20 or under)
- not increasingly minority (the general mix has remained stable)
- not more (or less) upwardly mobile in aspirations than their recent counterparts
- not more likely to be first generation college students than five years ago
- not more likely to be married and/or raising children (on the average, approximately 85% are single, without children)
- not more likely to be vocationally oriented at the outset
- not more likely to be mixing work and school

The trends which now excite national (or local) observers appear to have occurred at Lehman several years ago, and the College has been accommodating for several years our current student--the one which other institutions now characterize as "new". In the sense that the College has already lived with this "new" student for so long, it appears that few surprises are in the offing during the immediate future. While others wring their hands over the changes which face them, Lehman can prepare for the next freshman class which--though probably somewhat larger--will challenge the College in ways reliably similar to the past five years.

		FALL 1978 N=1197	FALL 1979 N=894	FALL 1980 N=953	FALL 1981 N=1093	FALL 1982 N=1124
		%	%	%	%	%
<u>Sex</u>	Male	38	34	35	36	33
	Female	62	66	65	64	67
<u>Age</u>	18 or under	62	57	27	46	51
	19-20	17	19	24	28	24
	21-25	9	12	21	12	11
	26-30	7	6	12	5	5
	31 and over	5	6	16	9	9
<u>Marital Status</u>	Single	87	88	76	90	90
	Married	7	7	14	6	6
	Divorced/Separated	6	5	10	4	4
<u>Number of Children</u>	None	82	81	67	83	86
	One	8	8	14	7	6
	Two	5	6	11	6	4
	Three	2	2	5	1	2
	Four or more	3	3	3	3	2
<u>Religious Preference</u>	Catholic	62	63	66	64	67
	Jewish	6	6	3	3	4
	Protestant	15	14	15	13	14
	Other	17	17	16	19	16
<u>Ethnic Identification</u>	Black	33				
	Hispanic	33	see below			
	Oriental	3				
	Other	31				
	Afro-American/Black		32	32	29	29
	Puerto-Rican		27	26	29	26
	Hispanic American		13	15	11	15
	Oriental		2	2	1	1
	Other		26	25	30	30
	<u>Highest Level of Either Parent's Education</u>	Elementary School	21	27	24	20
High School		58	56	53	58	55
Two Years of College		9	8	13	10	13
Bachelor's Degree		8	6	6	7	7
Advanced or Professional Degree		4	3	4	5	4

	<u>FALL 1978</u> N=1197	<u>FALL 1979</u> N=894	<u>FALL 1980</u> N=953	<u>FALL 1981</u> N=1093	<u>FALL 1982</u> N=1124
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>Family Income</u>					
Less than \$2,999	19	21	19	22	22
\$3,000 - 5,999	30	34	26	25	21
\$6,000 - 8,999	18	18	15	15	14
\$9,000 -11,999	14	13	15	16	16
\$12,000 and above	19	14	25	22	27
<u>Hours per Week of Work</u>					
None	48	44	41	41	42
1-10	13	18	15	19	16
11-20	20	20	18	22	23
21-30	9	12	12	10	11
31 or more	10	6	14	7	8
<u>Intended Field of Study</u>					
Education	18	27	25	31	22
Humanities	9	11	8	12	7
Social Sciences	18	17	19	13	15
Science	38	30	30	32	37
Undecided	17	15	18	12	19
<u>Students Interested in Following Professional Programs</u>					
Accounting	20	19	18	18	18
Education	16	22	17	23	17
Nursing	22	20	13	20	22
Pre-Law	6	5	4	3	5
Pre-Med., Pre-Dent., etc.	13	13	12	10	14
No Professional Program	13	21	36	26	23
<u>Highest Level of Education Expected</u>					
Bachelor's Degree	49	44	43	51	47
MA, MBA, etc.	23	25	29	23	23
PhD or EdD	18	21	17	18	20
MD or DDS	7	7	7	6	7
LLB or JD	3	3	4	2	3
<u>Do you speak another language better than you speak English?</u>					
a. Yes	26	26	29	23	25
b. No	74	74	71	77	75
<u>What language is usually spoken in your home?</u>					
a. English	58	55	58	57	57
b. A language other than English	16	12	16	12	12
c. English and another language are spoken	26	33	26	31	31

	<u>FALL 1978</u> N=1197	<u>FALL 1979</u> N=894	<u>FALL 1980</u> N=953	<u>FALL 1981</u> N=1093	<u>FALL 1982</u> N=1124
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>

How many years of full-time study have you had where the language of instruction was English?

a. None	20	15	20	14	15
b. 1-2	4	6	10	5	4
c. 3-4	9	8	6	10	7
d. 5-6	4	6	3	3	5
e. 7 or more	63	65	61	67	69

Which one of the following reasons was the most important one in your decision to attend Lehman?

a. Close to home			21	25	26
b. Special strength in my intended field			34	43	41
c. Unable to go to my first choice college			16	9	9
d. Friends attend Lehman			2	3	2
e. Other			27	20	22

## Student Life

Lehman College students, being older, commuting students with family and work responsibilities, tend to have limited time for participation in campus activities. But the new college facilities and the continued policy of have 3 "free hours" a week have increased interest in extracurricular life.

The Student Life Building provides the central meeting place for more than sixty student run clubs. The most active of these clubs are those formed on ethnic or religious backgrounds. Such clubs reflect the diversity of the Lehman student population, and they include the Dominican Students Association, Irish American Society, Concerned Black Students, Italian American Society, as well as Oriental, Jewish, Hispanic and Catholic organizations. The Student Life Building contains, not only the offices for these sixty clubs, but also two lounges, two conference rooms, a television room, a game room, a kitchen and typing facilities. In essence, the Student Life Building provides for students the meeting ground which was previously unavailable.

The lack of time that students have to participate in events should not be confused with student apathy. Over the last several years, students have become increasingly vocal in campus-wide issues. Open hearings and debates on matters of governance, sponsored by student government, have been consistently well attended. It should also be noted that Lehman students have had the highest turnouts of any City University Campus in lobbying the legislature on matters related to the University budget.

With the recent appointment of a full-time Director of Athletics, the College is moving toward revitalizing its intercollegiate athletics program. With the help of additional funds now being considered through an increased student activity fee, the athletic director,

Mr. Salvastrini, hopes to introduce new and better-equipped varsity and junior varsity teams. The proposed teams include soccer, vollyball, archery, wrestling and field hockey.

Another addition to student life has been the science newspaper, Examiner. Introduced last semester, the Examiner contains science and health matters of concern to students. This newspaper joins the previously established Meridan, a weekly newspaper, and Footnotes, an annual literary magazine, as the third Lehman College publication.

With the addition of the Concert Hall and Theater, student interest in the performing arts has increased dramatically. Half-price student tickets are available for all performances at the Concert Hall. Attendance at student dramatic and dance productions have also increased since the theatre complex opened. In recent years, the Concert Hall has been used to stage contemporary musical groups that could not previously be accommodated.

Aside from the physical benefits of the new facilities and completed campus, the general attitude of the students has greatly improved since construction was completed. During the warmer months, the lawns of the campus become the social meeting ground for students and informal study groups. The beauty of the campus has led to a feeling of pride in the College and has improved the mental attitude of the students.

## PREFACE

Herbert H. Lehman College of The City University of New York has prepared the following Periodic Review Report for the Commission on Higher Education of the Middle States Association of Colleges and Schools. To oversee the preparation of the Periodic Review report, President Lief appointed, during the Fall of 1982, a Committee co-chaired by Professor Corinne Weston of the Department of History and Provost Robert Donaldson. The Committee included members of the faculty and administration, as well as students, and the Periodic Review Report reflects the work of the members of the Committee.

The following were the Committee members and their departments.

Ms. Sally Abravanel-Assistant to Higher Education Officer-  
Office of the Provost and Vice President for Academic  
Affairs

Ms. Juliana Bassey-Assistant Professor and Acting Chairman/  
Acting Director-Academic Skills/SEEK Program

Dr. Edward Bergman-Associate Professor and Chairman-Geology  
and Geography

Dr. Ira Bloom-Dean of the College

Dr. Thomas Borgese-Professor-Biological Sciences

Mr. Thomas Dessereau-Student

Dr. Robert H. Donaldson-Provost and Vice President for  
Academic Affairs

Dr. Gloria Gottsegen-Professor-Specialized Services in  
Education

Mr. Martin Kelly-Budget Officer

Dr. Marc Lazarus-Associate Professor-Chemistry

Dr. Helen Lerner-Assistant Professor-Nursing



Dr. Johanna Meskill-Dean of Humanities

Dr. Lizabeth Paravisini-Assistant Professor-Puerto Rican Studies

Dr. Fred Phelps-Professor-Office of the Vice President for Student Affairs

Ms. Denise Riera-Student

Dr. Michael Shannon-Professor-Library

Mr. Jack W. Weiner-Vice President for Administration

Dr. Corinne Weston-Professor-History

Dr. Robert Whittaker-Associate Professor-Classical, Oriental, Germanic, and Slavic Languages

The Committee formed several subcommittees, which prepared drafts of each section of the Report for review by the full Committee. A Writing Committee, consisting of Professor Weston, Provost Donaldson, and Dean Bloom, drew the various sections into the a single document, which was subsequently reviewed by the full Committee.

1/24/83

## INTRODUCTION

Herbert H. Lehman College is a "comprehensive college" within the structure of The City University of New York (CUNY). It is the only public senior college in the Borough of the Bronx and the region that includes southern Westchester County. A college of the liberal arts and sciences and the professions, Lehman offers 73 fields of concentration leading to the baccalaureate degree, 26 graduate programs leading to the master's degree, and, in association with the New York Botanical Garden, the University's doctoral program in plant sciences. The faculty includes five Distinguished Professors, approximately 70 members of the doctoral faculty of The City University, and many other nationally and internationally recognized scholars.

The mission of the College, as it has evolved during the 15 years of the College's independence, is summarized in the College Bulletin as follows:

- to offer all of its students a sound and thorough liberal arts education - including at least an introduction to several traditional academic disciplines and any necessary practice in the basic skills of verbal expression and quantitative reasoning - which will enable them to develop their intellectual powers and to become thoughtful and active citizens in the complex modern world;
- to offer those students who wish and qualify for it the training they need for immediate access on graduation to a <sup>position</sup> ~~significant~~ job or profession or to the advanced study

required for entry into a profession; to prepare students for jobs that enable them to be of service to their communities and to contribute to improvement of the quality of life in those communities.

- to offer programs of graduate study for persons wishing advanced work in the liberal arts and advanced or specialized study in such professions as teaching and nursing;
- to collaborate with other institutions and agencies in the area, such as the New York Botanical Garden and area hospitals such as Montefiore Medical Center, in offering programs that serve the needs of students and community members;
- to contribute to the advancement of knowledge through the research undertaken by a highly qualified faculty and by gifted students; to make available to the State and local communities the intellectual resources and skills of the faculty;
- to make available to all residents of the college region - New York City and its boroughs, especially the Bronx, and Westchester County - the educational and cultural opportunities that will enlarge the knowledge, refine the sensibilities, and enrich the lives of residents, regardless of background, occupation, or age.

The College's mission and its agenda for the 1980s seeks to meet the needs of its students and of the region it serves. The size of the undergraduate student population has remained relatively stable during the past several years and will likely

remain so during the upcoming five years, but the continuing dramatic changes in the characteristics of the undergraduate students (described below) have placed new and different demands upon the College to alter emphases and reshape program offerings, to develop new thrusts, and to respond to new demands. The steps that the College has taken to meet these demands, including the changes in academic programs, facilities, and support services are described in detail in subsequent sections of the Report.

The College's agenda for the 1980s entails the use of its new facilities, its strategic location, the strength of its faculty, and its institutional affiliations to enhance its attractiveness to students, to develop appropriate programs, to improve student retention, and to revitalize the region. Its priorities can be stated as follows:

1. to recognize and retain the liberal arts as the core for all undergraduate programs;
2. to broaden and diversify the professional programs in ways that respond even more effectively to the career aspirations of an extraordinarily diverse student constituency and to changing manpower needs;
3. to improve and better coordinate the resources that the College brings to bear upon the development of basic skills among its underprepared students;
4. to develop the Lehman College Center for the Performing Arts and its related academic programs into the major cultural and educational center in the region; and

5. to bring together these efforts through a program of cooperative education which preserves and links the liberal arts and the world of work.

Unless the dramatic changes which have occurred at the College over the course of 15 years--a brief time by anyone's measure--are understood and unless the role of Lehman as a college adapting to new circumstances is seen clearly, the College's agenda for the 1980s cannot be understood fully. Many of the colleges within The City University and many other urban colleges are, of course, experiencing similar strains, but only a few, including Lehman, have seen the change in so marked and dramatic a way.

1/24/83

## Middle States Periodic Review Report

### Academic Programs

In the five year period under consideration, Lehman College's programs have been continually adapted to meet the changing aspirations of the student body and the employment needs of the metropolitan area. Against a background of relatively stable enrollments and funding levels (stable at least by comparison to the preceding decade), curricular changes have for the most part come about through careful long-range planning. Some of them have been supported by significant grant funding from outside sources.

The major adaptations in academic programs can be discussed under three broad headings: (1) the balance between the liberal arts and the professional programs (2) proficiency standards and curricular innovations in the skills programs that serve underprepared students and those in need of English-as-a-Second-Language instruction and (3) an effort to make Lehman College into a major cultural and educational center of the Bronx/Lower Westchester area.

#### The Balance between the Liberal Arts and the Professions

Lehman students continue to show a strong preference for career-oriented education. The proportion of graduating seniors majoring in such career-oriented programs increased from just under 40% in the 1976-77 academic year to over 60% in the 1981-82 academic year.<sup>1</sup>

To accommodate student aspirations for upwardly mobile careers, the College has significantly expanded and diversified its professional programs at the bachelor's and master's levels. At the same time, an attempt is underway to strengthen the liberal arts core, especially through a review of its general education (distribution) requirements and of the relationship which these requirements have to the College's basic objectives. A major goal in strengthening the liberal arts core has been to provide a common intellectual experience for our increasingly diverse and increasingly career-minded student-body and to give the Lehman student the more generic intellectual skills and perspectives needed for life-long learning, professional mobility, and personal satisfaction.

The process of expanding our professional programs and strengthening our liberal arts core has led the college community to think of Lehman as "a college of the arts and sciences and of the professions," (Lehman College Master Plan, 1981-86, p. ) A growing number of students, faculty, and administrators believe that the liberal arts and professions need not be competitive but rather can be complementary parts of a single educational experience. In this manner, we have been able to redefine the relation of the liberal arts and the professions as one of balance and complementarity, in keeping with national trends and the suggestions of the Middle States Visiting Team in 1978. Rethinking the Liberal Arts Core. In its 1981-86 Master Plan, Lehman College states that its "agenda for the 1980's is built upon the premise that the liberal arts and sciences remain the core of the college, providing the common intellectual exper-

ience for a student constituency that exhibits not only broad cultural, ethnic, and linguistic diversity, but also diverse career aspirations." (p. 36) To revitalize that liberal arts core, the President in late 1981 appointed a special "blue ribbon" committee composed of faculty and students and chaired by the Provost; the committee was asked to review the general education (distribution) component of the college's curriculum with a view to giving it greater clarity and coherence. This was clearly a major undertaking that would affect a crucial area of the College's academic program, determine the standards of undergraduate education at Lehman, and set the tone for the whole academic enterprise.

Representing the diverse constituencies of the College and meeting in more than twenty-five sessions during the better part of the year, the special committee in November 1982 presented a bold and comprehensive plan for restructuring the college's general education (distribution) program. The proposal is now under active consideration by departmental, divisional, and all-college bodies and is expected to come to a vote in the Senate, the college's chief legislative body, early in 1983.

If adopted, the new curriculum would go far toward clarifying and strengthening the College's commitment to the liberal arts. It is intended to promote a sense of intellectual community by prescribing a common academic experience -- four core courses in natural science, social science, humanities, and Western civilization -- that must

*will the Mid States  
Report be issued  
before then?*



be taken by all Lehman students. This common core would assure that students entering intermediate and upper-level courses would have a basic familiarity with key ideas, concepts, and techniques in the major areas of the curriculum. Courses could then be taught at a more advanced level because students would already have learned the fundamental vocabulary and concepts in the major areas of inquiry and acquired a broad historic "grid" into which to fit subsequent cultural studies.

Supplementing the four <sup>(core)</sup> courses and the continuing commitment to writing and foreign language, the new curriculum proposal would assure additional exposure to the liberal arts through a series of seven distribution requirements (social science; natural science; literature; the arts; comparative cultures; historical studies; knowledge, self, and values). Unlike the undefined study areas in the present distribution program, the new areas would be distinct categories, each with a stated purpose. Fewer than ten courses would be listed in each area, and they would be designed to meet the objectives of the requirement. Student choices would be better informed, since students would be able to understand the nature of each requirement and what it is intended to accomplish. A monitoring committee would assure that core and distribution courses actual fulfill the stated objectives of the curriculum.

Expanded Opportunities for Career Education. The last five years have witnessed substantial additions to the College's professional and career-oriented programs, both at the undergraduate and graduate levels. It may be significant that these

new programs have been established within both the traditional liberal arts departments and the traditionally career-oriented departments of the Division of Professional Studies.

In the area of health and human services careers, the Psychology Department has added a specialization in Psychological Services which provides not only a broad grounding in psychology as an empirical science but also a repertoire of skills ~~and~~ which prepares students for entry-level jobs at subprofessional levels or for later graduate study. The Sociology Department has introduced a full-fledged baccalaureate program in social work. In conjunction with the Biology and Chemistry Departments, the Department of Anthropology has created a pioneering interdisciplinary degree program in forensic anthropology which includes teaching and consulting components, the latter in conjunction with the Metropolitan Forensic Anthropology Team which gives students an opportunity to analyze human skeletal remains submitted by regional medical examiners. The program prepares graduates to work as laboratory technicians in medical examiners' offices or to pursue advanced study in graduate or medical school. The Department of Health Services has developed a new baccalaureate program in Dietetics, Food and Nutrition; its three options lead to careers in general foods and nutrition, in food service management, and in dietetics and nutrition, respectively, with the last-named option designed to conform to American Dietetic Association standards. Offering these new options alongside the older programs in health education and health services administration, the department is ~~one~~ of only twenty-three undergraduate pro-

grams to have been awarded full membership in the Association of University Programs in Health Administration. In education, where all our teacher education programs were re-accredited by NCAATE in 1981, the Department of Specialized Services in Education has developed a new baccalaureate program in special education which prepares prospective teachers of the developmentally disabled. Still in the planning stage, the Physics Department has NSF support to develop a program in medical physics which will prepare students for careers in clinical medicine, bio-medical research, hospital laboratory technology, and instrumentation design and development.

Our older professional programs in health care continue to expand and strengthen their offerings. With a grant from the federal government, the Nursing Department in 1980 established a Nursing and Health Information Center on the Lehman campus which serves as a clinical laboratory site for nursing students at the same time that it provides the campus community with information and counseling programs in weight control, stress management, and women's health problems.

Under the aegis of the Health Professions Institute, the College has expanded its innovative interdisciplinary team programs. The Interdisciplinary Primary Care Team Program (now called the Interdisciplinary Health Care Team Program, initiated in 1976-77 with a four-year \$ 639,000 Health Manpower Education Initiative Grant from the Department of Health, Welfare and Education (?)) has expanded and currently enrolls 15 juniors each from Lehman's Nursing, Social Work, and Health Services Administration programs, along with 15 first-year

medical students from Albert Einstein College of Medicine. After a junior-year interdisciplinary course in team dynamics, the Lehman students in their senior year move on in teams into their two-day-a-week placements with practicing interdisciplinary health care teams. Currently, 14 different health care agencies provide sites and supervisors for forty seniors in the team option. This unique program has attracted attention both nationally and locally, In New York City, the Hospital League/District 1199 Training and Upgrading Fund has provided tuition and stipends for 125 students to enter the program over the last five years (25 students per year).

In 1980, the model of the interdisciplinary team core was used to create an Interdisciplinary Geriatrics Team program. Developed with assistance from the college's 1980-82 Title III grant, this program now included a didactic gerontological sequence, the year-long course in team dynamics, and a team-based field placement in an agency providing care for the elderly. Approved in 1982, the Interdisciplinary Geriatrics Option is available to students majoring in Diet, Food, and Nutrition; Health Education; Health Services Administration; Psychological Services; Recreation Education; Social Work; and Speech and Hearing Science.

In addition to the health and human services area, Lehman prepares students for careers in science-, technology-, and business-related fields through newly created baccalaureate programs in Computer Science (Department of Mathematics and Computer Sciences) and in Corporate Training (Department of Secondary, Adult and Business Education). The latter program prepares students for work in business and industry as corporate trainers, supervisors of word processing or administrative support centers, or of office administration. An additional baccalaureate program, jointly developed by the Mathematics and Computer Sciences and the Economics and Accounting departments, focussing on management and computing, awaits state approval.

The College was able to create a degree program in computer science because a number of mathematics faculty had, with college support, taken the initiative and retrained themselves in the new field. Simultaneously, a 3 year, \$ MISIP

(Minority Institutions Science Improvement Grant) had allowed Lehman to upgrade its computer facilities, to open a new Academic Computer Center in , and to disseminate microcomputer facilities and teaching methods in computer science into a number of the natural and social science departments.

Using the Academic Computer Center and the microcomputers housed in a number of the departments, Lehman students now have increased opportunities for work on the computer. The Chemistry Department, for instance, has introduced the computer into several courses, notably Quantitative Analysis, and is developing computer-oriented experiments for its general laboratory course. All natural science and some social science departments are exploring ways of introducing more computer oriented instruction both in their major programs and in their general courses. A new requirement in "Quantitative Reasoning", part of the proposed new liberal arts core now under discussion would further enhance the computer literacy of all Lehman students regardless of specialization.

Career-oriented programs in cultural and arts-related fields have been developed by a number of humanities departments. The departments of Art, Music and Speech/Theatre each now offer an option in arts management, composed of courses in the discipline, in economics and management, a field placement in a cultural agency, and a "capstone" arts management seminar. The English department's professional writing option has shown growth and has been opened to the department's honors students. Finally, in a major move, Lehman's Music Department now offers on our campus the upper two years of instruction in an innovative music major for professional musicians, sponsored by Local 802 of the Musicians Union and developed jointly by Kingsborough Community College and Lehman College.

At the Master's level, new career-oriented degree programs have been developed in Accounting; Dietics, Food and Nutrition; Education; Music; and Nursing. The MS in Accounting, to be initiated in the spring of 1983, will be available in two versions: a one-year 30 credit program for students with an undergraduate degree in accounting or business administration and a two-year program for students without prior training

in accounting. Upon completion of the program, students will not only have earned the MS degree, but will have completed all the educational requirements for taking the CPA examinations; they will also have reduced the practical-experience requirement for state certification in New York from 3 years to 1 year. In education, the Department of Specialized Services in Education has introduced a new specialization in teaching the emotionally handicapped, alongside the earlier sequences in mental retardation and learning disabilities. The Department of Specialized, Continuing and Business Education has proposed a new MS in Education which still awaits CUNY and state approval and which is designed to meet the needs of per-service and in-service teachers in all the academic subject areas and in business education. An MAT in Music was inaugurated in 1982 to accommodate students from the new undergraduate major who, professional musicians all, may want to expand their career opportunities by earning N-12 certification as music teachers. The master's degree in nursing stresses primary care nursing within a developmental model. It and the undergraduate nursing program received reaccreditation for another 6 years from the National League of Nursing in 1979.

Other master's programs have been redesigned and strengthened. The program in history has added a significant research core, including work in quantitative history at the academic computer center. A team of outside evaluators recently complimented the department on its forward looking program design. The degree in speech pathology has been strengthened through its move into first-rate new clinical and lab facilities, the addition of a clinician line, and the accreditation extended by the American Speech, Hearing and Language Association in 1982.

*Appendix - list of faculty*

Balancing Professional and Liberal Arts Programs. In addition to strengthening professional programs and the liberal arts core, the college community has begun to rethink the relations between liberal arts education and career education. As stated earlier, there is a strong tendency to think of Lehman as "a college of the arts and sciences and of the professions."

This perception, which is gaining ground, is reflected in the efforts of many

of the traditional liberal arts departments who, after rethinking their offerings and the needs of their students, designed career-oriented programs within their established disciplines. As arts and science faculty designed the new programs, each with its balance of theoretical and clinical courses, of theory and practice, and as arts and science faculty retrained themselves and took on new course assignments or the supervision of field-placements, their attitudes changed. The newer professional programs and options were perceived less as intrusions into a self-sufficient academe than as necessary and timely extensions of theory into practice.

*Examples of course*  
Pedagogical currents of recent years, in particular the receptivity to experiential and field-based education, have probably also helped to break down the once formidable barriers between theory and practice, liberal arts and career education.

In addition, the College has made a deliberate effort to rethink the relation between classroom work and workplace experience in the context of its Cooperative Education Program. Begun in 1980 with a \$625,000 grant under Title VIII, Cooperative Education is a program in which students, employers, and the College "cooperate" to link classroom study with the world of work. Well-established at other campuses, Cooperative Education at Lehman has the special mission of linking liberal arts majors and career preparation. The program provides job placements which are closely linked to a student's major and a tier of 3 courses ("Introduction to Cooperative Education" "Social Processes in the Work Environment"; "Academic Perspectives on the World of Work") through which the student learns to relate his job experiences to the more theoretical perspectives of classroom discussion and reading.

Such a program has both practical and intellectual benefits for all participants. Since economic need forces most Lehman students to work, at least part-time, while in college, the Co-op Ed program opens up jobs that are not only better paying but are relevant to the student's major. Frequently, a Co-op job placement becomes a stepping stone to the student's first full-time job after graduation. Intellectually and personally, students benefit from the opportunity to test their emergent career choices in the "real world" and to reflect, often in a seminar setting, upon the experiences of the work place. Business prefer employees who combine professional

credentials with the general "liberal skills" (problem solving, communication skills) best fostered in a liberal arts college. For participating liberal arts faculty -- and they have served as teachers of co-op courses, job developers, co-op recruiters and workplace monitors -- the experience has also been valuable; it has given them additional opportunities to reflect on the relevance of their academic programs to the work-a-day world of careers and professions toward which their students are moving.

New Proficiency Standards and Innovative Curricula  
in the Skills Programs

When the City University adopted its Open Admissions policy and opened its doors in 1970 to students previously held to be unqualified, the CUNY colleges were initially left on their own in developing skills programs and standards for promoting, continuing, and dropping students who had entered with inadequate academic preparations. Later, the CUNY governing board promulgated university-wide retention standards which in time exerted a profound effect on our skills programs and the College's search for more effective remediation.

The Freshman Skills Assessment Program. In April 1976, The Board of Higher Education resolved that "students moving to the upper divisions of a four-year college either from the lower divisions of the College or from a Community College within the University system or outside of it must provide evidence, in accordance with a standard to be determined by the Chancellor, that they have attained a level of proficiency in basic learning skills necessary to cope successfully with advanced work in the academic disciplines." Subsequently, the chancellor formed task forces which were to define the appropriate proficiency levels (in reading, writing, and mathematics) for entry into the upper division of the CUNY colleges, and which also were to develop the needed testing instruments.



After considerable work by the task forces, the Freshman Skills Assessment Program was put in place in the fall of 1978. Under the FSAP, all students entering the University are given a battery of reading, writing and mathematics tests. The Board required that all students had to pass the three tests by the time they completed 60 credits, a policy that has remained in force to date with minor modifications allowing students on petition to complete their skills work while accumulating an additional 18 credits toward graduation.

At Lehman, as elsewhere, the assessment tests, popularly known as the RAT (Reading Assessment Test), the WAT, (Writing Assessment Test), and MAT (Mathematics Assessment Test), came to be used for purposes of placement as well. Accordingly, course sequences were adjusted and entry and exit levels of particular courses were redefined to coincide with particular scores on the assessment tests. Whatever the capacity of the instruments to measure appropriate college-level proficiencies, and whatever the danger of skills instructors' "teaching to the test" -- and these issues remain the subject of lively campus debate -- the imposition of the FSAP has led to widespread and repeated testing and to at least superficial systematization of course sequences and levels.

At Lehman College, instruction leading to passage of the RAT and WAT was defined as the responsibility of the Academic Skills department. Formal instruction in reading, ceased with a student's passage of the RAT, while writing instruction was carried beyond the WAT level through a two-course composition sequence in the English department. The mathematics courses leading to passage of the MAT and to satisfaction of the college's own math requirement remained in the domain of the Mathematics department.

The coming of the FSAP revealed the magnitude of the remedial task which faced the college and which persisted even after Lehman raised its admissions standard from 75 to 80 in high school (or top third of class) in 1980. The following table indicates few trend lines in five years, except to suggest that the proportion of skills-deficient students varies with the size of our incoming SEEK population, by definition an

educationally disadvantaged and hence skills-deficient constituency.

FSAP Pass Rates <sup>2</sup>

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
No. Students Tested	1197	894	953	1093	1124
% SEEK	33	47	39	44	37
% passed RAT	58	50	62	59	60
% passed WAT	42	33	37	31	36
% passed MAT	30	26	38	34	40

The Search for New Instructional Formats. The Board requirement that students pass the FSAP by the time they reach 60 credits, as well as the college's desire to increase student retention, has led to a search for more effective instructional formats for skills-deficient students.

All three skills sequences are regularly reviewed and, where necessary, modified. In the reading sequence, a new, bottom-level course was added in 198 for the lowest scorers and each course's once-voluntary lab hour became mandatory in 1981. The net effect of these changes remains to be assessed.

The remedial mathematics sequence underwent a drastic overhaul. Beginning in 1981, it has consisted of more intensive, half-semester modules which allow students more rapid passage through the sequence as well as more frequent entries and exits. Combined with a new, tutor-staffed math lab under the direction of a faculty member from the math department, the new sequences has notably improved students' pass rate of the MAT.

But even more fundamental changes in the skills program are under consideration. In recent years, growing numbers of faculty and administrators have begun to question whether a sequence of discrete skills courses, however well conceived and taught,

can carry the burden of remediation by itself. If skills-deficient students, however appropriately placed in their skills sequences, are randomly placed in beginning liberal arts courses where their skills problems might be neither diagnosed nor addressed before they failed the course, such students are likely to leave college early. Indeed, the college's high attrition rate suggested the need for a more fundamental revision of our approach to skills development, one that might involve both skills and liberal arts faculty.

In a series of pedagogical experiments conducted over the last three years, such a new approach to remediation has emerged at Lehman. A number of imaginative and committed faculty members from Academic Skills, Black Studies, English, History, Philosophy, Political Science and Sociology have been experimenting with grouped courses (block courses) as a way of developing such a new approach to remediation. Two, three, or four academic skills and liberal arts courses have been offered as a "block", with the same students registering for all courses in the block. While each course maintained its "identity", the instructors worked as a team to plan toward common goals and to share insights about student needs. Each faculty member was given assigned time to develop his/her course and to work with colleagues teaching the other courses in the block.

Information on retention and academic success rates and interviews with participating faculty have persuaded the Special Curriculum Committee that it is feasible to restructure our approach to skills development along these lines. Accordingly, the new curriculum proposed that all skills-deficient students be block-programmed into an appropriate number of consecutive semesters during which they will study skills and the new core courses along with certain new courses in basic reasoning and quantitative reasoning within the format of such an integrated block program. The students' programs would also include specified time for counselling, study groups, and library work.

Cooperation of skills and liberal arts faculty to address the educational needs of skills-deficient students extends beyond the instances of "block programming"

cited above. As the college community realized that remediation could not be left to discrete skills courses, faculty teaching liberal arts courses began to face up to the challenge of incorporating skills reinforcement into their own substantive courses. For three years (1979-82), two of them with Title III support, the college conducted faculty workshops on "Writing across the curriculum" in which faculty members from departments received orientation and instruction in how to incorporate effective writing assignments into their curricula.

The commitment to skills reenforcement in basic liberal arts courses which grew out of this endeavor has also been written into the College's new curriculum proposal where it is mandated that the new Core courses provide opportunity for reenforcing skills in writing and oral argument. A special new quantitative reasoning course, to be taken as co-requisite with either the natural or social science core course, will further help the student to combine skills development with substantive work in the liberal arts.

Beyond these innovations, Lehman has made additional commitments to skills development by providing academic support services in a number of areas. The tutor-staffed mathematics lab has already been mentioned. With Title III support, the college also established a writing lab where specially trained peer tutors provide assistance and hold practice sessions for students who are either self-referred or who have been referred by their instructors. A closer integration of the lab facility with the ongoing instruction in composition and in Writing-across-the-curriculum courses remains on the College's agenda.

The Special Needs of ESL and Bilingual Program Students. The same pressures that have led to a rethinking of our basic skills program in reading, writing, and math have been brought to bear on the college's program for non-native speakers of English. Over the last five years, som 15-18% of our incoming students have needed instruction in ESL. Of this population, students with high school diplomas from Spanish-speaking countries and those with high school equivalency diplomas in Spanish have been eligible to enter the Bilingual program, (part of the PRS department), a two-year program which

provides Spanish-taught sections of basic liberal arts courses alongside the instruction in ESL. The other ESL students have normally been placed in the ESL sequence in the ACS department though they, too, if of Spanish background, have gravitated to the Spanish-taught courses in the Bilingual program for new beginning college-level work.

Given the mandate to pass the FSAP by 60 credits, all our ESL students have been under considerable pressure to intensify their study of English and to move more quickly and surely than before in the English-speaking mainstream of the College. With the help of Title III and FIPSE (Funds for the Improvement of Post-Secondary Education) funding in 1980-82, the College has begun to address many of the problems in the area of ESL instruction. We have developed a more sensitive placement instrument for assigning our ESL students to the appropriate level of ESL instruction; we have established equivalencies between ESL courses in the two departments offering such instruction and have in other ways worked toward the unification of the two ESL faculties and curricula; finally, we have experimented with more intensive modes of ESL instruction (using peer tutors in the Dartmouth Intensive Language Mode), with programs combining ESL, Spanish-taught content courses, and remediation in the native language, with "bridge courses" (in which the more proficient ESL learners begin to tackle academic subject matter in English) and with introducing more English into the bilingual content courses.

A comprehensive ESL program is being developed by a joint faculty-administration committee; its adoption and implementation remain on the College's agenda and should go far toward helping our ESL students cope with the challenges imposed by the FSAP.

In addressing the educational needs of our ESL population we have also begun to respond to several of the 1978 Visiting Team's suggestions concerning the Bilingual Program. We have strengthened attention to oral skills in the program's ESL curriculum, and have improved articulation with the higher-level ESL courses in the ACS department to which Bilingual program students move after completing the Bilingual-ESL sequence. We have addressed the remedial needs of

many Bilingual Program students by redesigning a basic Spanish-for-native-speakers course to improve their composition skills. Retention in and progress through the Bilingual program have improved somewhat. A basic review of the program by outside consultants and addressing questions of basic goals and emphases has been scheduled for the spring of 1983.

Lehman College As a Major Regional Center of Culture and Education

(outline only)

Traditional ties of campus and community. Recent efforts to make the College into a major regional resource for cultural and educational activities.  
4 broad areas

1) Lehman Campus as Cultural Center

- a. Performing Arts Center and increased level of performing activities, some tied to educational offerings (example HUM 135, Introduction to performing arts)
- b. Inclusion of Community in Campus film and lecture programs
- c. BRACHS project and Archives

*Phos on TV*

2) Instructional Outreach

Traditional course formats but new clienteles and new sites

- a. instruction in area high schools for pre-collegiate students
- b. adult degree program
- c. expanded Continuing Education program
- d. new Off-Campus sites ( Co-op City; Riverdale; Bronx State Psychiatric Center; other Bronx sites; Solidaridad Humana; Rockland County)

3) Region as Field Site/Educational Laboratory

*low of fac + Bx Hist Soc*

Diversification of field placements in line with evolving degree programs

- a. traditional and alternative education placements
- b. field placements in health care agencies; Humanities Internship; Arts Management
- c. work placements under Co-op Education
- d. field work courses in Bronx oral and photo history  
Network of new relations to community and regional groups, agencies and institutions evolving from above

4) New alliance of Lehman College and area schools/educational agencies. College resources used to develop curricula , train staffs and assist with faculty development efforts. Most such efforts involve credit-bearing courses for specialized clienteles as well as Lehman faculty in consultant roles. Major grant support. Three main areas.

- a. Mathematics and Science  
Mineka grant in Bronx Schools (FIPSE)  
Benjamin work in Stamford Schools.

b. Education

Marin grant, Train Bilingual personnel  
Winick grant, Train Day Care personnel  
Spivack grant, Train personnel to care for profoundly and severely  
handicapped infants and toddlers

c. Writing

Lehman College site of New York City Writing Project, arm  
of the National Writing Project. Courses and in-service workshop  
for teachers in area schools. Two major contract and grant-funded  
projects: Shoreham - Wading River School district and Writing Teachers  
Consortium in 12 Bronx and Manhattan Schools.



## ACADEMIC PROGRAMS

Lehman College continues to adapt its academic programs in response to the changing aspirations of the student body and the employment needs of the metropolitan area. Against a background of relatively stable enrollments and funding levels, recent curriculum changes have for the most part come about through careful long-range planning. Some of them have been supported by significant grant funding from outside sources.

The major adaptations in academic programs can be discussed under three broad headings: (1) the balance between the liberal arts and the professional programs; (2) new proficiency standards and curricular innovations in the skills programs; and (3) the emergence of Lehman College as a major cultural and educational center of the Bronx/Lower Westchester area.

### The Balance between the Liberal Arts and the Professions

Lehman students continue to show a strong preference for career-oriented education. The proportion of graduating seniors majoring in such career-oriented programs increased from just under 40% in the 1976-77 academic year to over 60% in the 1981-82 academic year.

To accommodate student aspirations, the College has significantly expanded and diversified its professional programs at the bachelor's and master's levels. At the same time, an attempt is underway to strengthen the liberal arts core, especially through a review of general education (distribution) requirements. Through strengthening the liberal arts core, the College seeks 1) to provide a common intellectual experience for an increasingly diverse and career-oriented student body, and 2)

to give the Lehman student the more generic intellectual skills and perspectives needed for life-long learning, professional mobility, and personal satisfaction.

The process of expanding professional programs and strengthening the liberal arts core has led the college community to think of Lehman as "a college of the liberal arts and sciences and of the professions," (Lehman College Master Plan, 1981-86, p.1). In keeping with national trends and the suggestions of the Middle States Visiting Team in 1978, a growing number of students, faculty, and administrators believe that the liberal arts and professions need not be competitive. Rather, they can be complementary parts of a single education experience.

Rethinking the Liberal Arts Core. In its 1981-86 Master Plan Lehman College states that its "agenda for the 1980's is built upon the premise that the liberal arts and sciences remain the core of the college, providing the common intellectual experience for a student constituency that exhibits not only broad cultural, ethnic, and linguistic diversity, but also diverse career aspirations," (p. 36). To revitalize that liberal arts core, the President in late 1981 appointed a special "blue ribbon" committee composed of faculty and students and chaired by the Provost. The committee was asked to review the general education (distribution) component of the College's curriculum with a view to giving it greater clarity and coherence. This was clearly a major undertaking that would affect a crucial area of the College's academic program, determine the standards of undergraduate education at Lehman, and set the tone for the whole

academic enterprise.

Representing the diverse constituencies of the College and meeting in more than twenty-five sessions during the better part of the year, the special committee in November 1982 presented a bold and comprehensive plan for restructuring the College's distribution program. The proposal is now under active consideration by departmental, divisional, and all-college bodies and is expected to come to a vote in the Senate, the College's chief legislative body, early in 1983. In the meantime, the document has already created considerable intellectual ferment on the campus, as faculty and students have entered upon a lively debate of some of the central issues facing a multi-ethnic urban campus today.

If adopted, the new curriculum would go far toward clarifying and strengthening the College's commitment to the liberal arts. It is intended to promote a sense of intellectual community by prescribing a common academic experience--four core courses in natural science, social science, humanities, and Western civilization. Further courses could then be taught at a more advanced level because students would already have learned the fundamental vocabulary and concepts in the major areas of inquiry, and they would have acquired a broad historic "grid" into which to fit subsequent cultural studies.

Supplementing the four core courses and the continuing commitment to writing and foreign language, the new curriculum proposal would assure additional exposure to the liberal arts through a series of seven distribution requirements (social science; natural science; literature; the arts; comparative

cultures; historical studies; knowledge, self, and values). Unlike the undefined study areas in the present distribution program, the new areas would be distinct categories, each with a stated purpose. Fewer than ten courses would be listed in each area, and they would be designed to meet the objectives of the requirement. Student choices would be better informed, since students would be able to understand the nature of each requirement and what it is intended to accomplish. A monitoring committee would assure that core and distribution courses actually fulfill the stated objectives of the curriculum.

Expanded Opportunities for Career Education. The last five years have witnessed substantial additions to the College's professional and career-oriented programs, both at the undergraduate and graduate levels. It may be significant that these new programs have been established within both the liberal arts departments and the traditionally career-oriented departments of the Division of Professional Studies.

Several new career options have been established in the area of health and human services. The Psychology Department has added a specialization in Psychological Services which prepares students for entry-level jobs at subprofessional levels or for later graduate study. The Sociology Department has introduced a full-fledged baccalaureate program in social work. In conjunction with the Biology and Chemistry Departments, the Department of Anthropology has created a pioneering interdisciplinary degree program in forensic anthropology. A consulting component, offered in conjunction with the Metropolitan Forensic

Anthropology Team, allows students to analyze human skeletal remains submitted by regional medical examiners. The Department of Health Services has developed a new baccalaureate program in Dietetics, Food, and Nutrition. Its three options lead to careers in general food and nutrition, in food service management, and in dietetics and nutrition. Offering these new options alongside the older programs in health education and health services administration, the department is one of only twenty-three undergraduate programs to have been awarded full membership in the Association of University Programs in Health Administration. The Physics Department has NSF support to develop a program in medical physics, bio-medical research, hospital laboratory technology, and instrumentation design and development.

The longer-established health care programs continue to expand and strengthen their offerings. With a grant from the federal government, the Nursing Department in 1980 established a Nursing and Health Information Center as a clinical laboratory site for nursing students. The center also provides the campus community with counseling programs in such areas as weight control, stress management, and women's health problems.

Under the aegis of the Health Professions Institute, the College has expanded its innovative interdisciplinary team programs. The Interdisciplinary Health Care Team Program, initiated with grant support in 1976-77, has expanded and currently enrolls 15 juniors each from Lehman's Nursing, Social Work, and Health Services Administration programs, along with 15 first-year medical students from Albert Einstein College of Medicine. After

interdisciplinary course in team dynamics, the Lehman students in their senior year proceed to two-day-a-week placements with practicing interdisciplinary health care teams in one of 14 health care agencies.

In 1980, the model of the interdisciplinary team core was used to create an Interdisciplinary Geriatrics Team program. Developed with assistance from the College's 1980-82 Title III grant, this program now includes a didactic gerontological sequence, the year-long course in team dynamics, and a team-based field placement in an agency providing care for the elderly. The Interdisciplinary Geriatrics Option is available to students majoring in Dietetics, Food, and Nutrition; Health Education; Health Services Administration; Psychological Services, Recreation Education; Social Work; and Speech and Hearing Science.

In addition to the health and human services area, Lehman prepares students for careers in technology and business through newly created baccalaureate programs. A program in Corporate Training (Department of Secondary, Adult, and Business Education) prepares students for work in business and industry as corporate trainers, supervisors of word processing or administrative support centers, or office administrators. A second program, focusing on management and computers, has been jointly developed by the Departments of Mathematics and Computer Science and Economics and Accounting. The new baccalaureate degree program in computer science came about because a number of mathematics faculty, with college support, retrained themselves in the new field. Simultaneously, a three year (1979-82), \$221,161 Minority Institutions Science Improvement Grant allowed

Lehman to upgrade its computer facilities, open a new Academic Computer Center in September 1981, and disseminate microcomputer facilities and teaching methods in computer science into a number of the natural and social science departments. Using the new facilities, Lehman students now have increased opportunities for work on the computer. The Chemistry Department, for instance, has introduced the computer into several courses, notably Quantitative Analysis, and is developing computer-oriented experiments for its general laboratory course. All natural science and some social science departments are exploring ways of introducing more computer-oriented instruction both in their major programs and in their general courses. A proposed new core requirement in "Quantitative Reasoning" would further enhance the computer literacy of all Lehman students.

Programs in career fields related to culture and the arts have been developed by a number of humanities departments. The Departments of Art, Music, and Speech and Theatre now offer an option in arts management. This consists of courses in the discipline and in management, a field placement in a cultural agency, and a "capstone" arts management seminar. The English department's professional writing option has grown and has been opened to the department's honors students. Finally, the Music Department now offers on the Lehman campus the upper two years of instruction in an innovative music major for professional musicians. Sponsored by Local 802 of the Musicians Union, this program was developed jointly with Kingsborough Community College.

At the Master's level, new career-oriented degree pro-

grams have been developed in Accounting; Dietetics, Food and Nutrition; Education; Music; and Nursing. An MS in Accounting, only the second such degree in The City University, was initiated in the spring of 1983. It is available in two versions: a one-year 30-credit program for students with an undergraduate degree in accounting or business administration, and a two-year program for students without prior training in accounting. Upon completion of the program, students will not only have earned the MS degree, but will have completed all the educational requirements for taking the CPA examinations.

In education, the Department of Specialized Services in Education has introduced a new specialization in teaching the emotionally handicapped, alongside the earlier sequences in mental retardation and learning disabilities. A Master of Arts in Teaching in Music--the first MAT in The City University--was inaugurated in 1982. It serves professional musicians, including graduates from the new undergraduate major, who wish to expand their career opportunities by earning certification as music teachers.

The master's degree in nursing stresses primary care nursing within a developmental model. It and the undergraduate nursing program received reaccreditation for another six years from the National League of Nursing in 1979. In addition to tracks on nursing for children and adolescents, the graduate program has opened new tracks dealing with young and middle adults. The program prepares students for the primary care nursing role, focusing on the consultation and education processes in diverse health care settings.



Other Master's programs have been redesigned and strengthened. The program in history has added a significant research core, including work in quantitative history at the Academic Computer Center. A team of outside evaluators recently complimented the department on its forward-looking program design. The degree in speech pathology has been strengthened through its move into first-rate new clinical and lab facilities, the addition of a clinician, and the accreditation extended in 1982 by the American Speech, Hearing and Language Association.

Balancing Professional and Liberal Arts Programs. In addition to strengthening professional programs and the liberal arts core, the college community has begun to rethink the relationships between liberal arts education and career education. As stated earlier, there is a strong tendency to think of Lehman as "a college of liberal arts and sciences and of the professions."

This growing perception is reflected in the efforts of many of the traditional liberal arts departments who rethought the needs of their students and then designed career-oriented programs within their established disciplines. As arts and science faculty designed the new programs, each with its balance of theoretical and practical courses, and retrained themselves for new course assignments or the supervision of field placements, their attitudes changed. The newer professional programs and options were perceived less as intrusions into a self-sufficient academe than as necessary and timely extensions of theory into practice. Pedagogical currents of recent years, in particular the receptivity to experiential and field-based education, have also helped to break

down the once formidable barriers between theory and practice, liberal arts and career education.

Furthermore, the College has consciously rethought the relation between classroom work and workplace experience in the context of its new Cooperative Education Program. Begun in 1980 with a \$625,000 grant under Title VIII, Cooperative Education is a program in which students, employers, and the College "cooperate" to link classroom study with the world of work. Well-established at other campuses, Cooperative Education at Lehman has the special mission of linking liberal arts majors and career preparation. The program provides job placements which are closely linked to a student's major. A tier of three courses ("Introduction to Cooperative Education"; "Social Processes in the Work Environment"; "Academic Perspectives on the World of Work") help the student to relate his job experiences to the more theoretical perspectives of classroom discussion and reading.

Such a program has both practical and intellectual benefits for all participants. Since economic need forces most Lehman students to work, at least part-time, while in college, the Co-op Ed program opens up jobs that are not only better paying but more relevant to the student's major. Frequently, a Co-op job placement becomes a stepping stone to the student's first full-time job after graduation. Intellectually and personally, students benefit from the opportunity to test their emergent career choices in the "real world" and to reflect, often in a seminar setting, upon the experiences of the workplace. Businesses prefer employees who combine professional credentials with the problem-solving and communication skills best fostered

in a liberal arts college. For participating liberal arts faculty, service as teachers of co-op courses, job developers, co-op recruiters, and workplace monitors, has stimulated reflection on the relevance of their academic programs to the careers and professions toward which their students are moving.

#### New Proficiency Standards and Innovative Curricula in the Skills Programs

When The City University adopted its Open Admissions policy in 1970, the CUNY colleges were initially left on their own in developing skills programs and standards for promoting, continuing, and dropping students who had entered with inadequate academic preparations. Later, the University's governing board promulgated retention standards which have come to have a profound effect on the College's Skills programs.

The Freshman Skills Assessment Program. In April 1976, the Board of Higher Education resolved that "students moving to the upper divisions of a four-year college either from the lower divisions of the College or from a Community College within the University system or outside of it must provide evidence, in accordance with a standard to be determined by the Chancellor, that they have attained a level of proficiency in basic learning skills necessary to cope successfully with advanced work in the academic disciplines." Subsequently, the Chancellor formed task forces in reading, writing, and mathematics, to define the appropriate proficiency for entry into the upper division of the CUNY colleges, and to develop the needed testing instruments.

Under the resulting Freshman Skills Assessment Program

initiated in the fall of 1978, all students entering the University are given a battery of reading, writing, and mathematics tests. The Board required that all students pass the three tests by the time they completed 60 credits, with the added opportunity to petition to complete their skills work while accumulating an additional 18 credits toward graduation.

At Lehman, as elsewhere, the assessment tests, popularly known as the RAT (Reading Assessment Test), the WAT (Writing Assessment Test), and the MAT (Mathematics Assessment Test), came to be used for purposes of placement as well. Accordingly, course sequences were adjusted and entry and exit levels were redefined to coincide with particular scores on the assessment tests. Although the instruments may imperfectly measure appropriate college-level proficiencies, and while they may encourage skills instructors to "teach to the test"--and these issues remain the subject of lively campus debate--the imposition of the FSAP has led to widespread testing and rudimentary systematization of course sequences.

Under the SEEK guidelines, instruction leading to passage of the RAT and WAT was defined as the responsibility of the Academic Skills department. Formal instruction in reading ceases with a student's passage of the RAT, while writing instruction is carried beyond the WAT level through a two-course composition sequence in the English department. The mathematics courses leading to passage of the MAT and to satisfaction of the college's own math requirement remain in the domain of the Mathematics department.

The coming of the FSAP revealed the magnitude of the remedial task which faced the College even after Lehman raised its admissions standard in 1980 (from 75 to 80 in high school average or graduation in the top third of the class). The following table indicates few trend lines in five years, except to suggest that the proportion of skills-deficient students varies with the size of the incoming SEEK population, by definition an educationally disadvantaged constituency.

FSAP Pass Rates

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
No. Students Tested	1197	894	953	1093	1124
% SEEK	33	47	39	44	37
% passed RAT	58	50	62	59	60
% passed WAT	42	33	37	31	36
% passed MAT	30	26	38	34	40

The Search for New Instructional Format. The Board requirement that students pass the FSAP by the time they reach 60 credits, as well as the College's desire to increase student retention, has led to a search for more effective instructional formats for skills-deficient students.

All three skills sequences are regularly reviewed and, where necessary, modified. In the reading sequence, a course was added in 1979 for the lowest scorers and each course's once-voluntary lab hour became mandatory in 1981. The net effect of these changes remains to be assessed.

The remedial mathematics sequence has recently been transformed into a series of intensive, half-semester modules

allowing more rapid passage through the sequence. Combined with a new tutor-staffed math lab under faculty direction, the new sequence has notably improved students' pass rate on the MAT.

Even more fundamental changes in the skills program are under consideration. In recent years, growing numbers of faculty and administrators have begun to question whether a sequence of discrete skills courses, however well conceived and taught, can carry the burden of remediation by itself. However appropriately placed in their skills sequences, students who are randomly placed in beginning liberal arts courses where their skills problems may be diagnosed only after their failure in the course is assured, are likely to drop out of college in frustration. Indeed, the College's high attrition rate suggests the need for a more fundamental revision of approach that involves both skills and liberal arts faculty.

In a series of pedagogical experiments conducted over the last three years, such a new approach to remediation has emerged at Lehman. A number of imaginative and committed faculty members from Academic Skills, Black Studies, English, History, Philosophy, Political Science, and Sociology have been experimenting with grouped academic skills and liberal arts courses offered as a "block," with the same students registering for all courses in the block. While each course maintained its identity, the instructors worked as a team to plan toward common goals and to share insights about student needs. Each faculty member was given assigned time to develop his or her course and to work with colleagues teaching the other courses in the block.

Information on retention and academic success rates has persuaded the Special Curriculum Committee that it is feasible to restructure our approach to skills development along these lines. Accordingly, the committee proposed that all skills-deficient students be block-programmed for an appropriate number of consecutive semesters, during which they will study skills and the new core courses along with certain new courses in basic reasoning. The students' programs would also include specified time for counselling, study groups, and library work.

Cooperation of skills and liberal arts faculty to address the education needs of skills-deficient students extends beyond the instances of "block programming" cited above. Faculty teaching liberal arts courses have begun to deal with the challenge of incorporating skills reinforcement into their own courses. For three years, the College conducted faculty workshops on "Writing across the Curriculum." To take another example, the Chemistry department has begun to offer special skills reinforcement instruction in its ~~pre-nursing~~ courses.

This commitment to skills reenforcement has also been written into the College's new curriculum proposal, where it is mandated that the new Core courses provide opportunity for reenforcing skills in writing and oral argument. A special new quantitative reasoning course, to be taken as co-requisite with either the natural or the social science core course, will further help the student to combine skills development with substantive work in the liberal arts.

Beyond these innovations, Lehman has made additional commitments to skills development by providing academic support

services in a number of areas. The tutor-staffed mathematics lab has already been mentioned. With Title III support, the College also established a writing lab where trained peer tutors provide assistance to students who are either self-referred or who have been referred by their instructors. A closer integration of the lab facility with the on-going instruction in composition and in Writing-across-the-Curriculum courses remains on the College's agenda.

The Special Needs of ESL and Bilingual Program Students. The same pressures that have led to a rethinking of our basic skills programs in reading, writing, and math have been brought to bear on the College's program for non-native speakers of English. Over the last five years, some 15 to 18% of our incoming students have needed instruction in ESL. Of this population, students with high school diplomas from Spanish-speaking countries and those with high school equivalency diplomas in Spanish have been eligible to enter the Bilingual program, a two-year program in the Department of Puerto Rican Studies which provides Spanish-taught sections of basic liberal arts courses alongside the instruction in ESL. The other ESL students have normally been placed in the ESL sequence in the Academic Skills Department. However, those of Spanish background have gravitated to the Spanish-taught courses in the Bilingual program for beginning college-level work.

Given the Board mandate that students must pass the FSAP by the time they have earned 60 credits, ESL students have been under considerable pressure to intensify their study of English



and to move more quickly and surely into the English-speaking mainstream of the College. With the help of Title III and FIPSE (Fund for the Improvement of Post-Secondary Education) funding in 1980-82, the College has begun to address many of the problems in ESL instruction. We have developed a more sensitive placement instrument for assigning our ESL students to the appropriate level of instruction, and we have established equivalencies between ESL courses in the two department, working toward the ultimate unification of the two ESL faculties and curricula. Finally, we have experimented with more intensive modes of ESL instruction (using peer tutors in the Dartmouth Intensive Language Mode); with programs combining ESL, Spanish-taught content courses, and remediation in the native language; with "bridge courses" (in which the more proficient ESL learners begin to tackle academic subject matter in English); and with introducing more English into the bilingual content courses. A comprehensive ESL program now being developed by a joint faculty-administration committee should go far toward helping our ESL students cope with the challenges imposed by FSAP.

In addressing the educational needs of our ESL population we have also responded to the 1978 Visiting Team's suggestions concerning the Bilingual Program. We have strengthened attention to oral skills in the program's ESL curriculum and have improved articulation with the higher-level ESL courses in the Academic Skills Department. We have addressed the remedial needs of many Bilingual Program students by redesigning a basic Spanish-for-native-speakers course to improve their composition skills. By encouraging Spanish-speaking full-time faculty from a number of

departments to teach content courses in the Bilingual Program, we have not only improved the quality of instruction in that program but have also begun to reduce the disproportion between full-time and adjunct faculty which the Visiting Team noted in 1978. Studies of the Bilingual Program's effectiveness, conducted by the Office of Institutional Research, have shown that Bilingual students responded well to the more intensive instruction that was offered under the Title III and FIPSE grants and that retention in and progress through the Bilingual program have improved somewhat. A basic review of the program, addressing questions of basic goals and priorities, has been scheduled for 1983

#### Lehman College as a Major Cultural Center

In recent years, Lehman College has become a major cultural center in the northern part of the New York metropolitan area. This has led to new links being forged with the surrounding community. The College has continued to offer educational programs in the traditional sense but has begun at the same time to serve the community's broader cultural interests and to encourage their growth. It has done so in distinct and distinguished ways.

#### The Lehman College Performing Arts Center (PAC)

In the short time since its opening two and a half years ago, the Lehman College Center for the Performing Arts has been a dynamic force in the cultural life of the Bronx community. This impact has taken a number of forms. For one, the Center has, through the consistently high caliber of performances conducted within it, contributed significantly to the well-being of citizens of the Bronx and adjacent areas. The experiences that it provides

can open minds, expand awareness, stimulate thought, and entertain as well. The key to its success has been to bring to the Bronx, at prices its people can afford, the finest in the performing arts. The center's proudest accomplishment is the pleasure brought to thousands of Bronx residents who, having experienced great art, look on the Center as a part of their lives--to be used, enjoyed, and cherished.

In addition, the Center has attracted nationwide and local media attention, not only for its excellent performances, but for its own superb facilities. Andrew Porter, music critic for The New Yorker, said of the Center's opening night performance, "I thought I had never heard the [New York] Philharmonic so clearly, so intimately," and, in describing the Center, "In some ways, it's like a second Lincoln Center in a peaceful setting, without the concrete expanses, busy traffic, and encircling skyscrapers." The constant recognition of the Center as a highly visible element in Bronx life has done much to offset the unfortunate and misleading media attention the area sometimes receives. In short, therefore, in addition to providing our students with a magnificent educational facility, the Center has been a stabilizing force through its organic relationship to the people of the Bronx. As a "labor-intensive" industry, the Center has also helped boost the economy of the area.

The Center's contributions to the academic program at Lehman College are no less real. Though run as a corporation separate from the College, the Center has greatly strengthened the role of the performing arts on the campus. Students in the arts management program, to mention only one example, have been able

to serve their required internships in the PAC. A professional member of the PAC staff is currently offering the arts management seminar, the capstone course of the arts management sequence. At the same time, Professor Alice Griffin (English), a Shakespearean scholar and former drama critic, has conducted a successful introductory course which combines music, theatre, and dance performances in the Center, lectures by faculty specialists on the different performing arts, regular recitation sessions, and library work.

Beyond the easily documented enrichment of the College's academic programs, the PAC has given the College an ambience which conveys to our culturally disadvantaged students the role the arts can play in the lives of liberally educated persons. In sum, the PAC has created a new sense of identity among both the College's immediate constituency and the thousands who attend performances on the Lehman campus. This exposure to a larger audience, which might not initially have come for the College's academic offerings alone, is having an undoubted impact on our recruitment and outreach efforts.

Outreach to new clientele. The College's increased visibility as a cultural center in the region and the quality of its academic programs have attracted new student clienteles, particularly among older residents of the area, but also among pre-collegiate students. To meet their educational needs, the College has expanded its course offerings in the evening, on the weekend, and in a number of off-campus sites.

Lehman's Adult Degree Program continues to attract an

above-average student body. Along with a recent expansion in its size, there has been a revision in the program to give the curriculum somewhat more structure while retaining the features which make it attractive to the older learner. Careful, personalized admissions and continued close counselling during the early semesters have been among the notable strengths of the program. It recently won a ringing endorsement from an outside evaluator who noted that "most of these students have been away from an educational setting for many years, and most of them are well along in life. Most of them have long thought that additional schooling is simply inaccessible to them. In the light of those attitudes, their success in the ADP has had an enormous salutary effect on their self-esteem, their sense of their own place in the world, their understanding of history, culture, and current events, and their own appreciation of their relation to the broader world."

Instruction in off-campus sites continues both in area high schools and in other settings. Courses for college credit have been offered to selected high school students in such subjects as foreign languages, English literature, and political science. Among the half-dozen sites that attract adult students in the evenings or on weekends, a newcomer, the program in Co-op City (a large middle-class housing development near the city's northern border) shows the greatest promise of expansion. The program is offered through an agreement with Community School District 10, whose facilities at Co-op City are used for the Lehman courses. Initially offered only on weekends and in the evening, instruction this spring has expanded into the weekday

hours. Most of the courses are in the lower-division curriculum. Degree students will later proceed to take upper level work on the Lehman Campus or, if demand ultimately warrants, in selected baccalaureate programs at the Co-op City site itself.

The Community as Field Site and Educational Laboratory. As the College's degree programs have evolved in new directions, especially in professional areas, we have seen the need to expand and diversify the field placements of our students in the surrounding community. The process has multiplied and strengthened the bonds connecting the College with the region's educational, cultural, health service, and business facilities.

The traditional placement of candidates for teacher certification into public schools for supervised practice teaching continues, although "alternative sites" (in non-school settings such as museums, mental health institutions, drug rehabilitation centers, prisons, and libraries) have grown in proportion. The growth of our health professions programs has led to numerous field placements in the borough's health care and social agencies. New kinds of placements have arisen in the context of the College's cooperative education program. Students enrolled in it have had job experience (tied to credit-bearing academic courses) at major banks, with agencies of the federal government, with IBM, and with other employers.

Another innovative field-based program that has added to the ties between the College and the surrounding region is the Program in Bronx Regional and Community History Studies. It is based in the Bronx Regional and Community History Institute,

created by The City University in 1981 and housed on the Lehman Campus. Headed by Professor Erita Hill, (Romance Languages) the director of the highly successful City and Humanities Program, the Bronx Project also enjoys support from a major NEH grant. The Institute works both through traditional courses offered to Lehman undergraduates and through off-campus activities with Bronx residents to create a collection to be known as the Bronx Community History Archives. To be housed both in the Lehman Library and in the Institute office in the new Art Building at Lehman College, this collection will include taped interviews with Bronx residents and former residents, photographs, and personal and public documents providing information about the Bronx during recent decades.

Students participate in the project as interviewers or photographers and receive academic credit in a number of departments including Black Studies, Economics, History, and in several of the courses offered by the City and the Humanities Program. With over 50 interviews and 200 slides in the collection after its first six months, the Institute formally opened the Bronx Archives in the Library in November, 1982.

A New Alliance Between Lehman College and the Public Schools.

Lehman faculty have traditionally been active as consultants in the public sector, including the public schools. In recent years, as the mutual interdependence of the College and the area's public schools has been more fully acknowledged, Lehman College faculty have worked actively and closely with area schools to improve their curricula and human resources. Often supported by major grants, graduate courses have served as

vehicles for staff development in the schools. All three divisions of the College have participated in these projects. In the Division of Natural and Social Sciences, Professor John Mineka (Mathematics and Computer Science) has used a grant from the FIPSE to complement traditional classroom activities in high school algebra classes with a form of computer-assisted instruction. In the Division of Professional Studies, Professor Ted Benjamin (Early Childhood and Elementary Education--ECEE) has continued his work with science teachers in the Stamford Public Schools, while Professors Marianne Winick (ECEE) and Frieda Spivack (Specialized Services in Education) have had major grant support. Professor Winnick's grant, from The New York State Department of Social Services, was to train personnel for day care institutions, and Professor Spivack's, from the U. S. Department of Education, was for service to profoundly and severely handicapped infants and toddlers.

In the Division of Humanities, a major effort is being made by the New York City Writing Project, a branch of the National (formerly Bay Area) Writing Project. Not only have more than 500 public school teachers taken the Program's process-oriented writing courses, but durable institutional ties are now being developed between Lehman College and individual school districts in the metropolitan area. One major effort centers at Shoreham-Wading River, on Long Island, where Professor Sondra Perl (Academic Skills), a nationally known researcher and consultant in the field of composition, has headed a multi-year staff development and research project that has enjoyed support from the school district, from Lehman College, from the NEH, and the



National Institute of Education. In another major effort, now in the second year of a three-year FIPSE grant, faculty from Lehman and New York City public school faculty are providing in-service training and continuing support to 12 area schools in the Bronx and Manhattan. The prominent involvement of high school writing teachers in the design and implementation of both these enterprises promises a success too often denied to the projects in which school faculty function only as passive recipients of the college faculty's higher wisdom.

## STUDENTS, STUDENT SERVICES, AND STUDENT LIFE

### Student Enrollment

Standing as the most visible evidence of Lehman's recovery from the crises of the 1970s, the enrollment at the College has improved markedly during the last three years. The precipitous decline that began in 1976, with the termination of free tuition and the modification of the University's open admissions policy, ended by 1979. During these years, enrollment of undergraduate degree students had declined 35%, to fewer than 7,500 students, and total graduate enrollment had dropped 66%, to 700. Since 1979, both undergraduate and graduate enrollments have turned the corner and have begun to increase each successive fall. (Table S-1) The emerging national trend toward older, professionally oriented, working students appears to have occurred much earlier at Lehman.

During this period of enrollment stabilization, new first-time freshmen have been largely responsible for the turnaround. (See Table S-2) The size of the Fall freshman class has gradually risen over 25%, to 1124, and it now constitutes 16% of undergraduate degree enrollment, up from 12%. In contrast to the years of dramatic change in the mid-seventies, the freshman class has also demonstrated, during the past five years, surprising consistency in its characteristics (See Appendix S-1)

The class entering in Fall 1982, differs little from its recent predecessors. During the past few years, most freshmen entering Lehman have been relatively recent high school (or high school equivalent) graduates from the Bronx or upper Manhattan, but twenty-five percent are older students, many of whom may also

be working or raising a family while attending college. The entering class is a culturally diverse population representing the racial, ethnic, linguistic, and economic mix found in this urban environment. Although the College's annual cost to students is among the lowest in the metropolitan area, 80% of the freshman class qualifies for financial aid. Almost 80% are part of the first generation in their families to attend college, and they gravitate toward the professional and career programs that traditionally have provided paths for upward mobility to the sons and daughters of the working poor.

A fuller picture of the undergraduates at Lehman must include many other identifiable groups of students. For example, 45% of the undergraduate enrollment in Fall 1982 had been newly admitted or readmitted for that semester. In addition to the freshmen, the new students included substantial numbers of transfers from other institutions, readmitted students who were returning to Lehman after an interruption of their studies (stopouts), and students enrolling for one or two courses as non-degree undergraduates in a variety of regular and special programs offered on campus and at satellite centers. Such students markedly increase the median age (25) of the student population and bring with them the complex of situations that normally accompany the mature student.

Transfers provide a good illustration of the growing attractiveness of Lehman to the region it serves. In 1976, when the barrier of tuition was erected, new transfer enrollment dropped to 467 students. During the ensuing years, as inflation

sent the cost of attending most other institutions soaring, Lehman began to be noticed by students seeking a good college whose costs were reasonable. The number of new transfers has now almost doubled, to over 900, and that population is persisting to graduation in large numbers, frequently representing almost half of a graduating class. Similarly, the reliable numbers of readmitted students and non-degree undergraduates who continue to come to the College indicate that the College's academic programs, its appearance, and its easy access by public transportation successfully contribute to the trend toward stable--or more predictable--and increasing enrollments.

#### Admission Standards

The positive enrollment outlook has been achieved simultaneously with changes in admissions policies and procedures designed to enroll a better prepared student--one who will persist longer--at Lehman. From the time of its designation as a separate college of CUNY in 1968, Lehman has been, to a great extent, at the mercy of changes in University-wide admissions policies and procedures. The University Admissions Processing Center relies exclusively on the strict application of formulae for assessing a student's eligibility for allocation to his college choices within the University. While the policies and procedures are rational, the results frequently are not. The formulae are narrowly restricted to include only the applicant's high school average and rank-in-class or, for transfers, the cumulative index of previous college grades. The admissions procedure cannot review other factors that bear upon the appropriateness of match between a college and an applicant.

These factors--such as travel distance from the college, specific academic preparation in high school, expressed motivation for the college's programs--have proven to be significant to the retention of Lehman undergraduates.

In the aftermath of the fiscal crisis in 1976, the College began assuming a more direct role in the determination of its admissions policies. When open admissions was modified, the College established the admissions criterion for freshmen at a 75 high school average or a rank-in-class of the 55th percentile or higher. In 1979, the College raised the admission requirement for freshmen to an 80 high school average or a rank-in-class of the 66th percentile or higher. While the change temporarily depressed the size of the subsequent entering class, it was a change which attracted increasing numbers of better-prepared students.

The SEEK Program, established by Legislation at all of the senior colleges of The City University, continues to be the vehicle for providing admission to the senior colleges for students who would otherwise not have such access. It, like other higher education opportunity programs in the state, is designed to provide access to postsecondary education for economically and educationally disadvantaged students. Economic guidelines which determine eligibility of students to participate in the program are established by the New York State Board of Regents. The program combines financial assistance, and special counseling, tutoring, and remedial instructional programs.

The role of the Lehman College SEEK Program is to pro-

vide a range of counseling, financial, and academic support services to students who require such assistance to overcome social, economic, and educational disadvantages and thus to enable them to achieve a liberal arts education and expand their social and career capabilities. In order to fulfill its role, the Program seeks to implement the principles and policies set forth in the University's SEEK Guidelines. Approximately 1,200 students are enrolled in the Lehman SEEK Program.

The College's focus on the admissions process during the past five years has greatly intensified admissions activity. During the Fall, 1982, semester, for example, over 5,200 eligible applications were processed at the College, only 40% of which came through the centralized University Admissions Processing Center. All of the other applications ("direct admits") underwent a local review to monitor the admissions standards for the various categories of applicants. While cumbersome, the extra procedures provide an opportunity to respond to the special backgrounds that many applicants bring to the college and to improve on the matching and preadmissions counseling process that is the heart of an effective admissions program. Once admitted, each student is reviewed annually to determine continued eligibility and to provide systematic feedback on the admissions and recruitment process.

### Recruitment

In the course of the past five years, Lehman College entered the admissions marketplace by undertaking an organized student recruitment program. The College was insulated from the need to compete for students during the years prior to 1976.

Since then, however, it has had to build institutional identity and support among its constituencies, particularly among enrolled students. As other area institutions began mass-market advertising programs to increase admissions, Lehman framed its recruitment effort around the central objectives of increasing name recognition, improving the image of the Bronx and its institutions, and providing opportunities for personal contact between College personnel and the inquiring public. While increasing enrollment is certainly a desirable effect of a recruitment effort, the Lehman community is committed to promoting among students, faculty, and the public a sense of pride and confidence in the unique mission and the quality of the programs of the College. The faculty, students, and the administrators who are involved in this community relations program are satisfied with recruitment efforts when they result in visitors leaving the campus with an understanding of the quality and opportunities that are the traditions of the College. It is this outcome against which activities are measured, rather than the more obvious test of increased enrollment.

Lehman's recruitment strategy depends on personal contact with prospective students and those who guide them; on developing opportunities and publications to present information about College programs, particularly to specific populations for whom programs were developed; and on hosting events on campus that allow visitors to view first-hand the lovely campus which--with its Performing Arts Center--has developed in its urban environment. The College visits area high schools and partici-

pates in organized college nights or "fairs." The divisions and departments, in cooperation with the Office of College Relations and Publications, have produced informative brochures that are used to respond to inquiries about the College's programs. Regular "open house" days have been established to host potential students and other visitors; these even allow them an opportunity to attend a class of their choice. The College has promoted better articulation programs with area community colleges, and visits to prospective students and transfer counselors at the community colleges are very much a part of the recruitment program.

Much of the recruitment program occurs through the efforts of faculty and students. For two years, the Lehman Chapter of the Professional Staff Congress/CUNY, the collective negotiating agent of the instructional staff, partially funded and sponsored open houses, additional publications, and events through which volunteer faculty could meet with prospective students. Pre-admission contact between faculty and potential students represents a major commitment of the College to the central concept of helping students and programs achieve an appropriate match. Faculty who direct special programs are active in pre-admission counseling of students, particularly those inquiring about the Health Professions Institute, the Adult Degree Program, the Local 802 Music Program, the Senior Citizens Program, the Bilingual Program, the High School Seniors Program, the Early Admission Program, and the Lehman Scholars Program. Student volunteers also assist in mailing literature, guiding campus tours, and greeting visitors to special events on campus. Stu-



dent organizations sponsor a variety of on-campus public events in order to show off the campus and the quality of student life to family, friends, and others who may not have perceived first-hand the educational advantages Lehman students recognize. The theme of quality is echoed again in the recent establishment of full-tuition scholarships for outstanding students who wish to attend Lehman, and such a merit scholarship project underscores the College's efforts to attract better-prepared students.

The programs described earlier draw considerable attention to the College because of their appeal to special segments within the College's catchment area. The Adult Degree Program, for example, is growing rapidly. It appeals to persons older than the traditional college student who are now in a position, by virtue of occupational or family changes, to undertake degree candidacy. The program offers considerable flexibility for the mature student whose record of life experience justifies a measure of independence in pursuing approved courses of study. More than the personal satisfaction realized by the Adult Degree Program students themselves, however, the stimulus and realism they provide in the regular classroom courses has an impact on younger students that amply justifies the program.

The senior citizen's program attracts those over 65 years of age on a reduced fee, space-available basis for courses of individual interest. Some senior citizens begin as auditors and later become degree candidates.

High school seniors are able to register in courses either during the regular sessions or in the Saturday program.

These high ability and high achieving students, recommended by high school counselors, earn credit toward the high school diploma or toward eventual college degrees. This program is attracting increasing numbers of students. With the recent suggestion by the New York State Commissioner of Education that high school education be reduced to three years, interest in the early admissions experience should continue to increase.

The Lehman Scholars Program emphasizes the liberal arts and features a seminar system, mentors, and an extra credit option. For students interested in following a traditional liberal arts emphasis who have demonstrated ability in their beginning studies, this program provides both individual attention and added intellectual stimulus. For appropriate students, it has proved very attractive.

The College offers an early admissions program. Although not heavily used, it may, in the future, be re-evaluated in order to increase its appeal.

Lehman College has responded to the interests of students and potential students in area and ethnic studies by providing inter-disciplinary and area-focussed study programs. These programs largely arise from the populations the College serves, especially among its students, and the courses and special programs are in all cases consistent with established College policies and approved by the regular College bodies. They have enhanced the sense of identification of the students with Lehman College.

#### Reorganization of Student Services

The 1978 Middle States review team noted that the Office

of Student Affairs was organized in such a way that students may not readily have perceived the organization of services available to them. Because of the drastic reduction in professional staff (from 52 in 1975 to 21 in 1977), the Dean of Students Office then was shifting staff internally to maintain services in the face of dwindling resources. The larger staff during the expansion era of open admissions had provided services to students through a "cluster" arrangement. Each counseling office was staffed to provide essential services in financial aid, general counseling, academic counseling, and career counseling. The idea underlying the clustering of services was to avoid an awkward referral system from one office to another and to allow each student to find regular assistance within one of the eight clusters.

The decline of professional staff decimated the cluster concept, though all of the services had to be maintained. Although the remaining staff, all senior, had previously coordinated individual services provided in the clusters, by 1978, each had gradually assumed college-wide responsibility for one or more of the services, usually as a single-person operation. This reassignment of personnel has subsequently produced a staff of specialists, each administering one or more key services, as well as running one of several offices among which students must again be referred. Offices have been more clearly designated to reflect the specialized functions, and the staff member in charge has assumed an appropriate house title.

The professional staff in the Office of Student Affairs now consists of 22 persons and the Vice-President. With the

growth in financial aid activity, five of the 22 are assigned full-time to financial aid counseling or financial aid administration. The remaining 17 assume responsibility for one or more of the remaining services provided by the Office of Student Affairs:

- New Student Orientation and Registration
- Skills Assessment Testing and Placement
- Psychological Counseling and Referral
- Career Counseling and Placement
- Freshman Colloquium Program (semester-long orientation course)
- International Students
- Student Discipline
- Veterans Affairs
- Institutional Research
- Alumni Affairs
- Admissions and Admissions Counseling
- Recruitment Program and Community Affairs
- General Counseling and Information
- Academic Appeals
- Cooperative Education Coordination
- Senior Citizens Program
- High School Seniors Program
- Student Activities
- Evening Student Information Center
- Adult Degree Counseling

In addition to the significant shifts of resources that have occurred since the 1978 team visit, several new initiatives, included above, have been developed. These include the preparation of proposals for outside funding in the areas of Cooperative Education and Institutional Research; the expansion of the recruitment and community relations programs; the establishment of the program in skills assessment testing; the development of an evening students information center, which provides counseling assistance to the 3,000 students who enroll in evening courses; the designation of staff to contribute to the Cooperative Education Program as course instructors and coordinators; the establishment of an alumni association and office, and the devel-

opment of a set of ongoing alumni activities--including an alumni publication, membership drive, and fundraising for scholarships.

The reorganization of existing functions and the assumption of new responsibilities by the Office of Student Affairs have led to an adjustment in titles for many staff from faculty and counseling titles to more appropriate administrative positions. While the entire staff of the Office of Student Affairs remains committed to counseling activities, the new titles and organization more closely reflect the breadth of administrative responsibilities and the specialization of functions within the Office. The reorganization of student affairs has been facilitated further by the development of the volunteer Faculty Advisement Program for freshmen and sophomores. Much of the academic counseling once performed by the Office of Student Affairs has now been undertaken by faculty members working under the supervision of the Office of Academic Advisement. The orientation of new students, including academic program planning, still occurs through the Office of Student Affairs, but continued counseling contacts by the Office with students in subsequent semesters tend to focus on themes best characterized as personal, career, crisis, and psychological support counseling.

#### The Commitment to Counseling

Counseling and advising students is the most central of student services. It is an area of work in which faculty, administration, and students participate, both formally and informally. Types of advisement and counseling activities at Lehman include new student orientation, psychological counseling,

academic advisement, financial aid counseling, and career counseling.

The areas of new student orientation, psychological counseling, and career counseling are largely the province of the Office of Student Affairs. Orientation activities are particularly concerned with helping the entering student select an appropriate program of courses, assisting the student through the registration process, and referring him or her to financial aid, personal counseling, academic advisement, career counseling, or other initial sources of information and advice. Psychological counseling aids students with individual personal problems, especially if these problems interfere with their studies. It may help them deal with their problems and enable them to achieve as students. The College has two certified clinical psychologists who serve as psychological counselors and provide crisis intervention and support counseling, as well as referral to outside sources of assistance. Students in the Hunter College Graduate School of Social Work currently serve as interns, thus expanding psychological counseling services by providing wider availability.

The Office of Career Counseling has changed many of its practices during the last five years and instituted several new programs. The College's placement service has increased its visibility to employers by participating in the CUNY Career Counseling and Placement Association which, for example, mailed brochures to over 7,000 employers in New York City. It also established an employers' advisory board consisting of 12 representatives of major New York City corporations, which has led to

internships for CUNY students and early knowledge of current job openings. New offices and the addition of part-time personnel have enabled the Office of Career Counseling to provide more time for career counseling to students. Once concentrating primarily on juniors and seniors, it is now able to counsel many freshmen and sophomores. In order to assist students in searching for career information, a career library is maintained. The filing system for this library has been completely revised during the last five years, and students find its resources far easier to use now.

Closely related to career counseling is the College's new program in Cooperative Education. This program is an innovative approach to linking the liberal arts and sciences to careers. Students who enter this program begin by taking a course in which they learn how their preparation in the liberal arts and sciences will equip them for a career. The course also includes resume writing, career development, written and oral reports, and interviewing skills. Following this introductory course, a student may be placed in positions with government, private corporations, and non-profit organizations for from one to three semesters. The positions in which students are placed include areas such as accounting, banking, health, and science. During the time the student is working, he is also taking a special course that emphasizes some aspect of the liberal arts and sciences related to the nature of work and career. All of the courses in the program are taught by the regular college faculty. The Co-op Education Program has several full-time per-

sonnel who have successfully administered the program and placed students with suitable employers. The Co-op Program is presently being supported, in part, by a Title VIII National Demonstration grant.

In addition to the specialized counseling services provided by the Office of Student Affairs, the College's Office of Academic Advisement has instituted a program in which the faculty from the various departments volunteer during registration to advise students on their progress toward a degree. The faculty may also refer students to other offices, such as the pre-medical, pre-engineering, or departmental offices for additional advice. Students frequently obtain, during the semester, additional advice and counsel on future education and careers through informal discussions with the faculty.

#### Information Services and Registration

Student data exist as part of a computerized system that supports many aspects of admissions, registration, and student services. The basic improvements in this system stem first from the replacement of the college's IBM 360-40 by the newer and up-to-date IBM 4341, with the concomitant addition of some new software systems. The new computer is faster than the previous computer and capable of interactive online inquiry using a CRT terminal. It is capable of providing information on five separate screens on admissions, skills assessment data, student schedules, roster, and course information. A new, more efficient software for storing and retrieving files has been introduced into this system. In addition, the Statistical Package for the Social Sciences (SPSS) has been placed on file in the system.



Such improvements have made it easier to access needed data for the Office of Institutional Research. This office is able to provide faculty, students, and administration with information about such matters as the effect of remediation on success with skills tests and correlations of test performance in specific courses. The College is now better able to monitor the outcomes of the changes it makes.

The new computer system has speeded up the processing of registration data, providing faculty with class rosters and students and administrative offices with student transcripts.

The Financial Aid Office is now able also to access information it needs from the College system, as well as from two CUNY-wide computer systems. In the future, the College should be able to computerize more of the registration process and to unify the necessary computer support for the Financial Aid Office.

One of the services that has undergone major revision is registration, which has become much more efficient during the past two years because of the moving of the registration arena from the Gym Building to the new Student Cafeteria. The new site permits better control of fixed appointment times for students and has resulted in a more even flow of students through the registration arena. In addition, payment of fees is now handled on CRT terminals that store all transactions on cassette for later storage on the main computer. The College is presently working to computerize the registration process further. To aid students during registration, faculty advisers are now present in

the registration arena.

### Alumni Activities

During the past two years, Lehman College and its alumni and students have succeeded in forming a viable Alumni Association. The opening of the Performing Arts Center created renewed interest in the College. Thirty-five alumni started the Association two years ago, and it presently has more than 500 members. The Association has already sponsored several successful events, including a homecoming and an alumni day. It is aiding the College in areas such as the recruitment of students and career counseling. Alumni supported scholarships are presently under discussion. The College supports the Alumni Association through its Office of Alumni Relations, which, with the Office of College Relations, helps to produce and distribute the Alumni Newsletter.

### Student Life

Many Lehman College students, being older, commuting students with family and work responsibilities, tend to have limited time for participation in campus activities. The new college facilities and the continued policy of having three "free hours" (no scheduled classes) a week, however, have increased interest in extracurricular life.

The new Student Life Building provides the central meeting place for more than 60 student clubs and organizations. The most active are those formed around ethnic or religious activities. These clubs, which reflect the diversity of the Lehman Student population, include the Dominican Students Association, Irish American Society, Concerned Black Students,

Italian American Society, as well as Oriental, Jewish, Hispanic, and Catholic organizations. The Student Life Building contains not only the offices for these 60 clubs and organizations, but also two lounges, two conference rooms, a television room, a game room, a kitchen, and typing facilities. In essence, the Student Life Building provides for students the meeting ground that was previously unavailable.

The lack of time that students have to participate in events should not be confused with student apathy. During the last several years, students have become increasingly vocal in campus-wide issues. Open hearings and debates on matters of governance, sponsored by CASA (the student government), have been consistently well attended. Lehman students also have made the greatest turnout of any of The City University campuses in lobbying the Legislature on matters related to the University budget.

Another addition to student life has been the science newspaper, Examiner. Introduced last semester, the Examiner reports on science and health programs and matters of concern to students. It joins the Meridian, a weekly newspaper, and Footnotes, an annual literary magazine, as a major Lehman College publication.

With the addition of the Concert Hall and Theater, student interest in the performing arts has increased dramatically. Half-price student tickets are available for all performances at the Performing Arts Center. Attendance at student dramatic and dance productions has also increased since the

Center opened.

Aside from the physical benefits of the new facilities and the beautified campus, the general attitude of the students has greatly improved since construction was completed. During the warmer months, the lawns of the campus become the social meeting ground for students, as well as the sites of informal study groups. The beauty of the campus has led to a feeling of pride in the College and has improved the attitude of the students.

### Athletics

Lehman College participates in NCAA Division III. No athletic scholarships are provided, and the emphasis is upon athletics as a part of the educational program, with the participants considered as students first.

In an effort to provide coherence and long-range planning for the management and financing of intercollegiate athletics, Lehman College in the Fall of 1982, appointed its first full-time director. Previously, program direction had been a part-time assignment of a faculty member in the Department of Physical Education, Recreation, and Dance. A Board for Intercollegiate Athletics, which includes two senior faculty members from the Department of P.E.R.D., was also established. A special equipment fund was set up by the Lehman College Association, and various other actions were undertaken to remedy some long-standing deficiencies in equipment and facilities. By the end of the 1982-83 year, the program should be in a stronger position than ever before.

An athletics program provides a rallying point for stu-

dent interest in and identification with the College. An occasional winning team creates enthusiasm and pride. The particular endeavors that draw such attention vary from year to year, and recently they have been women's softball and women's basketball. This year it is men's basketball and baseball. Soccer appears to be drawing increased participation. When interest lags in a sport, the program does not hesitate to drop it temporarily, as was done this year with swimming and women's volleyball.

How to finance increased participation and numbers of sports is a continuing problem. The student government (CASA) has considered raising the student activity fee and earmarking the increase for athletics but has thus far been unsuccessful in achieving passage of the required referendum.

Lehman College provides no special inducements for student-athletes. Financial aid is handled in the same way as it is for all other students. The College requires that students participating in athletics be registered full-time and that they have cumulative grade averages of 2.0 or above. Appeals for the granting of eligibility may be submitted to an Athletic Eligibility Appeals Board, which has been steadfast in requiring demonstrations of academic responsibility and progress on the part of all participants.

There is some sentiment within The City University of New York for moving into higher divisions of NCAA competition, especially in men's and women's basketball. Lehman College is committed to remaining in Division III. The actions of other colleges, however, may make necessary some reorganization of the

## FACILITIES

Lehman College is today one of the most attractive and functional campuses of The City University of New York. Projects under construction in 1978, when the Visiting Team was here, have been completed; others planned since 1978 have either been completed or are under construction. The architecture of the new buildings blends harmoniously with that of the older buildings in an esthetically pleasing way, and the landscaping brings a sense of grandeur and spaciousness to the campus. These dramatic changes in the physical plant have had an integrating effect upon the campus, promoting cohesiveness and unity in the College and giving it a distinctive personality and identity. Details of the changes in the physical plant and plans for the future follow.

### PERFORMING ARTS CENTER

In 1980, as a result of the completion of the major facets of Phase I of the Master Plan, Lehman began using four major spaces and several smaller ones for the full-scale production of plays and concerts. The major spaces include a 2,300-seat Concert Hall located in its own building, a 500-seat Theatre located in the new Speech and Theatre Building, a cube-shaped "Black-Box" (The Studio Theatre) for small experimental plays, also located in the Speech Building, and a 150-seat Recital Hall located in the the Music Building.

#### Concert Hall

The opening of the Concert Hall, the key element in the College's Center for the Performing Arts, (which also includes the 500-seat Theatre), added a new dimension to the College and made

Lehman, as was earlier noted, a major cultural center in the region which it serves. During its first year, the Performing Arts Center drew over 50,000 paid admissions.

The Concert Hall has been acclaimed for its acoustics, and it is one of the best equipped facilities in the metropolitan area. It includes a 2,400 square-foot stage, an orchestra pit for 65 musicians, and fully-equipped stage systems, including a counterweight system, a sound system, and an electronic lighting control system. The seating area is asymmetrical, holding 2,318 people comfortably, all within easy viewing and listening distance of the stage. The Hall has been displaying to advantage symphony orchestras, recitalists, opera, ballet, and other musical productions.

The effect on the students has been startling. Taking great pride in their physical surroundings, they treat the campus with care. Not unexpectedly, interest in the performing arts is on the rise, as are the departments of Music and Theatre.

### Theatre

The 500-seat Theatre is principally an academic facility, used primarily by the Departments of Music, Dance, and Speech and Theatre. The Theatre is steeply raked, thereby promoting an atmosphere of intimacy between actors and viewers. It is well-equipped and is comparable to a Broadway theatre. There is a complete counterweight system for flying scenery, a proscenium opening of 36' X 24', and an elevator lift which can serve as an orchestra pit or increase the depth of the stage from 36' to 47'. An additional space directly behind the stage, used on occasion by

playing area for a 75 foot overall depth. The modern theatre equipment includes an electronic memory control lighting system, complete sound system, and construction facilities for scenery, costumes, and props.

Students have found this facility exciting and look forward to performing on its stage. They receive instruction on how a professional theatre operates and what it takes to put on a good production. The significant increases in numbers of majors in the performing departments are directly attributable to the new performing spaces.

#### The Studio Theatre (Black Box)

The Studio Theatre has become the main performing and practice space for the Department of Speech and Theatre. It is used on a daily basis and is recognized to be an extremely versatile and useful facility.

The space is 51' X 51' X 24' H., with flexible seating which accommodates an audience of up to 200. Electronic lighting and sound controls and catwalk grid for hanging scenery and lights at any point contribute to the flexibility of this theatre. It can be used for experimental theatre and dance, as well as for film making and the televising of performing arts.

#### Recital Hall

The 150-seat Recital Hall, located in the Music Building, is designed as an intimate setting. Recitals of instrumental and vocal music, chamber music concerts, and staged dramatic readings are held regularly.



### The Dance Studio

The Dance Studio, constructed specifically as a practice room for dancers, is located in the Speech and Theatre Building. It contains 1700 square feet and has practice barres and reflective glass along appropriate walls.

### ACADEMIC AND ADMINISTRATIVE COMPUTER CENTERS

Data Processing is of major importance to the success of the College's academic mission. It provides equipment and services for instructional activities, supports faculty research in a variety of areas, and provides data processing services to most administrative offices in support of policy formulation, record keeping, and student services.

The Data Processing staff and equipment are organized to support its mission. The newly expanded Academic Computer Facility is located in Carman Hall and is staffed by four full-time professionals, two part-time technicians, and student aides. The Administrative Computer Facility is located in Building T-2 and is staffed by seven professionals, seven data processing civil servants, and one clerical person.

During the last five years, major improvements in computer facilities and in the acquisition of equipment have been made and additional upgrading and expansion is planned.

### Academic Computer Center

In September of 1981, with the assistance of a National Science Foundation MISIP grant, the academic support component of Data Processing was moved from Building T-2 to a newly renovated

and enlarged facility located in Carman Hall.

Academic support is presently provided on microcomputers, two Remote Job Entry (RJE) terminals, and a number of conversational terminals connected to The City University's Computer Center (CUNY/UCC). The communication line for academic support was upgraded from a 9600 BAUD to 56000 BAUD digital data transmission line.

The Mathematics and Computer Science Department is the largest instructional user, but many other disciplines utilize the facility for instructional purposes. The two dominant instructional computer uses are statistical analysis and instruction in scientific computer languages.

In the Fall semester of 1982, 850 students enrolled in computer science courses offered by the Mathematics and Computer Science Department. Two hundred (200) students from other departments on campus also made use of the Academic Computer facility. In addition, 130 students enrolled in the word processing certificate program of the College's Continuing Education Division utilized micros and terminals as instructional devices. About 80 users (mostly faculty members) were also involved in research computing.

Significant increases in computer-related activities are projected as a result of the success of the Computer Science undergraduate curriculum and the planned Master's Program in Computer Science. Additional equipment acquisitions are planned. Future growth of the area and policy formation will continue to be determined in consultation with the Committee on Academic Computing, a body appointed by the President, chaired by the Dean

of Natural and Social Sciences, and composed of six faculty members and the Director of Data Processing.

#### Administrative Computer Center

In February 1981 an IBM 4341 computer replaced the antiquated 360/40. As a consequence, on-line administrative data processing is now available to the College. Numerous terminals providing various inquiry screens are in use for counseling and student academic advisement in many college offices. A mark sense reader has been installed to expedite skills assessment test scoring.

The University has embarked on a University-wide management information systems effort to standardize and improve the quality of available data. The University developed a new central budget system, F.I.S., and is now acquiring a central Personnel System. It has produced the conceptual design for a decentralized student Information System.

The College is committed to the implementation of a Student Information System. To this end, Cullinane Corporation's data base software tools are now being installed. This major effort is the key to improvements needed in student services. Lehman efforts in this connection are carefully coordinated with the University M.I.S. activity.

#### MUSIC BUILDING

The Music Building also became available to the College community in 1980. Formerly known as Student Hall, the Music Building was completely renovated. It contains a new faculty and staff dining room, reception areas, new student cafeterias, as well as modern classroom and rehearsal areas for the Music

Department. In addition to the Recital Hall, the Building now holds a modern electronic music studio, practice areas, a library for sheet music, and an equipment room.

The completion of the Music Building enabled the Buildings and Grounds Department and associated trades to relocate in modern facilities under the Music Building. As a consequence, the department has become more efficient and better able to maintain the attractive look of the campus.

#### SPEECH AND THEATRE BUILDING

The new Speech and Theatre Building is connected to the Music Building. In addition to the two theatres, the Speech Building includes performing spaces, modern classrooms, research space, a modern speech and hearing clinic (which also serves the public), a soundproof recording studio, and other sophisticated equipment. The purchase of two sophisticated audiology laboratories is pending.

#### BOOKSTORE

The site of the Bookstore was moved during Fall 1982 from cramped, dark, and antiquated quarters in the basement of Davis Hall to the remodeled, more accessible T-1 building, situated along the main walkway of the campus. Well lit, the new Bookstore includes all the features of a modern campus bookstore. It has been well received by faculty and students.

The Bookstore continues to be a concession operation. Sales have increased, and more students than ever are going into the Bookstore and availing themselves of what it has to offer.

## LEARNING AND LANGUAGE LABORATORY

The College continues to maintain a modern electronic facility with specialized cassette tape recording and playing equipment in a Learning and Language Laboratory. The Laboratory is housed in the College's primary classroom building, Carman Hall. Designed to assist students with language course work, the Laboratory makes available cassette tapes of pre-recorded instruction in coordination with texts in French, Spanish, German, Portuguese, Mandarin Chinese, Ancient and Modern Greek, Hebrew, Latin, Swahili, Yiddish, and Uruba. A collection of great works of literature in these languages is also available, both in film and in cassette format. A growing number of cassettes assists students in the expanding area of English-as-a-Second Language. Various other media formats are available for use in language instruction. The Language Laboratory itself is composed of four quadrants which can be used for both group and individual learning. Equipment and media are available for large group instruction and for individualized education.

Responsibility for the operation of the Learning and Language Laboratory has recently been combined with the Writing Laboratory at the College. A new Director will head this combined operation and will attempt to integrate the existing Language Laboratory functions, which have been weighted toward foreign language and remedial education, with the increasing number of programs at the College oriented toward the improvement of basic learning skills in reading and writing. The Dean of Humanities will oversee this combined unit.

## AUDIO/VISUAL SERVICES

The Audio/Visual Service facility, which for a number of years had been administered as part of the Learning and Language Laboratory, under the supervision of the Vice President for Administration, will become an (autonomous) administrative unit <sup>associated with</sup> ~~under~~ the administration of the College Library. The creation and cataloging of a film cassette and media library is now in process. Responsibility for acquiring, ordering, cataloging and monitoring all media sources and instructional devices will be <sup>coordinated by</sup> ~~in~~ the Library, and Library staff will enhance already existing media resources. To improve service further, a video laboratory is being established [in the Library.] Housed in a central campus building, the laaboratory will provide, enable faculty to create and demonstrate video techniques and to utilize video equipment in classroom, seminar, lecture, and other instructional endeavors. In addition, a Projection Room <sup>may</sup> ~~is~~ being created in the Library and will provide a satellite area where films may be shown in association with other services of the Library. Carman Hall, the College's primary classroom building, will continue to offer a number of well equipped Projection Rooms and to have available other Audio/Visual equipment, such as overhead projectors, slide projectors, tape recording devices, and video equipment. A second satellite Audio/Visual area is planned for Gillet Hall. This area will provide a projection facility and various Audio/Visual equipment for departments housed on the north side of the campus. Finally, based upon an analysis of the use of Audio/Visual equipment, various types of equipment will be made available to departments that are heavy users. The approach of centralizing

policy-making and resource development and decentralizing equipment and services should greatly enhance the College's Audio/Visual services.

#### STUDENT LIFE BUILDING

One of the deficiencies on this campus has been the lack of recreational and club space for use primarily by students. As a result, accrued funds were allocated by the Lehman College Association to construct a two-story Student Life Building at the South end of the campus. The building contains 24,000 square feet and provides space for the campus newspaper, clubs, the campus radio station, a student information center, and student personnel staff. The Student Life Building and the new student cafeteria have become major focal points for student activity on the campus.

#### PROJECTS UNDERWAY

As a reflection of its continuing growth and development, the College is in the process of designing, constructing, and refurbishing several important academic spaces. A description of the more important projects is provided here.

##### Fine Arts Building

When Phase I of the Master Plan was under construction, several departments, including the Art Department, were relocated off campus in rented space about one mile from the campus. With the completion of the new buildings, all of the departments except the Art Department moved back to the campus. The Master Plan anticipated moving the Art Department into the old library

building, thus bringing all of the departments onto the campus. Funding was made available to finance the renovation of the building, and construction is now under way. The building was originally designed by master architect Marcel Breuer, who created a marvelous lofty interior conceived to create the feeling of light, vast, spreading space, but, ironically, this conception was not realized when the space served as a library. The renovation seeks to carry through Mr. Breuer's original intent for the design of the building for a more appropriate use.

In addition to administrative offices, the building will include storage and classroom space, and studios for photography, design, painting, graphics, sculpture, ceramics, <sup>for</sup> graduate students and general use. There will also be a wood/metal shop, models' dressing rooms, lounges, and galleries. The galleries will exhibit works by students and staff, as well as by outside artists, and will house collections owned by the College. They will be open to the public at selected times and will add a new dimension to the cultural facilities now available on this campus.

#### Greenhouse

The College presently offers, in association with the New York Botanical Garden, the University Ph.D. program in Botany. The present greenhouse was not designed to meet the needs of Lehman College, and it is deteriorating. Built about 25 years ago, it was designed and located primarily as a showcase for decorative plants and as a holding area for some plants used in botany courses. Presently used to grow plants for instructional and research purposes, the greenhouse must now provide experimental conditions in which the amount and intensity of



light, humidity, and temperature can be varied and accurately controlled. The College has requested funds, therefore, for the construction of a 2,500 square foot modern greenhouse to be located on the roof of Davis Hall. It will include the facilities and equipment necessary to meet the academic objectives of a modern, successful Biological Sciences Department.

#### Chemistry Laboratories

The two present organic chemistry laboratories located in Davis Hall were constructed in 1931 and no longer serve the needs or meet the requirements for the teaching of modern chemistry courses. As a result, the College has requested funding to renovate and redesign the existing laboratories. One laboratory will include 30 student spaces, and the other will be converted into four faculty/student tutorial research laboratories and a preparation room. The renovation should be completed within the next two years.

#### Animal Care Facility

At no time has the Lehman campus had facilities that were properly ventilated and equipped to house animals used for instruction and research. The College recently received funding for the construction of a modern Central Animal Care Facility in the basement of Davis Hall, at the site of the old Bookstore. Work has now begun on this project and it should be completed within two years.

The Facility, which will cover approximately 4,100 square feet, will serve the expanding needs of the Departments of Biological Sciences, Chemistry, Anthropology, and Psychology. It

will be modern, sanitary, well-lighted and equipped and should prove to be an invaluable addition to the College.

Miscellaneous

Other projects which have been approved for funding through capital and various budget resources include renovations to support the handicapped, such as ramps, toilet facilities, and an elevator in the gymnasium. Routine items, such as the replacement of roofs on certain buildings, the redoing of walkways, the construction of new guard booths, and painting, continue to occur on an ongoing basis.

## FINANCIAL STATEMENT

During the period 1978 to 1981, the enrollment and the operating budget of the College stabilized, and it began to recover from the severe budget reductions experienced during the mid-1970's (when it was funded 50% by the City and 50% by the State). Beginning in 1981, however, the State began to experience serious budgetary problems. Although enrollment at the College has increased since 1981, the College has begun to feel the strain of increasing budgetary constraints. In addition, as the College moved under complete State budgetary administration during the past several years, its flexibility in the use of allocated funds decreased significantly. The College is under pressure to reduce its full-time equivalent teaching staff to satisfy a State Budget Division model that does not recognize the needs of an urban campus serving a heterogenous student population. Because of budgetary constraints, funding for (teaching) adjuncts has been insufficient, and only adroit budgetary techniques, including vacancy control and transfers of money among major categories, have enabled the College to meet the needs of its academic departments.

The College hopes that as the State becomes more familiar with the senior colleges within CUNY and begins to recognize the unusual needs of these urban colleges additional funding and flexibility will be forthcoming. An analysis of the College's "Spendable" budget for the past six years is appended as Exhibit A.

1/24/83

ANALYSIS OF SPENDABLE BUDGET - 1977/78 - 1982/83  
(000)

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Personal Services	16,555	16,347	17,891	20,487	22,250	22,101
Supplies	595	964	1,116	1,334	1,365	1,740
Equipment	215	235	351	408	461	483
Contractual Services	1,467	1,267	1,740	2,337	3,096	3,409
Rents	830	-	-	-	-	-
Fringes	-	-	-	-	-	-
Other	-	-	-	-	-	-
Campus Total	19,662	18,813	21,098	24,566	27,172	27,733