

Faculty Senate Minutes #176

John Jay College of Criminal Justice

November 5, 1998

3:20 PM

Room 630 T

Present (26): Dorothy Bracey, David Brotherton, James Cauthen, Enrique Chavez-Arviso, Holly Clarke, Glenn Corbett, Edward Davenport, Janice Dunham, Nancy Egan, Lou Guinta, Karen Kaplowitz, Jane Katz, Kwando Kinshasa, Stuart Kirschner, Sandra Leftoff, Gavin Lewis, Patricia Licklider, Tom Litwack, Mylithi Mantharam, Ellen Marson, Patrick O'Hara, Dagoberto Orrantia, Daniel Pinello, Jacqueline Polanco, Lydia Segal, Carmen Solis

Absent (10): C. Jama Adams, Anthony Carpi, Effie Papatzikou Cochran, P.J. Gibson, Amy Green, Edward Green, James Malone, Jill Norgren, Martin Wallenstein, Bessie Wright

Invited Guests: Dean Richard Saulnier, Professor Jane Mushabac, Ms. Lisa Caltabiano, Mr. Frank Perrotta

Guests: Haig Bohigian, Gerrie Casey

AGENDA

1. Announcements from the chair
2. Adoption of Minutes #175 of the October 21 meeting
3. Faculty Senate Report to the Committee on Student Evaluation of the Faculty
4. Invited Guest: Dean Richard Saulnier
5. Update on the CUNY Proficiency Test
6. Proposal that the Faculty Senate co-sponsor the November 12 Vigil and Rally against Homophobia and Other Hate Crimes
7. Proposed resolution in support of the vigil and rally against homophobia and other hate crimes
8. Report on the Course Fair
9. New business

1. Announcements from the chair

Trustee Kathleen Pesile, the newest member of the CUNY Board of Trustees, has accepted the Faculty Senate's invitation to meet with the Senate on Friday, December 11, the all-day meeting.

2. Adoption of Minutes #175 of the October 21 meeting

By a motion duly made and approved, Minutes #175 of the October 21 meeting were adopted.

3. Faculty Senate Report to the Committee on Student Evaluation of the Faculty

A Report from the Senate was transmitted to the Committee on Student Evaluation of the Faculty on October 24. The Report contained the Senate members' opinion tally about items in the Committee's two proposed instruments and about additional recommendations from members of the Senate, [See Attachment C of Minutes #175 for the text of the Faculty Senate's Report.]

4. Invited auest: Dean for Admissions and Registration Richard Saulnier [Attachment A]

Dean Richard Saulnier was welcomed and said he was pleased to have been invited. He noted that when Karen Kaplowitz asked him to meet with the Senate, she suggested several topics, including John Jay's official enrollment data for this semester. But before reporting on that, he said, he'd like to speak about another issue Karen asked him to address and that is the changed date for students to withdraw from a course without penalty. He said several faculty members also have approached him because the withdrawal date seemed early to them. He acknowledged that it is early and said that the reason is that an error was made.

Several faculty have identified this as a problem because their syllabi, based on past calendars, are organized around a different, later date. The problem manifested itself when faculty returned mid-term exams and students complained that the exams were returned too late for them to withdraw from the class, which they said was unfair. And so, he said, any faculty member who has asked for an extension of the deadline for their students has been granted an extension. And, therefore, students may still withdraw from courses if their instructor informs the Registrar's Office that their syllabus was not geared to the earlier date and that, therefore, their students should be permitted to withdraw. He said the withdrawal date in the spring semester also falls earlier than previously and is consistent with this semester's date. The spring academic calendar will be corrected so that the later date will be listed but, unfortunately, the revised calendar and the class schedule booklet will have different dates because the latter is already at the printer.

Senator Tom Litwack said he has always thought that the drop date should be earlier than it has been but added he might be in the minority. President Kaplowitz said that she, too, has thought the date should be earlier and has endeavored to have the date changed. Senator Litwack said he has always believed -- since long before Dean Saulnier became the Dean for Registration -- that a change in the drop date should be decided by a joint committee of members of the Registrar's Office and faculty, rather than by just the Registrar's Office. He said there are important academic issues as to what the drop date should be in addition to administrative issues. He asked what committee would be appropriate to discuss this. Dean Saulnier said he asked Donald

Gray, the former registrar, who said the withdrawal date was established by vote of the College Council. He said the Standards Committee might be an appropriate body for this issue.

President Kaplowitz noted that Senator Carmen Solis checked the John Jay College bulletins of the past 10 years and the bulletins consistently state that students may withdraw through the 10th week of classes. She said students might challenge -- with reason -- their final grades if the College does not permit them to withdraw through the 10th week, even without their instructor's intercession.

Senator Edward Davenport asked about the earlier due date for final grades: rather than after January 1 grades are due on December 28. Because final exams are scheduled through December 23, faculty will find it extremely difficult to have time with their families at Christmas. Saying he has no doubt there are good reasons for the change, he added that as someone who is giving his finals on December 22 and December 23, he is unhappy about the earlier date.

Dean Saulnier explained that the reason for the earlier date is that telephone registration will be followed by arena registration which begins on January 14. His Office must receive final grades, then send transcripts to every student, and then notify students who failed a course that if they failed a course which is a prerequisite for a course they had registered for by telephone, they must come to arena registration to change their program. In order to do all that, grades have to be sent out the week after New Year's.

Explaining that grades are due 72 hours after the completion of final exams, Dean Saulnier noted that December 28 is more than 72 hours after but the problem arises because Christmas occurs between finals and the grade due date. The deadline date for final grades honors the union contract, Dean Saulnier said, but he also acknowledged the inconvenience to faculty. But, he added, we really do have an obligation to our students to inform them about their grades in the fall semester before they make their final decisions about the courses they will take in the spring.

In addition, during this same time period the Academic Review Committee will meet to look at students' records at mid-year so they can intercede at that point with students who may be in very, very serious academic difficulty rather than letting such students go through the spring semester before there is an intercession, as has been the case up to now. But, he explained, all this is predicated upon grades being handed in when scheduled.

Senator Jacqueline Polanco raised the issue of a severe drop in enrollment in courses offered by the Department of Puerto Rican Studies and, she suggested, perhaps the same is true of other departments, because students who try to register for these courses are blocked by the computer because a waiver is needed.

Dean Saulnier said, as he reported to the Senate and as the Senate agreed at a previous meeting, telephone registration, known as IVR, was a surprising success during the summer, but a drawback during the summer was that faculty and chairs were not at the College to advise students about prerequisites and waivers.

He explained that the next telephone registration, for the spring, will take place when faculty and chairs are on campus: telephone registration will begin on November 17 for graduate students and on November 19 for seniors; the process will continue through December 11 or 12. Students are scheduled to register by

telephone according to the number of credits they have accumulated and so students with the most credits register first. (Second-semester freshmen will use telephone registration but somewhat differently.)

Dean Saulnier noted that a College Council resolution approved last semester makes English 101 a prerequisite for every 200-level course and English 102 a prerequisite for every 300-level and 400-level course. All of that has been programed into the prerequisite checking module. So students who have not completed their required English composition sequence are being required to take those courses before taking 200-level or higher courses.

Explaining that prerequisites are established by the Curriculum Committee and the College Council, Dean Saulnier said he recently had a discussion with the Provost about an academic department that wants a prerequisite completely removed from a course. The Provost's position is that the prerequisite was established by the Curriculum Committee and by the College Council and, therefore, if the prerequisite is to be removed, it must be removed by the Curriculum Committee and the College Council.

Dean Saulnier also reported that he is trying to establish a system module for individual prerequisite waivers that would permit a chairperson, on an individual student basis, to override a prerequisite so the student could dial back into the system and then register for the course. That module is not working yet and there are problems in creating it. If the module can be developed, then that is the best solution because chairs will have access to it and can sign individual students into courses they belong in. (However, it is unlikely that the module will be in place in time for spring registration.) In the meantime, if prerequisites are stopping students who the faculty and chairs believe should be in courses on an individual student basis, his Office will work this out.

But, he said, that was not the largest problem during the summer even with the faculty and chairs not present. The largest problem was that students simply did not know what the prerequisites were for various courses and when students were told what the prerequisites were they chose other courses. Dean Saulnier said it is certainly not the intent that students be prevented from registering for courses they belong in and there certainly are special circumstances that need accommodation.

President Kaplowitz noted that this situation, including declines in certain course enrollments, is what prompted the Senate to organize a course fair, which will be held on November 10 and 11.

Professor Haig Bohigian said it has been his assumption that all 200-level or 300-level courses have a prerequisite of some kind other than an English course -- otherwise, he asked, why is the course a 200-level or 300-level course? President Kaplowitz said that many prerequisites were set many years ago and have not been enforced and that departments should review all prerequisites of all their courses now that prerequisites are being enforced and, as Dean Saulnier said, departments could then submit any proposals for changes to the Curriculum Committee.

Dean Saulnier distributed a report on John Jay's fall enrollment as compared to the enrollment at CUNY and at the senior colleges [Attachment A]. John Jay's final enrollment numbers for the fall semester are precise but the numbers for the senior colleges are estimates because CUNY hasn't published final figures.

John Jay did very well, he said, especially when one considers that we have begun to raise our admission standards: we cut off admission to the associate degree program four months earlier than we normally would have so as to comply with the 75%/25% policy passed by the college Council last semester and, so, we lost those students. Our graduate programs are really, really strong in terms of enrollment.

We do have a problem, this semester, Dean Saulnier said, in terms of transfer admissions and the reason is probably related to the requirement that transfer students pass all three skills assessment exams but, he added, that would have affected all the other colleges as well. Our transfer population was down 12% compared to Fall 1997 but the rest of CUNY was down only 5% and so we have to look at the reasons why. The chart [Attachment A - p. 3] shows that we compare very, very favorably with the other senior colleges and with the University, he noted.

John Jay's FTE enrollment declined slightly at the undergraduate level, Dean Saulnier said, because we asked certain students to attend part-time instead of full-time, if they wanted to return: that was a significant number of students and since our part-time enrollment increased, it is probable that those students did come back but on a part-time basis. Thus, the enrollment picture is exactly as expected.

Dean Saulnier noted that the drop-off in enrollment that usually occurs between the initial enrollment date and the "show file date," which is the fourth week of classes, is not as large this semester as in past years and this is probably, he said, the result of prerequisite checking, because students did not have to be asked to drop courses for which they did not have the prerequisite.

Dean Saulnier added that he believes that prerequisite checking and enforcement is positive in terms of ensuring that students are registered for the proper courses. He said that as a result of the English 101 prerequisite for 200-level courses and of the English 102 prerequisite for 300-level and 400-level courses some students are taking only English 101 this semester because they did not have the prerequisites for other courses. He said the same will begin happening with English 102 after students have been attending the College for a couple of years and, so, students really need to be encouraged to complete their English composition sequence as soon as possible. And, he added, it makes sense that they do so because they really should take those courses first. And now the prerequisite checking module will force students do to this.

Dean Saulnier concluded with two announcements. First, he said he wants to be certain that the programming of course prerequisites and the program logic by which the computer checks and enforces prerequisites are absolutely correct: therefore, he asked to be informed if at any time a student believes, and the faculty member agrees, that the student has fulfilled the course prerequisites but was improperly blocked by the computer from registering. He said he can only know about glitches in the programming logic if faculty bring these situations to his attention and that the best way to convey information to him, especially during registration, is by email: saulnier@faculty.jjay.cuny.edu.

He also reported he has made available to all department chairs the ability to electronically access course tallies although he has not received many requests from chairs to do this. Professor Robert Crozier, the Chair of the English Department, did this last semester and said it was a very effective way of monitoring the situation.

Anyone who has access to CUNYVM and an account can access the system to look at course tallies. He is also sending the credit allocation list to chairs: students register in descending order of credits earned and, therefore, one would logically think a 400-level course would fill by the time seniors (and perhaps juniors) have registered and if the course is not filled, that might be an early signal of a problem. He said this is also accessed easily through CUNYVM and those faculty who want to have such access should discuss this with their department chair.

5. Update on the CUNY Proficiency Test [Attachment B & C]

President Kaplowitz invited Dean Saulnier to stay for the next agenda item because it is an issue that Dean Saulnier will undoubtedly also be interested in and which he might not have yet learned about because it has just happened: two days earlier, on November 3, the Board of Trustees committee on academic affairs (CAPPR) passed a resolution on the ways the new CUNY proficiency exam is to be used. All the CAPPR members voted yes except for one abstention. The full Board will vote on this on November 23.

The proficiency resolution [Attachment B] mandates that the newly developed CUNY proficiency exam be used for four purposes: (1) all new first-time freshmen who enter in the Fall of 1999 and later must pass the CUNY proficiency exam in order to graduate with an associate degree from any CUNY college (including John Jay); (2) all new first-time freshmen who enter in the Fall of 1999 or later must pass the CUNY proficiency exam in order to move beyond 60 credits; (3) all new first-time freshmen who enter in the Fall of 1999 or later must pass the CUNY proficiency exam in order to move into any baccalaureate degree program; (4) beginning in the Fall 2000, all transfer applicants from any CUNY or from any non-CUNY college must pass the proficiency exam in order to be admitted into any CUNY senior college. She distributed copies of the Board resolution [Attachment B].

[Ed. The CAPPR Proficiency Exam Resolution was amended between the November 3 CAPPR meeting and the meeting of the full Board of Trustees. Attachment B is the amended Resolution, which was approved by the Board of Trustees on November 23. The amendments are indicated by italics: the Resolution was amended by the addition of the phrase "the upper division of" in the first and second resolved clauses; the original resolution used the phrase "senior college" without distinguishing between the lower-division and the upper-division of a senior college.]

President Kaplowitz said that this resolution, if passed by the full Board, which is expected, will affect John Jay's recruiting and enrollment and will have serious implications for both our associate and baccalaureate degree programs. Dean Saulnier, saying this is the first he's learned of the CAPPR resolution and its provisions, agreed emphatically.

President Kaplowitz, noting that Senator Patricia Licklider, in her report to the Senate about the pilot proficiency exam, had said that data was to be released about the pilot test, reported that those data were given to the members of CAPPR at Monday's meeting and she distributed the data [Attachment C]. She reported that the faculty member on CAPPR, Professor Cecelia McCall of Baruch, who is also a member of the faculty Proficiency Exam Committee which designed the exam and ran the pilot, told the Trustees what Senator

Licklider had already told us: the first pilot did not test the target group: most of the students had fewer than the 45-60 credits that the target group should have. This is because the pilot was integrated into English composition courses at the participating colleges (all participated but John Jay) and most students in those courses have accumulated fewer than 45 credits.

Professor McCall also told CAPP that she and her colleagues on the Proficiency Exam Committee believe that is why the fail rate was so high [see Attachment C]. Also, as a result of testing a population different than the population that will be affected, the test has not been normed and so there is no "passing grade" at this time. The purpose of the first pilot was simply to test the test. The next pilot, in the spring, will test a random sample of students from all the CUNY colleges who have completed between 45 and 60 credits and, therefore, that pilot will be used to norm the test, that is, to determine pass and fail grades.

President Kaplowitz said one problem, therefore, for the colleges will be to find a way to motivate students to not only participate in the pilot but to prepare for it thoroughly and to spend the entire two or three hours (to be determined) writing and correcting their essay so it will be their best work. The problem arises because the proficiency exam is not being grandparented and, thus, no student currently enrolled in CUNY -- and, therefore, none of the students who will participate in the pilot -- will be required to ever take or pass the exam. Thus, there will be little incentive to do well and little or no fear about doing poorly. And yet the results of this pilot will be the way each college will learn what it must do to prepare its own students to pass the exam and the results will be a report card, albeit a preliminary one, on each college. The first pilot did have a built-in reward and punishment system because the grades on the proficiency exam were a large determinant of the students' final grade in their English composition course.

President Kaplowitz invited Dean Saulnier, in his other capacity, that of Dean for Admissions, to return to the Senate to discuss ways to involve faculty in advertising John Jay and recruiting students to John Jay because of the negative impact on our enrollment that will inevitably result, certainly the negative impact on the enrollment in our baccalaureate degree programs. We will also have to revisit the issue of the low graduation rate of our associate degree programs because those students will no longer be able to move at will into our baccalaureate degree programs.

Senator Litwack, saying he supports the Board's resolution, asked Dean Saulnier why his reaction to the resolution is so negative. Dean Saulnier said his reaction has to do with the way we admit students to John Jay. He said his first reaction was the in-service students, who traditionally are admitted as transfer students but who do not necessarily have the best skills and who will be unable to enroll unless they pass the proficiency exam. Dean Saulnier said the other problem is the last provision of the resolution, which requires students to pass the proficiency exam in order to advance from the lower division to the upper division: this requirement that students pass the test before they can move beyond 60 credits had not been in any previous version of the proposal,

He said that at first blush this will harm our in-service student enrollment: we've always treated in-service students as transfer students, using their law enforcement or fire academy as their last place of enrollment. In-service students were flagged

even this semester by the University, because some had attended CUNY colleges prior to entering the academy, and the University wanted to treat them as moving from associate to bachelor degree programs and, therefore, wanted to require them to pass all three placement skills tests. He said we were able to negotiate the process so that the academy was considered the last post-secondary institution they had attended and, as a result, they only had to take the three tests (not necessarily pass them) to be admitted.

Senator Litwack agreed that this a serious issue and suggested that perhaps we can obtain a waiver for in-service students. He said except for that concern, he thinks the resolution is good because John Jay would be better off if we had a smaller student enrollment because his own analysis shows that we can easily experience a loss of enrollment of 500 student FTE's without losing any funding, except funding for adjuncts, and we would then have a higher percentage of course sections taught by full-time faculty and less pressure on all our other services, without experiencing any loss in our base budget. In fact, he added, he believes the only way John Jay will be able to have adequate funding is if we have a reduction in enrollment.

Senator Patricia Licklider asked whether the Board voted any additional funds for implementing the exam or to allocate to the colleges so they have the resources to prepare their students to pass the Proficiency Exam. President Kaplowitz said there has been no discussion of funding and that no one has even raised the issue. She said there had been a request at CAPPB by the Deputy Chancellor, on behalf of the Chancellor, who was in Scotland on vacation, to table this item but that request was not honored. A question was raised during the CAPPB meeting about the fate of students who fail the exam, and Vice Chancellor for Academic Affairs Louise Mirrer said that the way the resolution is now written, such students would be given no second chance.

Two Trustees expressed concern about this: one was Chair Anne Paolucci, who noted that students who pass their courses are progressing toward graduation and she asked whether we will refuse to graduate students who pass all their courses but fail the exam. It was pointed out that the Board already established such a policy when it approved (under Chair Paolucci's leadership) a resolution requiring students to pass the CUNY WAT exam in order to graduate from a community college and that this new resolution simply substitutes the WAT with the proficiency exam. The other trustee who expressed concern was John Morning (who has been our guest at our Faculty Senate), who is an advocate of student opportunity. The CAPPB members agreed that at some point they will have to discuss what will happen to students who reach 60 credits and fail the exam. Chair Paolucci said she does not want endless remediation for students who fail the exam but she added that she is not sure what course of action she wants the University to adopt.

Senator Kwando Kinshasa said we may find that attention will now be directed at faculty who give passing grades to students who are then unable to pass this test. He stated that there is a correlation between honest grades by faculty and student awareness of their skills and, inevitably, of the way students will perform on a proficiency exam. President Kaplowitz agreed, adding that the pass rates and the scores on students' tests will be a report card on each college and on its faculty. She noted also that the pass rates will undoubtedly be an important factor in performance based budgeting, which the Trustees plan to continue and, perhaps, expand. Senator Lou Guinta said it is imperative that we resurrect Writing

Across the Curriculum at the College. He suggested that the Senate recommend to the Curriculum Committee that this be done.

Senator Licklider said the proficiency exam also means that our College will have to consider reducing class size in core courses to ensure that students will be prepared to pass this test. She pointed out that students will be taking the proficiency exam just after they complete their core courses -- literature, history, philosophy, ethnic studies -- and that if students are not required to write in those courses then the writing they did a year earlier in English 102 will not help them very much. President Kaplowitz agreed and suggested that each department should rethink how they teach their 100-level and 200-level courses in light of this proficiency exam, adding that unless students engage in this kind of writing in every course they will not have the skills necessary to pass the exam.

Senator Pat O'Hara said faculty are preparing next semester's courses and all members of the Senate should alert their department colleagues at department meetings that this new Proficiency Test makes it essential that all faculty integrate writing assignments in their courses and that the writing needs to not only be graded but the grade must be factored into students' final course grades.

Dean Saulnier thanked the Senate for inviting him to stay for the discussion of this very, very important issue and he, in turn, was thanked for accepting the Senate's invitation and for providing, as always, invaluable information.

6. Proposal that the Faculty Senate co-sponsor the November 12 Vigil and Rally Against Homophobia and Other Hate Crimes

Ms. Lisa Caltabiano, the President, and Mr. Frank Perrotta, the Vice President, of the Lesbian, Gay, Bisexual, and Transgendered Student Union, a student organization at John Jay, were introduced. They asked the Senate to be a co-sponsor of the November 12 vigil they are organizing in memory of Matthew Shepard, a college freshman in Wyoming murdered because of his sexual orientation, and the rally against homophobia and all other hate crimes.

The students said that in addition to a representative of their organization, the speakers would be Vice President Roger Witherspoon, Professor Gerrie Casey, head of the Women's Center, another co-sponsor, Professor Luis Barrios, and Professor Kaplowitz, if the Senate would accept their organization's invitation to be a co-sponsor.

Other co-sponsors are the Women's Studies Committee; the Lesbian, Gay, and Bisexual Concerns Committee of the Faculty; and John Jay's Center for Research and Resources on Domestic Violence. The rally route and candlelight vigil will be at 5 PM and will begin in front of T Building and proceed to the North Hall lobby where the speakers will address the rally. Ms. Caltabiano and Mr. Perrotta thanked the Senate for considering their invitation. They were thanked for coming and were told that they would be informed of the Senate's decision after the Senate meeting.

A motion to co-sponsor the vigil and rally was approved by unanimous vote.

7. Proposed resolution in support of the November 12 vigil and rally against homophobia and other hate crimes [Attachment D]

A draft of a Faculty Senate resolution to be read, if approved, at the November 12 vigil and rally was amended and then approved by unanimous vote [Attachment D].

The amendment was proposed by Senator Kwando Kinshasa who moved that the phrase "among them also James Byrd, Jr., of Jasper, Texas, an African-American murdered because of his race" be added to the first resolved clause of the proposed resolution: he said that we should also deplore the murder of Mr. Byrd. Senator Kinshasa noted with sadness that no one at John Jay had thought to organize a vigil and rally when James Byrd, Jr., was brutally tortured and murdered because of his race and he commended the students for organizing this vigil and rally in memory of Matthew Shepard. But, he said, the Senate should broaden the issue by naming James Byrd, Jr. Senator Kinshasa said race, gender and sexuality are among the most important issues in this society and we should not focus on one and ignore the others. The motion to amend was approved. The amended resolution was approved by unanimous vote [Attachment D].

8. Report on the Course Fair

President Kaplowitz reported that she announced the Course Fair at the Council of Chairs meeting on October 28 and that the Chairs' response had been very positive. Originally the Senate had planned to send a letter to each faculty member directly, but the Senate's planning group -- James Cauthen, Glenn Corbett, Amy Green, and Pat O'Hara -- learned that telephone registration would start much earlier than previously announced, on November 16, and, therefore, it was decided that the course fair would have to be held on November 10th and 11th. As a result, there was insufficient time to send a letter to each member of the faculty and, instead, an invitation to departments to participate was sent directly to each Chair.

9. New business

Professor Jane Mushabac, of the Departments of English and TSP, was introduced. She urged faculty to submit their students' best writing to the Spring 1999 edition of John Jay's Finest, an annual anthology of John Jay student writing she is editing.

By a motion duly made and carried, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport

Recording Secretary

## ATTACHMENT A

### Enrollment Report Fall 1998

The Show File Enrollment data has been reported to the University and accepted. Attached is a report based on the College's Show File and comparisons to other senior colleges' preliminary enrollment information. Generally, other college's enrollment will decline slightly when final show file figures are reported.

The College's total headcount enrollment declined by 26 students or 0.18%. The University's senior colleges experienced a small decline in enrollment of 1.0%. Brooklyn (0.6%) and Hunter (1.8%) had the highest headcount percentage increase while Medgar Evers (-13.3%) and the Law School (-19.3%) had the largest decline. University undergraduate headcount enrollment declined 1.3%. The decline in the headcount at John Jay College was 0.8% which compares favorably with the rest of the University. The greatest source of decline for headcount enrollment at John Jay College was the decrease in full-time students. Full-time undergraduate enrollment at the College declined 4.88% while senior college full-time enrollment declined 0.8%. There are three likely explanations for some of the decline in full-time enrollment. First, the Academic Review Committee placed students on limited course loads for the Fall 1998 semester in order to provide them with a better opportunity to succeed. Second, as a part of the Project SMART many of those students are returning part-time for their first semester back. Also, the deadline for readmission for students whose GPA was less than 2.00 was June 12, 1998 which was significantly earlier than in previous semesters. One other factor which is more difficult to measure is the effect of prerequisite checking on the course loads of students.

A look at the part-time enrollment supports the above point of view. Part-time enrollment at John Jay College increased by 9.92% while senior college part-time enrollment declined by 2.40%. This would lend some credence to the theory that the steps taken by the Academic Review Committee and Project SMART had an effect on the full-time and part-time enrollment mix.

The total FTE enrollment and undergraduate FTE enrollment confirm this movement toward part-time enrollment by a significant number of students. Overall FTE enrollment declined 1.63% compared to a senior college FTE decline of 0.60%. The undergraduate portion of the FTE decline is 2.79% while senior college undergraduate FTE's declined 1.20%.

The graduate enrollment picture is much rosier. The graduate enrollment at John Jay College is higher in every category than the overall graduate enrollment in the University. Overall graduate enrollment increased 10.30% from Fall 1997. This is compared to a modest gain of 0.10% among the senior colleges, graduate school and law school. By far, the greatest growth in graduate enrollment was among full-time students. Full-time enrollment increased by almost 100 students or 60.51%. Full-time graduate enrollment in the University declined lead by a decline of 19.0% at the Law School as new academic standards were implemented.

#### Admissions Data

Generally, first time freshmen enrollment was down in the University (-4.4%). This decline was

triggered by declines at Baruch (-19.9%), Brooklyn (-22.2%)' Lehman (-21.3%) and York College (-19.9%). First time freshmen enrollment remained stable (+0.29%) even though Associate Degree admissions were cut off in April by President Lynch. The College did not accept the last four allocations of Associate Degree students from the University. This action was consistent with College Council's directive to limit Associate degree admissions to 25% of the entering freshmen class for the Fall 1998 semester. The final percentage for first time Associate degree enrollment is 27%. Among the Freshmen class non-SEEK enrollment was down slightly (-0.07%) compared to a 3.50% decline at the University level. First time SEEK enrollment at the College increased 2.14% while first time SEEK enrollment in the University declined 3.50%.

The only enrollment area where the College is negative to the rest of the University is the area of transfer admissions. This is an area we will have to follow carefully over the next several semesters. Clearly the Board of Trustees policy requiring transfer students to pass all three proficiency tests prior to transfer to a senior college program had an impact on transfer and direct admissions to John Jay College. First time transfer enrollment declined 12.93% from Fall 1998. This represents a difference of 128 students. Overall the University's new transfer population declined 5.00% at the senior colleges.

#### Future Trends

The College's new admissions standards begin with the Spring 1999 entering freshmen class. The projections which we did last academic year indicate that there will be some loss of first time students. The first allocation of freshmen students from the University is down slightly over a similar period last year. Also, we will continue to monitor the effect the change in Board Trustees policy will have on the transfer student admissions.

Graduate enrollment remains strong in all categories. This is true at a time when the admissions criteria for all of the College's programs are getting more stringent.

The Readmissions Committee (Project SMART) continues to work with the returning student population with GPA's less than 2.00. The deadline for readmission for these students is December 1, 1998 in order for the students to attend the Project SMART workshops and counseling programs. The Academic Review Committee will be active during the break between semesters to review students whose records place them in academic jeopardy.

ATTACHMENT A - p. 3

**Enrollment Data Fall 1998**

	1998 Estimated	1998 Actual	1997 Actual	%Change
Total	10860	10814	10834	-0.18%
Senior Colleges				1.60%
Undergraduate	9740	9690	9815	-1.27%
Senior-Colleges				-1.30%
UG Full-time	7127	7063	7425	-4.88%
Senior Colleges				-0.80%
UG Part-time	2613	2627	2390	9.92%
Senior Colleges				-2.40%
FTE Total	8259	8171	8306	-1.63%
Senior Colleges				-0.60%
UG FTE	7609	7526	7742	-2.79%
Senior Colleges				-1.20%
Graduate	1120	1124	1019	10.30%
Senior Colleges				0.10%
Graduate FTI	250	252	157	60.51%
Senior Colleges				-1.70%
Graduate PIT	870	872	862	1.16%
Senior Colleges				0.70%
Graduate FTE	650	645	564	14.36%
Senior Colleges				3.10%

**Admissions Data Fall 1998**

	Fall 1998 Estimated	Fall 1998 Actual	Fall 1997 Actual	% Change
First time Freshmen	1735	1723	1718	0.29%
Senior Colleges				-19.90%
Freshmen Non SEEK	1445	1436	1437	-0.07%
Senior Colleges				-3.50%
Freshmen SEEK	290	287	281	2.14%
Senior Colleges				-9.50%
Transfers	869	862	990	-12.93%
Senior Colleges				-5.00%
Graduates	351	349	287	21.60%
Senior Colleges				8.80%

## ATTACHMENT B

### **I.B.1 Resolution Concerning Use of the University Proficiency Examination**

**WHEREAS** the Board of Trustees, on September 29, 1997, directed the Chancellor, in consultation with faculty and campus administrators, to develop a new proficiency examination to be used to determine students' readiness to undertake upper-division study at CUNY; and

**WHEREAS** the Board further resolved that no student shall be eligible to graduate from a community college in the CUNY system, or with an associate degree from a senior college, unless he or she has passed the CUNY Writing Assessment Test; therefore be it

**RESOLVED**, that effective Fall 1999, and thereafter, all new first-time freshmen admitted to a degree program be required to pass the University Proficiency Examination to demonstrate the skills proficiency necessary to graduate from associate degree programs, *transfer into the upper division of a senior college* and advance from the lower division to the upper division of a senior college; and be it further

**RESOLVED**, that effective Fall 2000, and thereafter, all *transfer students seeking admission to the upper division of undergraduate baccalaureate degree programs* be required to pass the University Proficiency Examination; and be it further

**RESOLVED**, that the Chancellor develop and implement operational procedures that ensure the periodic evaluation of the new proficiency exam's validity and efficacy and periodically report to the Board on the University Proficiency Examination results and the evaluation process outcomes.

#### EXPLANATION:

On April 5, 1976, the Board of Trustees resolved that "students moving to the upper division of a four-year college either from the lower division of the college or from a community college within the University 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." On September 29, 1997, the Board directed that the Freshman Skills Assessment Tests should cease to be used for this purpose and that a new examination specifically designed for this purpose should be developed. The Chancellor's Office, in cooperation with the English Discipline

ATTACHMENT B (cont)

Council, community **and** senior college faculty and administrators, and **testing** experts, **has** developed a new University Proficiency **Examination**. **This** Resolution serves to authorize the use of this new exam **as a** replacement for the CUNY **Writing** Assessment Test and **the** Reading Assessment Test for **purposes** of assessing the proficiency of associate **degree** students prior to graduation, **students** seeking **to** transfer into the upper division of senior colleges, **and** senior college students advancing **from** the lower division to the upper division.

No exemptions or waivers to **this** policy shall be granted except for accommodations to comply with **Section** 504 of the Rehabilitation Act or the American with Disabilities Act.

**Pilot Proficiency Examination Results  
by Language Spoken in the Home**

	Test Results			Total
	Clear Fail	Adequate	Clear Pass / Superior	
English only	21.2%	48.2 %	30.6 %	100 %
English and another	23.9%	51.5 %	24.6 %	100%
Mostly another language	28.0%	51.6%	20.4 %	100%
Total	24 %	50 %	26 %	100%

**Pilot Proficiency Examination Results  
by Gender**

	Test Results			Total
	Clear Fail	Adequate	Clear Pass / Superior	
Male	23.0%	48.4 %	28.6 %	100.0%
Female	24.5%	50.4 %	25.2 %	100.0%
Total	24 %	50 %	26 %	100.0%

**Pilot Proficiency Examination Results by Major / Proposed Major**

	Test Results			Total
	Clear Fail	Adequate	Clear Pass / Superior	
Liberal Arts & science	22.5%	50.1 %	27.4 %	100.0%
Business	20.8%	49.1 %	30.1 %	100.0%
Health Science	23.7%	49.7 %	26.6 %	100.0%
Architecture	12.9%	61.3 %	25.8 %	100.0%
Engineering & Related Technologies	27.7%	53.8 %	18.5 %	100.0%
Other	26.1%	49.8 %	24.1 %	100.0%
Total	24 %	50 %	26 %	100.0%

**Pilot Proficiency Examination Results  
by Race / Ethnicity**

	Test Results			Total
	Clear Fail	Adequate	Clear Pass / Superior	
<b>Black Non-Hispanic</b>	26.6%	48.9 %	24.5 %	100.0%
<b>White Non-Hispanic</b>	14.0%	48.6 %	37.4 %	100.0%
<b>Asian</b>	25.2%	50.8 %	24.0 %	100.0%
<b>Hispanic</b>	24.8%	53.2 %	22.0%	100.0%
<b>Other</b>	28.0%	45.7 %	26.3 %	100.0%
<b>Total</b>	<b>24 %</b>	<b>50 %</b>	<b>26 %</b>	<b>100.0%</b>

	Test Results			Total
	Clear Fail	Adequate	clear Pass / Superior	
<b>SENIOR COLLEGES</b>	19.8%	40.0 %	31.4 %	100.0%
<b>COMMUNITY COLLEGES</b>	30.1%	51.3 %	18.6 %	100.0%
<b>Total</b>	<b>24 %</b>	<b>50 %</b>	<b>26 %</b>	<b>100.0%</b>

ATTACHMENT D

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*  
445 West 59th Street, New York, N.Y. 10019  
212 237-8000

Resolution of the Faculty Senate  
of John Jay College of Criminal Justice  
on the Occasion of the  
November 12, 1998, Vigil and Rally  
Against Homophobia and All Hate Crimes

WHEREAS, John Jay College of Criminal Justice has a long and proud history of commitment to diversity and tolerance, and

WHEREAS, The Faculty Senate is committed to helping ensure that the John Jay community continue to promote and protect tolerance, respect, civility, decency, and diversity, and

WHEREAS, The Faculty Senate condemns acts of prejudice, discrimination, hatred, and violence directed against any group or individual based on sexual orientation, gender, race, ethnicity, military status, age, physical ability, or religion, therefore

BE IT RESOLVED, That the Faculty Senate deplors the tragic death of Matthew Shepard, a college freshman in Wyoming, murdered because of his sexual orientation, and of all victims of hate crimes, among them also James Byrd, Jr., of Jasper, Texas, an African-American murdered because of his race, and is proud to join the vigil in Matthew Shepard's memory and to join the assembly gathered to decry homophobia and prejudice, hate, and criminal violence of all kinds, and

BE IT FURTHER RESOLVED, That the Faculty Senate calls on the John Jay community to unite in condemning homophobic violence and hatred and to unite in being constantly vigilant in enforcing a code of zero tolerance of homophobic harassment and all hate crimes so as to ensure that all students and, indeed, all members of the John Jay community have a safe and respectful educational environment.

Adopted by Unanimous Vote

November 5, 1998