

Faculty Senate Minutes #180

John Jay College of Criminal Justice

February 25, 1999

3:20 PM

Room 630 T

Present (31): David Brotherton, Anthony Carpi, James Cauthen, Enrique Chavez-Arviso, Holly Clarke, Effie Papatzikou Cochran, Glenn Corbett, Edward Davenport, Janice Dunham, Nancy Egan, P.J. Gibson, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Jane **Katz**, Kwando Kinshasa, Thurai Kugendran, Sandra Lanzone, Sondra Leftoff, Gavin Lewis, Tom Litwack, James Malone, Mythili Mantharam, Patrick O'Hara, Jacqueline Polanco, Lydia Segal, Marny Tabb, Martin Wallenstein, Agnes Wieschenberg, Bessie Wright

Absent (5): C. Jama Adams, Dorothy Brace, Stuart Kirschner, Dagoberto Orrantia, Carmen Solis

Guests: Professor Haig Bohigian, Dean Frank McHugh, Dean Richard Saulnier, Provost Basil Wilson

AGENDA

1. Announcements from the chair
2. Adoption of Minutes #179 of the February 10 meeting
3. Writing Across the Curriculum
4. Invited guests: Provost Basil Wilson and Dean Frank McHugh: Proposal for a John Jay Weekend Program
5. Invited guest: Dean Richard Saulnier

1. Announcements from the Chair [Attachment A]

A new member of the Senate, Marny Tabb, was welcomed.

The Senate was provided with the text of a New York State Education Law which mandates a Security Advisory Committee at each college and university in New York State: one-third of the committee membership is to be faculty recommended in our case by the Faculty Senate; one-third administrators; and one-third students. The Senate was asked to consider faculty whom they would nominate for this committee at our next meeting.

The honorary degree candidates recommended by the Faculty Senate were all approved by President Lynch and were forwarded by

him to the Chancellor and the Board of Trustees for their approval.

The second pilot of the CUNY Proficiency Exam will take place during the week of April 12 at all the colleges and is being extended from a two-hour to a three-hour exam. All the students who participate in the pilot will be given two essays to read in advance and they will be given a third, short, reading at the time of the exam which they will not have seen previously. Nor will they have seen the essay topic, which will be about all three readings. For this pilot, students will be permitted to bring a dictionary.

The University's goal is to have 2,000 students who have completed between 45 and 60 credits participate in the pilot, which is for the purpose of norming the exam, that is, determining pass and fail scores: the total pool of students who have completed between 45 and 60 credits is 15,000 and, thus, the desired pool is almost 15% of those eligible. Because students currently enrolled at CUNY will not have to take the proficiency exam, monetary incentives are the means by which the University plans to sign up the 2000 students for this pilot. The incentives are: \$50 to complete the exam; \$50 to be won by some participants chosen by a lottery system; and \$50 to those who score in the top 10% of all the test takers.

A preliminary report, prepared by John Jay's Freshman Director Patricia Sinatra shows improvement among this spring's entering freshmen compared to last spring's in the scores on the placement tests and also provides a report of the intersession immersion skills program [Attachment A].

## 2. Adoption of Minutes #179 of the February 10 meeting

By a motion duly made and seconded, Minutes #179 of the February 10, 1999, meeting were adopted.

## 3. Writing Across the Curriculum

President Kaplowitz introduced a resolution on Writing Across the Curriculum, on behalf of the Senate's executive committee, explaining that the resolution is intended to improve our students' chances of passing the new CUNY Proficiency Exam.

The proposal was that the Senate recommend that in-class writing, including essay exams, that are corrected, graded, and returned to students, fulfill writing across the curriculum requirements, especially because the CUNY Proficiency Exam is an "in-class" writing test.

The resolution was presented for two reasons: the first is because students will have to pass the CUNY proficiency test to move beyond 60 credits, to receive an associate degree, and to transfer into the upper-level of any CUNY baccalaureate program (both from within and outside CUNY). The second reason is because the motion at the last Senate meeting supporting John Jay's writing across the curriculum policy, although approved, received a very split vote and there was an expressed wish during and subsequent to the meeting that this issue be further addressed,

especially with regard to in-class writing, including essay exams, that are graded, corrected, and returned to students.

Senator Pat O'Hara moved a substitute resolution which he circulated, explaining that he wrote this alternative resolution after a discussion with members of the Senate's Executive Committee earlier that day:

**Whereas**, the coming CUNY Proficiency Examination poses a critical challenge to our students;

**"Whereas**, the performance of our students on the Proficiency Examination will be used to assess this faculty's teaching of critical thinking and the effective written communication of critical analyses;

**Whereas**, the level of our students' performance on the Proficiency Examination will have dramatic impacts on the college's enrollment, budgets, staffing and the reputation of our faculty, students and graduates,

**"Therefore**, be it resolved that,

**"Writing** Across the Curriculum requirements may include, in addition to existing Writing Across the Curriculum requirements:

**"In-class** essay exams corrected by the instructor for content, grammar, clarity and coherence and returned to the students:

**"In-class** essay exercises corrected by the instructor for content, grammar, clarity and coherence and returned to the students."

Senator O'Hara explained that his resolution would not permit in-class writing to fulfill writing across the curriculum requirements but would permit such writing to partially fulfill the requirement. President Kaplowitz praised Senator O'Hara's substitute resolution as excellent and called it far superior to the executive committee's proposal.

Senator Martin Wallenstein objected to the inclusion on the agenda of this item, in either form, saying that we are improperly reopening an issue which had been settled at the last meeting. Furthermore, he said, the resolution, if approved, would in effect reverse the vote of the previous meeting.

Senator O'Hara explained that he wrote a substitute resolution because he wants the Senate to emphasize the critical importance of student writing to us as an institution and to the faculty because it is so important for our students to achieve improvements in their writing. Senator O'Hara added that he believes that any vote can be reconsidered at any subsequent meeting.

Senator Wallenstein objected to considering Senator O'Hara's resolution or the executive committee's before the Senate has heard from the Curriculum Committee because that was the course of action decided at the last Senate meeting. Senator O'Hara said that he has no objection to waiting to take up his resolution until after the chair of the Curriculum Committee meets with us. President Kaplowitz said that Associate Provost

Kobilinsky has accepted the Senate's invitation and will be coming to the Senate's next meeting.

Senator Wallenstein moved to table the item indefinitely. Because this motion to table is for the purpose of ending discussion, a 2/3 affirmative vote is needed for it to pass. The vote to table was 16 yes, 5 no, and 6 abstentions. At this point, Provost Wilson and Dean McHugh arrived.

4. Invited guests: Provost Basil Wilson and Dean Frank McHugh: Proposal for a John Jay Weekend Program

Provost Wilson and Dean Frank McHugh were welcomed: they had requested to meet with the Senate to discuss a proposal for a Weekend Program at the College. It was explained that Dean McHugh recently returned to our campus, after having directed our branch campus in Gurabo, Puerto Rico, for 5 years. An 18-page report, by Dean McHugh, on a proposed Weekend Program had earlier been provided to each Senate member. [Copies of the report are available from Dean McHugh or from the Senate.]

First, Provost Wilson reported that the New York State Education Department (SED) will be making a site visit to John Jay on March 2 and March 3. He explained that this is tantamount to a Middle States visit and that the SED has become very involved in higher education and has established a higher education division, headed by Dr. Patton, who was formerly with Middle States. The members of the site visit team will be looking at four areas, the first of which is forensic psychology. He explained that SED wanted to look closely at a particular John Jay degree program and the College chose forensic psychology largely because as the College is moving toward developing a doctoral program in forensic psychology we want the SED to support us in this endeavor. The second area is admissions, which SED defines as not only admissions, but also placement testing, support services, and so forth. The third area is technology, and the fourth is planning. He said the team wants to engage in a certain level of spontaneity and does not want staged events and so they plan to make unannounced visits to classes and to speak to people in the hallways to help them gauge the viability of this institution.

Provost Wilson expressed his appreciation to the Faculty Senate for its responsiveness to his and Dean McHugh's request to meet with the Senate to discuss the proposal for a Weekend Program. Provost Wilson said that although the program comprises one-day a week classes on Fridays and Saturdays, what has emerged is students' clear preference for Saturday classes over Friday classes. He said that what is being considered for the Fall 1999 semester is to stop offering Friday classes and to offer more Saturday courses and, additionally, to offer Sunday courses for the first time. This offering of Saturday and Sunday one-day a week courses would be called the Weekend Program.

Provost Wilson emphasized that we would not call the initiative a Weekend College but rather a Weekend Program and so students who attend during the week will be able to also attend on the weekend. He said the program would be monitored and evaluated systematically to determine whether we should, at some point, establish a Weekend College. He said he and Dean McHugh want to hear the Senate's thoughts on these proposals.

Dean Frank McHugh explained that upon his return in the Fall as the director for five years of the Gurabo program in Puerto Rico, President Lynch asked him to work on this project, among others. He wrote to all students and faculty involved in the Friday and Saturday courses, offering his services. Dean McHugh said he sees this project as incremental, one which should move slowly and be evaluated regularly. Thus, for example, he proposes that the Sunday program be limited next semester to 10 sections and then we would evaluate the enrollment in those sections.

Dean McHugh noted that students who take courses during the week also do so on the weekend but that 15% to 18% of the students take courses only on the weekend. Those who attend only on the weekends tend to be older: the majority are over 30 years of age. 30% are in-service students. And they tend to be better prepared academically and, in fact, 90% have passed all three placement exams. Thus they are a more motivated group as compared to our general student population.

Dean McHugh noted that although the overall undergraduate student enrollment has decreased from last spring to this spring, this is not true of the weekend courses: this spring's weekend FTEs have increased since last spring. Thus, he said, the program has great potential for the College and helps us to serve our in-service students in a different way and also helps to serve our other adult students. He reported that some adult students he spoke with said they would prefer taking 12 credits on two days, Saturdays and Sundays, rather than having to travel to the College four days during the week, after work, and then having to travel home to take care of family obligations, and then rising early for work the next day.

Dean McHugh reported that other CUNY colleges have begun to start a weekend program. And just this week Brooklyn College mailed out a very glossy recruitment brochure, for which they spent a lot of money, in order to increase enrollment in its weekend college.

But, Dean McHugh said, there is no suggestion yet that John Jay should have a weekend college; rather we would offer courses on the weekend and decide over the next year whether we should move towards establishing a weekend college. As he noted in his report, the decision as to whether we should have a weekend college and, then, if we decide to have one, the decision as to which degree programs we should offer, should be made in consultation with the Faculty Senate, the Council of Chairs, the provost, the dean of graduate studies, and other administrators. Dean McHugh said he is not sure, at the moment, that we should have a weekend college.

Senator Lou Guinta applauded Dean McHugh's efforts with the program. He said he is at the College on Saturdays and sees how the Saturday program is developing. He said that the original idea of weekend courses was to serve in-service students and that the development of this program can only benefit the College. He noted that one impetus behind the development of the proposed associate degree in criminal justice was to attract more in-service students and that he and Donald Gray had spoken to police officers and other in-service students and they had said they would attend on the weekend. He said there could be no better choice for this project than Dean McHugh. [The Senate applauded.]

Dean McHugh noted that the program started as the CHOICE Program while he was in Puerto Rico and that Karen Kaplowitz and Tom Litwack had helped to establish this program and were involved in its development and that their contributions should not go unrecognized.

Senator Kwando Kinshasa asked whether there will be day and evening sections. Dean McHugh explained there are now two time periods for classes on Saturdays: one in the morning from 9 AM to 11:45 AM and another in the afternoon from 12:30 PM to 3:15 PM and that this is a change he made because originally the weekend classes overlapped which limited students' enrollment choices.

Senator Kinshasa noted that some core courses during the week have sections with more than 45 students and he asked whether students would have the alternative of taking core courses on the weekend. Dean McHugh said many of the core courses are being offered on the weekend and he has sent a memorandum to the chair of the Science Department and to the chairs of both the African-American Studies and Puerto-Rican Studies departments suggesting that their departments' core courses be offered on the weekend, which has not been the case to date.

Senator Jane Katz said that in addition to a degree in physical education, she also has a degree in gerontology and that many people ask about life-long learning and many come to the pool, the gym, the library, and our computer facilities on the weekends. She noted that the older population is growing and other universities recruit this population and we may want to also compete for these students.

President Kaplowitz suggested that Dean McHugh explain the crucial difference between a weekend program and a weekend college. He explained that a weekend program is basically an offering of various courses but a weekend college would require us to identify two or three degree programs that a student could earn entirely by taking courses only on the weekend. We are not yet ready for a weekend college, he explained, because we would need, particularly, a commitment of more full-time faculty because a degree program requires more full-time faculty than currently teach on the weekend. He noted that in his report he has identified some possible degree programs for the Senate to consider.

Provost Wilson added that in considering a weekend college a very important issue is resources and that during discussions about Sunday courses it has been noted that we must have the library open that day. He added that some support services are, in fact, already open on Saturdays, such as the library, the computer lab, the learning center, but the possibility of opening those facilities on Sundays will have to be studied. Noting that the library does have Sunday hours but those hours begin later in the semester, Dean McHugh said if we do have Sunday classes the library would have to be open on Sundays all semester.

Provost Wilson said that the proposal is that remedial courses would not be offered on the weekend and that, therefore, students needing remediation would have to attend Monday through Thursday. The reason, he said, is that students who need remediation need intensive support services which we could not provide on the weekend.

President Kaplowitz pointed out that the issue of full-time

faculty has been raised not only today but at other discussions about this topic. She said that while Dean McHugh spoke of his concern that a sufficient number of full-time faculty would be needed to establish a weekend college, her concern and that of others on the faculty is that given our College's dearth of full-time faculty we do not want to lose full-time faculty to a weekend program or to a weekend college.

President Kaplowitz noted that she has attended other discussions about the eventual possibility of a weekend program and, thus, would like to expand about a point that Dean McHugh made that she might not have fully understood had it not been for those other discussions. To offer complete degree programs, such as associate degree programs in police science or in criminal justice (when established), and baccalaureate degrees in forensic psychology and criminal justice, and graduate degrees in forensic psychology and either criminal justice or public administration, as suggested on p. 6 of Dean McHugh's report, would require that sufficient numbers of courses must be sequentially offered and with sufficient frequency so that students could properly progress and complete an entire degree -- not just a major -- attending only on weekends. This means a commitment of full-time faculty, but even a weekend program needs a sufficient complement of full-time faculty to be viable.

She suggested that one-day-a-week undergraduate courses be offered Mondays through Thursdays because this would enable faculty to teach one day on the weekend and one day during the week, for example on Thursday and Saturday or on Sunday and Tuesday. In this way full-time faculty could teach on the weekend and still participate in the main weekday program. She noted that this would also be a more attractive schedule because teaching a 12-hour course load, or even a 9-hour load, on both Saturdays and Sundays would be onerous, especially because there is only a 45-minute break between the two class periods.

Furthermore, President Kaplowitz explained that Dean McHugh's reference to Tom Litwack's and her contributions to the weekend program is that they proposed and participated, with George Cockburn, among others, in an extensive series of focus group discussions with police officers who were at John Jay for NYPD training sessions. The one common theme expressed by the police officers was their desire for one-day a week courses. This was more important to them than parking availability or anything else. And that is how the CHOICE Program came into being, which was one-day a week courses on Fridays and Saturdays, and originally on Mondays through Thursdays.

She also noted that one-day a week courses during the week can be very attractive to students who attend during the weekend: they could take two or three courses on the weekend, for example, and by attending one day or one evening during the week have a full class schedule. Or if they are able to attend only on one day during the weekend, they could attend just one day during the week and still make more progress toward a degree than otherwise.

She also noted that there are tremendous pedagogical values that accrue with one-day a week double-period courses, which she knows from teaching such courses over the years, and she pointed out that our successful Thematic Studies Program comprises one-day a week courses in its entirety.

President Kaplowitz said that when she earlier suggested

this, Dean McHugh and Provost Wilson expressed concern about the complexity of scheduling double-period classes Mondays through Thursdays, especially given the lack of sufficient classrooms for the number of students we enroll. She said that although she appreciates this difficulty, she does not think a complex scheduling challenge would be an insurmountable barrier.

Dean McHugh said that to achieve a reasonable success with one-day a week courses during the week, the packaging of the schedule and of the courses would have to be well designed. He said he would be willing to work with Dean Richard Saulnier and with anyone else willing to work on this to see what is involved. He said he is not saying it can not be done but that it is a different project than what he is presenting here today. He said the packaging is crucial because students have to be able to see how they can get the courses they need and how they can construct a program. Just having a few courses meet once a week will not serve the purpose. He said this semester, for example, 19 courses during the week are double-period, many of them art and film courses, with approximately 500 students among whom he is able to identify only about 1% as in-service students because art and film are not the courses in-service students are looking to take.

President Kaplowitz agreed that selecting the courses and the times is of critical importance and said that she would be more than willing to work with him and Dean Saulnier on this. He said that although it is unrealistic to try now to plan this for the fall semester, we could, however, look at this for the spring semester if Dean Saulnier agrees. Dean McHugh added that he agrees that the more alternatives we can offer our adult and our in-service students, the better it is.

Senator James Malone said we have to think about all the services that would have to be made available on the weekend, which would be a heavy expense for the College to bear. He added that such a venture would require thoughtful planning, and so the weekend program is the right way to proceed.

Senator Kinshasa asked whether a survey of students had been conducted as to students' wishes and needs. He said Dean McHugh's report shows that a small percentage of our students are in-service and the vast majority are working parents. He said he can see many situations in which students would prefer to take their remediation courses on the weekend because of the intensified nature of such study. And, he said, we might find that an outcomes analysis reveals that weekend remediation courses are more effective than weekday courses. He asked the opinion of James Malone and Bessie Wright who are more experienced in this area than he.

Senator Malone said whatever kinds of courses we offer during the week should also be offered on the weekend just as whatever kinds of services we offer should be offered for both programs. Senator Bessie Wright said that counselors would certainly also have to be made available on the weekend but Dean McHugh responded that most of the other colleges that offer weekend colleges do not provide counseling on the weekends. He said he visited Brooklyn College's weekend college and surveyed 20 others and he found that the weekend college has a staff which tries to provide as many functions as it can and then if additional help is needed, they reach out to specific offices for assistance.

Senator Kinshasa asked if a survey will be done of what



students want. Dean McHugh said we could conduct a survey if that is what is requested but he had not been planning to. Provost Wilson said that in some respects we have empirical data about Fridays and Saturdays: a comparison between our Friday and Saturday courses reveals that the Friday courses are not as viable. He said that like other colleges we now should experiment, modestly, with Sunday classes. The proposal is to offer 10 sections on Sundays. We had taken the same approach with the Saturday program: we started modestly and kept adding sections as student interest was demonstrated. He added there has not been much of a graduate program presence on the weekend (only 4% of the course offerings are graduate courses) and so he is also trying to encourage the offering of graduate courses.

Provost Wilson explained that the plan to not offer remediation on the weekend has to do with how resources are allocated. If we had infinite resources, we could offer remediation on the weekend but we have too many other needs. But he added, we do have accelerated remediation programs on Mondays through Thursdays. The English Department, for example, has coupled the two levels of remedial writing courses, English 99 and 100, for students who attain certain placement scores.

Dean McHugh said that in a sense we have conducted a survey in that students have voted with their feet: 15% of our undergraduate students, in other words 1400 students, also take Friday or Saturday courses and this tells us that this program is meeting some of their needs.

Senator Marny Tabb questioned whether, if we established a weekend college, students who attend John Jay during the week would be permitted to also take courses on the weekend as is the case now. Dean McHugh said if we have a weekend college and students apply for admission to the weekend college and are admitted to it, they would have to be given priority for registration for courses on the weekend. But after all the weekend students' course needs are met, the weekday students would be permitted to register for weekend courses, subject to space availability. This is the process that Brooklyn College and the College of Staten Island follow with their weekend colleges. Provost Wilson agreed there would be a degree of permeability if the weekend courses are not filled. Senator Tabb said she assumes that the 85% of weekday students who currently attend on the weekend do so because they are closed out of courses during the week. Dean McHugh said he thinks that is why a majority of students who attend on the weekend attend both on the weekend and during the week.

Dean McHugh added that if we have a weekend college, we would have to establish admission and testing processes with admission criteria and that students who are not accepted into our week-day college should not be accepted into our weekend college. Also, the colleges he surveyed require for admission to the weekend college either an age requirement or full-time employment status.

Senator Litwack said he strongly supports weekend scheduling in part because the College absolutely has a moral obligation to do everything reasonable to provide an education to in-service people: that is the purpose for which this College was founded. And, he said, as Karen reported, the police officers made it very clear that they prefer one-day a week classes. And so he supports this activity. However, he urged that advertisements about the program be specifically directed at the in-service population.

Noting that 25% of his own 300-level students whom he surveyed a few years ago indicated a strong interest in Friday courses if the College were to offer them, Senator Litwack suggested perhaps students simply do not know we now offer Friday courses. He suggested that because we have all the support services already in place on Fridays and the buildings are open and HEOs and administrators are here, we should survey students before we stop offering Friday classes because there may be greater student interest than is currently thought. Dean McHugh said he has not said that Friday classes could not be offered: in his memo to the chairs, he said that if chairs want to offer Friday courses they should call him to discuss this. Senator Litwack said that the course schedule that chairs may want to offer may not reflect what students want and need and that a survey of students can help us obtain that information.

Senator Litwack concurred with the Provost that of course we do have to keep in mind the resources that are needed for a weekend program because, he noted, we do not receive additional resources from 80th Street for offering a weekend program. The weekend program has a wide range of costs and the only additional money we receive from CUNY is for adjunct faculty: if we have more student FTEs we receive more adjunct money but we receive no other funding for the necessary administrative costs which, therefore, have to come out of our College's annual operating budget.

And Senator Litwack also expressed concern that the weekend classes are taught largely by adjunct faculty, many of whom teach two double-period classes back-to-back and he questioned whether full-time faculty would teach weekend classes without special incentives. He said that he does not think he would want to teach two double-period classes back to back and questioned who would want to do so. He said some might because of financial reasons but suggested that students in courses taught by faculty teaching such an arduous schedule might not be well served. He said the quality of the courses must be at least as good as the overall quality of the weekday courses. And he noted that CUNY's policy is that 70% of course sections should be taught by full-time faculty and, thus, the same standard must be the goal for a weekend program/college.

Dean McHugh noted that in his report he states that if we establish a weekend college we need to have more full-time faculty committed to teaching on the weekends. He said this semester 35 faculty teach on the weekend and about 6 are full-time and he would like to see this number increase. But, he said, he also looked at 8th and 9th periods and he suggested we analyze how many of the students who take courses at those times during the week are taught by full-time faculty.

Senator Litwack said that when he and Karen surveyed the police they learned that many already had quite a number of college credits and so to attract in-service students we need to offer upper-level electives. Dean McHugh agreed and said that he is asking the chairs of government, psychology, and police science to consider scheduling 200-level and 300-level courses on the weekend.

The Senate supported the proposal for a Weekend Program. President Kaplowitz invited Provost Wilson and Dean McHugh to return to the Senate to discuss further developments, including the enrollment in next semester's Sunday courses. They agreed and

expressed their appreciation for the invitation and for the Senate's support of the proposal for a Weekend Program. [The Senate expressed its appreciation with applause.]

5. Invited guest: Dean Richard Saulnier [Attachments B & C]

Dean Saulnier was welcomed. He said he was asked to talk with the Senate about enrollment and then he has other issues he would like to raise with the Senate. He distributed two charts, one showing our change in admissions criteria [Attachment B] and a second showing the Spring 1999 enrollment numbers [Attachment C].

He said the easiest way to describe the enrollment picture for the Spring semester is that enrollment is down 4.56% compared to last spring (Attachment C). To avoid any panic that we might be in a downward spiral, he said he would like to explain the reasons for the decline. He also noted that our undergraduate enrollment is down more significantly than our overall enrollment because our graduate enrollment is actually up.

Undergraduate enrollment is declining probably because of four factors, two of which were externally imposed by the CUNY Board of Trustees and two of which were made internally, one by our College Council to improve the academic quality of our students, and the other by our Office of Student Development for the same purpose.

The first external factor relating to admissions has to do with the transfer admission process: our transfer student population is down by 113 students (17.25%). Last year the CUNY Board of Trustees established a policy that said that in order to transfer into a baccalaureate degree program a student has to pass all 3 placement examinations. That policy is probably the cause of the decline in our transfer population because students who normally would have transferred to John Jay are now not permitted to do so until they pass the placement exams in writing, reading, and mathematics. This may give us an indication of the impact of the CUNY Proficiency Examination because that new test will replace the placement exams in the future for transfer and so the new Proficiency Exam may cause us some problems.

The second externally imposed factor is a policy established by the CUNY Board of Trustees whereby students who receive two non-passing grades in the same remedial or development course are barred from registering at a senior college until they pass that course. At the end of the fall semester, 146 of our students were in that category. Of those, 46 enrolled in the freshman skills extension program, given in January, which permits those who pass the final exam for the course at the end of the month-long extension program to register for the next semester: 45 of the 46 students who enrolled passed the final exam and, therefore, passed the course at the end of January. The 100 students who did not take the extension course were barred from registering this semester and were advised to attend a community college so they could pass an equivalent course before they could return to John Jay. He said he used the phrase "barred from registering" because they were not technically dismissed from John Jay. Students who are otherwise in good academic standing who can demonstrate that they can pass the course elsewhere are permitted to return to John Jay unless their GPA is below the minimum permitted.

The first internal factor is that in the spring of 1998, our College Council voted to raise our College's admission standards for entering freshmen students [Attachment B]. After a robust discussion among all entities of the College we decided that beginning with this Spring 1999 semester, we would not accept students into any program of the College unless they had a 72 high school average (computing academic courses only).

That, he said, was a significant decision and it impacted more on this semester's enrollment than it probably will next fall: historically, spring enrollment has been very heavily in the associate degree program -- 67% of the students who entered the College last spring semester were associate degree admissions. The history of students who have entered John Jay with less than a 72 high school academic average has not been very good at this institution: those students tended to not graduate and to linger for a while and either drop out or be dismissed. And so in addition to improving the quality of both degree programs, we also took a more humane approach to students with averages below 72 and asked them to go to a community college that is better equipped to deal with their skills needs than we are and they can later come to John Jay as transfer students when they qualify for admission.

Looking at the enrollment chart [Attachment C] we see that we have 342 fewer students admitted through the freshman admissions process than spring a year ago. This is all attributable to the group of students with less than a 72 high school average and who are, therefore, no longer being admitted because of our new admissions criteria.

The fourth factor (the second internal factor) is that in January, we dismissed 300 students for poor academic performance. This was possible, Dean Saulnier said, because of the faculty's remarkable record of submitting fall semester grades on-time. Dean Saulnier recalled meeting with the Senate in the fall and explaining how important it is for grades to be turned in on time and he has been praising, to everyone, the faculty's extraordinary record: on the day final grades were run for the fall semester, only eight grade rosters were missing out of nearly 1600 sections. Because the faculty cooperated in remarkable ways, his Office was able to send transcripts to students at the end of the first week in January and was able to run dismissal reports the same week.

Then the Academic Review Committee examined the records of every student who, based on the College's standards, was on academic probation. The College then dismissed 300 students because of their poor academic record. Dean Saulnier said he personally believes that we are doing the 300 students a favor by dismissing them mid-year rather than waiting until the end of the academic year in June: in the past students would be given another semester in the spring because it was impossible to conduct the dismissal process mid-year. This meant, he explained, that students who were doing really poorly would have an additional academically poor semester on their record. Now, when students leave, mature, and return, they will not be burdened by that additional poor academic semester.

Dean Saulnier said that although he has to do some further analyses, it does seem that the decline in enrollment is attributable to these four factors that are either controlled by the CUNY Board of Trustees or controlled by John Jay. We will not know the full effect of the new admissions criteria on enrollment until the fall semester because that is the first real class in

which there is a good mixture of baccalaureate and associate degree students and then we can see what the ratio will be between baccalaureate and associate degree students. We have received our first two allocations for the fall semester and the number of students allocated is down by 24% compared to last fall, which we anticipated. But what is interesting is that the associate to baccalaureate mix is now about 30%/70% although that ratio will change as we get closer to the spring and summer semesters when the allocations will more and more heavily comprise associate degree students. But because the first allocations have such a good ratio it is unlikely that we will be admitting more associate than baccalaureate degree students. Currently 19% of all the baccalaureate degree students are enrolled in associate degree programs and so when we talk about admission into the associate degree program it is quite a bit different than the percentage of associate degree students enrolled in the College.

Dean Saulnier referred to the chart he distributed showing our new admission criteria [attachment B] in order to review the changes we made a year ago in our College's admission criteria.

Senator Tom Litwack said it is not bad that enrollment is down and, in fact, it is good given our funding from CUNY and the fact that the decline comprises the academically weakest students who, as Dean Saulnier said, do not do well here anyway. Dean Saulnier agreed and noted that Gail Hauss, the director of Institutional Research, provided the data which led the College to choose the 72 high school academic average as the admission cut-off. Indeed, students admitted with less than a 72 high school average have less than a 2% chance of graduating with an associate degree in six years and, further, community colleges are much better equipped to teach students with those skills deficiencies.

Dean Saulnier said there is only one thing he would caution: last spring we made a very, very significant change in our College's admissions policies and we are now, as a result, the only comprehensive college [one that offers both associate and baccalaureate degree programs] in CUNY that does not have an open admissions policy. We need time to let that settle in and to see the effects of that decision. To measure those effects -- without the interference of external factors of which there undoubtedly will be others added -- we need to wait two years. We made a decision, which he called a good decision, and we know enrollment will decline somewhat. He added that we don't know the impact of the CUNY Proficiency Exam on the class that enters in 2000, which is when that exam will be fully implemented, but John Jay is going to become smaller: there is no doubt in anyone's mind about that.

Senator Litwack pointed out that we now have the Weekend Program which is another important factor and which will have a positive impact on our enrollment. Dean Saulnier agreed and said if a police cadet corps program is established that, too, will have a positive effect on our enrollment. Senator Litwack pointed out that even if our enrollment were 7,000 it would still be much higher than it was a little more than 10 years ago when we had approximately the same number of faculty as we do now.

Senator Martin Wallenstein asked whether the recent decline in enrollment, which is due to our more rigorous admissions and retention standards, might be offset by a decline in the turnover of the students we do admit. Dean Saulnier said that he believes that after a decline in enrollment we will experience an increase

in our enrollment and that, indeed, there will undoubtedly be an increase in student retention because of our policies.

President Kaplowitz pointed to the report by Freshman Director Patricia Sinatra which shows an improvement in the percentage of our Spring 1999 entering freshmen admitted under our new admissions criteria who passed the placement exams in writing, reading, and mathematics compared to last spring's entering freshmen (Attachment A). She drew especial attention to Table 2 of Dr. Sinatra's report and said that these students will no doubt show a better rate of retention and graduation although many still have significant skills deficiencies. Dean Saulnier agreed that the students did significantly better than in past years.

Senator Litwack noted that the data he had requested last year from Gail Hauss of Institutional Research when he wrote a report to the College on the associate degree program indicated a tremendous difference not only in the success rate of students admitted with a 72 average and higher compared to those with less than a 72 average but a tremendous difference in their scores on the placement tests and their placement in the various skills courses. He said that, in fact, the OIR data show that the single biggest predictor of academic success among our students is their math placement score. He said that Pat Sinatra's report, which is termed preliminary, does not provide a breakdown of which skills placement tests the students passed and did not pass and since more refined data would be helpful he will ask her to provide it.

Dean Saulnier then reported that chairs are now scheduling the fall teaching schedule and in about two weeks they will be scheduling the spring 2000 schedule. The summer session schedule will be available in two weeks. And so we expect to have, in about six weeks and for the first time, an entire academic year's class schedule posted on the World Wide Web. One of the disadvantages of telephone registration, Dean Saulnier noted, is that students do not know about new courses being offered and so, at the suggestion of Professor Robert Crozier, a page devoted to new courses is being added to the course booklet so students can routinely turn to that page and learn about new courses. Telephone registration is scheduled for April and May and Summer and Fall telephone registration will be at the same time.

Dean Saulnier said he would like to return to the Senate to discuss a report which he is preparing on the demographics of our students especially because it contains very interesting data.

Senator Janice Dunham asked whether the demographic survey includes information about how many of our students own a computer. The reply was that it does not. Senator Anthony Carpi said that he has conducted several informal surveys of his science classes, which he acknowledged is a relatively limited sample, which show that 50% have a computer at home and another 10% to 15% have access to a computer at work. Dean Saulnier said we conducted many more surveys of our students before we moved to SIMS (Student Information Management System) because surveys were necessary for us to collect data required by the University. But now the University is maintaining all the data and the largest amount of that data comes from information that students are asked to provide on their application for admission. The database is the University's and the University determines what information is included in the database and the University has not decided to ask students about computers. The only data we try to maintain on our own is the number of students employed as in-service personnel.

President Kaplowitz said faculty at many other CUNY colleges have access to SIMS which enables them to obtain information about their students' academic records, the courses they have taken, and so forth, without having to ask the registrar each time. She asked Dean Saulnier whether this will be available to John Jay faculty although her question, she said, does not imply that she thinks that faculty should necessarily have such access. He responded that historically, John Jay has been rigorous about protecting student data to the point that not only do faculty have to ask the registrar but they have to give the reason for wanting the information. As SIMS became operational, the President, the Provost, the Vice President for Student Development, and the Dean for Registration discussed access to SIMS and were very concerned about the security of information. He said SIMS does not have many on and off switches: in other words, a person with access to the record of one student has access to the records of all students. He said that when a department requests information about students in their major, for example, his office does provide such information.

Dean Saulnier added that there are several philosophical issues: one is students' right to privacy and the second is whether faculty should have access to the previous grades of students in their classes and whether such access would prejudice the faculty member in the assigning of a final grade: for many faculty it would not but for some it will prejudice their perception of their students' academic ability. President Kaplowitz noted that when she speaks at freshman orientation she reassures the students and their parents that not only is the student coming in with a clean slate but each semester has a clean slate because faculty do not have access to student transcripts. Dean Saulnier did acknowledge that half the CUNY colleges provide faculty with access to SIMS.

Dean Saulnier said in addition to wishing to discuss with the Senate the demographic report, he would like to discuss with the Senate the prerequisite checking system and faculty's impressions about how it is working as well as the faculty's thoughts about the English 101 prerequisite for 200-level courses and the English 102 prerequisite for 300-level and 400-level courses.

Dean Saulnier explained that prerequisite checking is a series of Boolean logic statements that are programmed into the computer and ours seems to be working very, very well. But there are two things that concern him. First, the logic could be flawed because he is the person who wrote the logic for our prerequisite checking/blocking system and he wants to make certain he did not make any errors. He said he needs to learn from the faculty if any aberrations exist; in other words, are the students in each course meeting the prerequisites that are stated in the bulletin as well as the English 101 and English 102 prerequisites. He needs faculty to survey the students in their courses to determine if they have met the specific prerequisites for the course. He needs to know the specific courses, if any, for which faculty think prerequisite checking is not working and he will then recheck the logic he programmed for those courses.

Secondly, prerequisite checking is done to make certain students are taking courses in the order that the faculty has determined they should, both for the students' academic development and for the quality of students' experiences in their courses. He said if we are computer checking prerequisites

correctly, does this fact match the faculty's actual experiences in their courses: in other words, if prerequisite enforcement is working do the faculty believe it is worthwhile. And so his questions are: first, is prerequisite checking and enforcement working and, second, is it worthwhile to do this. The English 101 and English 102 issue is also important. This is the first semester we strictly enforced the English 101 prerequisite for 200-level courses and the English 102 prerequisite for 300-level and 400-level courses.

President Kaplowitz said that the basic question for each department is whether to reevaluate the prerequisites for each of their courses now that prerequisites are enforced. The prerequisites may have seemed or may have been correct ten or fifteen years ago when they were decided, but they may have to be changed now because of the changed nature of the discipline, of the workforce, of students' academic skills, and so forth.

Dean Saulnier added that he does think the prerequisite system is working and he also thinks it is a positive development to have prerequisite checking and enforcement. But, he explained, as the person who implements policy he thinks it would be useful to now have a discussion with the faculty about what is happening in the classroom as a result of the implementation of the prerequisite enforcement policies.

President Kaplowitz thanked Dean Saulnier for the letter from him and Vice President Witherspoon thanking and praising the faculty's cooperation in getting grades in on time and she had shared the letter with the Senate. She told him she believes that when policies and practices that the faculty say are important for the academic program of the College are put into place, the faculty feel differently about administrative requests than they might otherwise. Not, she said, that there necessarily had not been support previously, but when policies the faculty have approved are implemented, the faculty recognize their responsibility to do their share. She told Dean Saulnier that his willingness to come to the Senate and explain the reasons behind requests and procedures, such as a December 28 grade due date, takes away the sense of arbitrariness that otherwise is sometimes perceived, rightly or wrongly. Then Senate members convey this information to their departmental colleagues, and faculty also read the information in the Senate minutes, which further promulgates the information.

President Kaplowitz said that the Senate will, of course, invite Dean Saulnier to return to discuss the issues he has just raised. He expressed his appreciation for today's invitation and for future invitations. [The Senate expressed its appreciation with applause.]

By a motion duly made and seconded, the meeting was adjourned at 5:15.

Respectfully submitted,

Edward Davenport

Amy Green

Recording Secretaries