

Faculty Senate Minutes #188

John Jay College of Criminal Justice

September 22, 1999

3:15 PM

Room 630 T

**Present** (28): Erica Abeel, C. Jama Adams, Shevaletta Alford, Luis Barrios, Anthony Carpi, James Cauthen, Marsha Clowers, Edward Davenport, Kirk Dombrowski, Janice Dunham, P.J. Gibson, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Andrew Karmen, Kwando Kinshasa, Maria Kiriakova, Stuart Kirschner, Sandra Lanzone, Patricia Licklider, Tom Litwack, Amie Macdonald, Patrick O'Hara, Lydia Segal, Carmen Solis, Katherine Stavrianopoulos, Agnes Wieschenberg

**Absent** (7): Holly Clarke, Leona Lee, Gavin Lewis, Ulana Lysniak, James Malone, Emerson Miller, Jacqueline Polanco

**Invited guest:** Provost Basil Wilson

AGENDA

1. Announcements from the chair
2. Adoption of Minutes #187 of the Sept. 9 meeting
3. Report from the Comprehensive Planning Committee: Phase II
4. Ratification of the Judicial Committee faculty panel
5. Report on John Jay's B&N Bookstore
6. Invited guest: Provost Basil Wilson
7. Report on the effects of John Jay's new admission requirements
8. New business

1. **Announcements from the chair**

The Course Fair, which is being co-sponsored by the Offices of the Vice President of Student Development and of the Provost, by the Council of Chairs, and by the Faculty Senate, will be in the cafeteria on Tuesday, November 9, from 11 to 3 PM, and on Wednesday, November 10, from 2 to 6 PM. The purpose of the Course Fair is to provide information, prior to telephone registration, to students about courses being offered in the spring. Dean Richard Saulnier's Office is providing computer terminals so counselors can check students' records whenever there are such questions as a student's eligibility to take certain courses.

2. **Adoption of Minutes #187 of the September 9 meeting**

By a motion duly made and carried, Minutes #187 of the September 9, 1999, meeting were adopted.

3. Report from the Comprehensive Planning Committee: Phase II

The Comprehensive Planning Committee met to discuss the planning for Phase II. President Lynch gave an overview of the status of Phase II and Vice President Pignatello said we need to construct a document for the architect, who is now being selected, as to what each group wishes Phase II to be and have. Professor Ned Benton is researching the possibility of using CourseInfo to conduct a web-based survey of the college community in order for the Committee to efficiently prepare such a document.

Vice Chancellor for Construction Emma Macari will be coming to the Senate later in the semester, at our invitation.

4. Ratification of the Judicial Committee faculty panel

The Judicial Committee is a faculty/student committee that adjudicates disciplinary charges brought against a student by another student or by a member of the faculty, staff, or administration. The committee has a range of sanctions, if the person is determined to be guilty, ranging from a letter of censure in the student's file to expulsion from the College.

The following faculty were elected to the faculty panel: Professors Lotte Feinberg, Diane Hartmus, Stanley Ingber, Dagoberto Orrantia, Daniel Pinello, and Dorothy Schulz. The members of the panel of rotating Committee chairs are Professors Delores Jones-Brown, James Malone, and Norman Olch.

5. Report on John Jay's Barnes & Noble Bookstore

The Senate's Executive Committee reported on their meeting last week with two executives of Barnes & Noble: Chris Peterson, vice president for college stores, and Joseph Cassano, regional manager for college stores.

The executives acknowledged that this semester the John Jay bookstore did a horrendous job. The vice president, Mr. Peterson, was here on the second day of classes and said he had been horrified. He even reported that his brother, a police officer who attends John Jay, screamed at him on his voicemail because he had to stand on line for two hours and then the books for his courses were not available. Mr. Peterson said the B&N standard is that students should wait on line a maximum of 10 minutes and, of course, books should be available. Senator Carmen Solis reported that she has just asked her freshmen students to characterize the ways college is different from high school so far and they said that in college students have to stand in line all the time!

The B&N executives cited several reasons for the problems, none of which they presented as excuses. They stated over and over that the situation is not acceptable to them and they pledged to correct all the problems. The reasons they gave include: the bookstore decided to renovate and expand but began the construction work in July, too late in the summer to finish in time for classes and this delayed their receipt of book orders; the specially purchased financial aid voucher computers, purchased to speed up the process, had not been tested and did not work.

Senator Kwando Kinshasa reported that when asked to identify the main problem, the B&N executives said the store has only a quarter of the space necessary to serve the number of students here: the store has 4,000 square feet instead of 15,000. The executives said there is insufficient linear space on the shelves for 1,000 titles. This is true even after this summer's expansion.

Also, the B&N officials said that at other colleges B&N has access to SIMS, the Student Information Management System, which enables them to monitor the enrollment of courses and, thus, to add books to an order in response to enrollments. They also spoke of adjunct faculty hired at the last moment who assign books that are already in the bookstore and because the bookstore has no way of knowing whose students are purchasing the books, the store has no way of knowing whether additional copies are needed. They said that if the chairs or the provost gave them a list of adjuncts when they are hired, B&N will mail the adjuncts information about ordering books, which is what B&N does at other colleges.

They said they are reviewing the organizational structure of the store to ensure that everyone holds the correct position. The new textbook manager, Sandra Robinson, has been made an acting assistant manager and one of the two executives at the meeting, Joseph Cassano, the regional manager, will spend a full day at John Jay's store every week to supervise. The store has also expanded to 13 the number of registers to speed up the purchase process. Further renovations are taking place during two weeks in November and these renovation plans have been reviewed by VP Witherspoon, to whom the store reports, and by VP Pignatello.

Also reported was the executives' assertion that 45 percent of book orders -- 385 of 786 -- had been received after August 9 and they gave the Senate's executive committee computer printouts to support this assertion but the B&N executives had not used this as an excuse for what they called an abysmal performance by B&N.

They are urging that spring book orders be handed in early, in October, because of the possibility that Y2K problems among publishers, distributors, and deliverers may cause delays.

Another recommendation of the B&N executives is that John Jay follow the example of other colleges, such as Hunter, by forming an advisory bookstore committee comprising two or three representatives each of students, faculty, and administration. Mr. Peterson, the vice president, said he comes to meetings of such committees whenever invited and would come to John Jay's.

Furthermore, the two executives asked to be invited to a Faculty Senate meeting. After discussion of this by the Senate, the Senate agreed that such an invitation would not be extended until at least after the Senate reviews the results of the survey being conducted of faculty: as the Senate had requested at its last meeting, a letter has been sent, signed by Karen Kaplowitz, on behalf of the Senate, and by VP Roger Witherspoon, asking faculty about their experiences with the bookstore this semester. VP Witherspoon is also surveying students about their experiences.

Senator P.J. Gibson said the bookstore computer showed that the store had not ordered the full quantity of books she had requested. Senator Pat Licklider reported her books were in the store in unopened boxes but the store thought the books had not arrived. Other senators reported other problems, including still not having the correct texts for their students.

Senator Anthony Carpi called this a free market issue because of the many companies that sell textbooks online. President Kaplowitz explained that 80% of our students receive financial aid and, thus, receive financial aid vouchers which are valid only at the John Jay bookstore. Financial aid checks are not cut until three weeks into the semester and so financial aid vouchers are issued prior to classes so students can purchase their books the first day of class. Students may not use the voucher at any other bookstore, including at any other B&N. This is a CUNY Central Administration decision, not a John Jay nor a B&N decision.

Senator Lou Guinta recommended that B&N use another space, perhaps the gym annex, during the book rush each semester if lack of space is a crucial problem. Senator Kirk Dombrowski said from his observation, B&N needs to provide more personnel during peak periods. He spoke of seeing his books in various cartons in the back of the store but no personnel were available to put the books on shelves. And, he said, the back of the store totally lacks shelves, an issue of investment in the necessary infrastructure by B&N. President Kaplowitz said if shortage of space is a critical problem, the clothing and gift sections should be removed until after the first weeks of class, which is not now done: all space should be devoted solely to books ordered for courses. Senator Lydia Segal said the problem is that B&N has a monopoly on campus and as a result has no incentive to provide better service.

President Kaplowitz reported that the point the Senate's executive committee emphasized over and over is that, at the very least, the faculty must be informed whenever there is a problem or the possibility of a problem and that did not happen: we learned of problems only if we looked for our books on the shelves or when our students told us our books were not in the store. The executive committee pointed out that faculty have voicemail, email, interoffice mail, and many faculty provide home phone numbers and addresses on the order forms, but no efforts were made to provide information or even a warning. Thus, we were unable to plan or to revise our syllabi accordingly.

6. Invited guest: Provost Basil Wilson

Provost Basil Wilson arrived during the discussion of B&N and said he considers this a very serious issue. Asked whether teaching schedules are available for the spring so faculty could try to meet the recommended October date for submitting orders, Provost Wilson said he hopes schedules will be available soon: he is meeting with each department chair to determine the number of course sections each department is to be allocated for next semester, a process that will be concluded next week. He explained that of about 1,300 course sections, he closed 131 sections and opened 91 sections during registration this semester: many of the closed sections were remedial courses not needed because of our new higher admissions requirements. He said he is trying to fine tune the section allocations to avoid such a massive closing and opening of sections during registration.

Senator Kwando Kinshasa said he hopes telephones are working by the time telephone registration begins November 10, since students often telephone faculty with questions during registration and the department chair needs to communicate with department members. Non-working phones will create an additional

problem for students and for faculty who are trying to ensure that sections are not cancelled for lack of enrollment. Provost Wilson said the telephones should be fixed in six to eight weeks.

The Provost noted that at the College Council last week, Karen Kaplowitz reported that Chancellor Matthew Goldstein plans to emphasize both flagship programs of excellence and honors programs rather than designating one or two colleges as flagship institutions. He explained that John Jay has had a Distinguished Freshman Program for a number of years: the program is limited to 20 students in each entering class. He said the Distinguished Freshman Program is being converted into an honors program open to students beyond the freshman year. He is working with Dr. Patricia Sinatra, who runs the Distinguished Freshman Program, and with Dr. Dympna Bowles, director of planning. He invited anyone else who is interested in working with them. The BA/MA program is also tantamount to an honors program, he said, noting that a 3.5 GPA is required, and he said he is considering making the Thematic Studies program a possible honors program.

Provost Wilson said that when we had an honors program, which he directed, about 12 or 15 years ago, higher education was in a different state. There is much more emphasis now on honors oriented programs and on outcomes assessment. So he expects that this time there will be a critical mass of motivated students who will be interested in being in an honors program.

Senator Tom Litwack recommended that this issue be first considered by one of the college's official faculty committees, such as the Academic Planning Committee or the Standards Committee. Provost Wilson said that he is trying to develop a proposal which he would bring to such committees since an honors program would have to be approved through the governance process, including ultimately the College Council. He said he is simply trying to flesh out a proposal. Senator Litwack said the issue should initially be discussed by a faculty committee rather than having a committee respond to a plan. It should be a faculty committee, he said, that fleshes out a proposal. The Provost said he is receptive to this suggestion. His plan had been to move as quickly as possible and to reshape what we already have. But, he said, the Academic Planning Committee, which has representatives of the Senate, the Chairs, Graduate Studies, and the Curriculum Committee, is an appropriate venue where this can be done.

The Provost spoke of outcomes assessment at the College. State Education Department (SED) representatives said they are concerned that our syllabi include explicit course objectives, which is a form of outcomes assessment. Middle States has been urging outcomes assessment for many years, he noted. Our Board of Trustees seems to see outcomes assessment as an exit from remediation exam and as a proficiency exam to be passed by the 60-credit mark, but the true outcomes assessment, in his opinion, is our students' competency when they graduate. Our five graduate programs are attracting excellent candidates from outstanding institutions: 388 colleges have sent students to our graduate programs. He said it is wonderful having outstanding students coming here but we also want to make certain that our undergraduates are prepared to compete successfully at other top graduate schools. He spoke of the importance of capstone courses to test student competency.

Senator Kwando Kinshasa said that the Provost reported having closed 131 sections and having opened 91 sections prior to arena

registration and asked how we can ensure students' competency upon graduation when courses are closed that enrich students' educational experience. The Provost said it is his job to be concerned with efficiency, and he suggested that the system works like a market economy. He said this is a public institution run with public funds and if he does not ensure efficiency we risk someone from the outside mandating certain actions. Senator Kinshasa asked how one balances outcomes assessment that requires a rich intellectual experience in a wide range of subjects with efficiency. He questioned efficiency as a criterion that is more important than educational quality. Provost Wilson said he can not run courses that do not attract students. Senator Kinshasa suggested that we, as a College, should be discussing how to motivate students to take a wider range of courses.

Provost Wilson called it the responsibility of the academic departments to incorporate their courses into majors and to have their courses designated as required courses. He said departments have to realize that each elective must attract a critical mass of students, adding that there is no department that can offer a large number of electives. Of the 1,300 sections, a large number is required for majors or fulfill general education requirements. Provost Wilson said he has to meet the needs of students.

Senator Kinshasa said he, too, is concerned about efficiency but he is also concerned that students are not taking a wide range of courses. He said certain courses should be permitted to run with fewer students, because certain departments' courses can never achieve the minimum enrollment of 15 or 20. Provost Wilson said all courses must have the same minimum enrollment.

Provost Wilson said it is the responsibility of the faculty to recruit students for their courses and that this is not his responsibility. Senator Kinshasa said that if we want to enrich our students and if we want to have a strong curriculum then perhaps we need to revisit our entire curriculum.

President Kaplowitz suggested reconsidering the timing of course cancellations: she asked whether it would be possible to cancel sections only after the midway point of arena registration, which follows telephone registration. Approximately 1,000 students showed up for arena registration in August and many of these students might very well have registered for courses that had already been cancelled and thus those courses might have met the minimum enrollment. Provost Wilson said the real problem is that too many electives, overall, are being offered and that some departments offer too many electives which compete with each other for students. He suggested that it might be better for departments to rotate electives. He said there is no department among the 19 that offer courses that can successfully give a large number of electives.

Senator Lydia Segal asked if students registered as distance learners can help departments meet the enrollment minimum. Provost Wilson said we have a distance learning capability but we do not have distance learners: the only students in distance learning courses are those who are sitting in the distance learning classroom. He said that an expert in this field at Hunter told him that 80 percent of distance learners at that college are on campus. He said some people think that instead of the satellite it is the personal computer that is the future of distance learning through asynchronous distance learning. Professor Ned Benton's department is a pioneer in this area.

Asynchronistic distance learning has a greater potential because synchronistic distance learning requires a site or sites where students must be present all at the same time. He spoke of John Jay's negotiations with the University of Sacred Heart in Puerto Rico to establish a joint master's program in criminal justice, saying that distance learning can work in such a case because it is concretized: students are all at the Sacred Heart campus.

President Kaplowitz suggested that the Senate's Executive Committee meet with the Provost to follow up on some of the issues raised during this discussion, to which the Provost agreed.

Provost Wilson invited the Senate to the next Provost's Lecture on October 26 at 3:15 when Professor Eli Silverman, who wrote NYPD Battles Crime, will speak about his book. The subsequent Provost's Lecture will be November 11 at 3:15 by one of the leading criminologists in the Caribbean, Anthony Harriot, Visiting Professor from the University of the West Indies: the lecture will be on the politicizing of the police during the 1970s and 1980s in Jamaica. He also urged everyone to attend the October 7 forum on the decline in the crime rate, a forum organized by Professor Barry Latzer: two John Jay faculty will participate, Professors Andrew Karmen and Eli Silverman, as well as such scholars and practitioners from outside the College as George Kelling, Katie Lapp, Ed Norris, and James Fox.

He also reported that John Jay just received 38 new computers which will be distributed to the faculty, and another 25 will soon become available as well. A sizable number of printers has been ordered, although they have not yet arrived.

Provost Wilson was thanked for meeting with the Senate. He expressed his appreciation at having been invited.

**7. Report on the effects of John Jay's new admission requirements**  
[Attachment A]

A report by Freshman Director Pat Sinatra on the academic preparedness of the entering class was distributed [Attachment A]. It was noted that as a result of new Board of Trustees policies, students who scored 75 or higher on their English or Mathematics Regents exams or who achieved a 500 or higher SAT verbal or math score were exempted from remedial course work and were exempted from having to take the placement test in those areas. Thus the data are not parallel to past semesters' data when these policies were not in place. This change was made by the CUNY Board of Trustees for all entering students.

Senator Agnes Wieschenberg gave a brief report on the course offerings of the Mathematics Department and how they have changed as a result of our new admissions standards. She reported dramatic reductions compared to a year ago in the number of sections of lower-level math courses being offered. There was a substantial reduction in the lowest-level courses beginning in the Spring when the new admission requirements took effect. Math 095, which was given by the SEEK Department, was phased out last term and is no longer offered. In Fall 1998, 12 sections of Math 100, now the lowest-level remedial course, were offered: 7 sections were offered in Spring 1999; and this semester only 4 sections are offered because of a decline in the number of students requiring this course. Math 103 is a beginning algebra course and is also

remedial: 35 sections were mounted last fall, 28 last spring, and 25 this semester. There has also been more demand for higher level courses, which are being offered.

Senator Pat Licklider reported on the changes in the English Department course offerings. She said many more students took the summer basic skills courses this year. (Basic skills are brief, intensive non-credit remedial courses designed to prepare students to pass the skills placement tests.) Each summer the program has become larger and approximately 300 more students enrolled this summer than the previous year. It is now a really major operation, she said: 105 courses were offered in basic skills this summer.

More students placed into English 101, which is the first semester of the required two-semester college-level composition sequence, than previously, partly as a result of the larger numbers of students who successfully completed the summer basic skills program, partly as a result of our new higher admissions requirements, and partly as a result of the use of SAT Verbal scores and Regents exams to place students. Senator Licklider said she is not certain that a 500 SAT verbal score is an indication of an ability to write and, thus, this may be a problematic kind of measure. Because, as deputy chair, she transfers many students between courses during the first two weeks of the semester (because their skills level does not match the course they were placed in), she has seen many students placed into English 101 by their SAT score who really will not be able to succeed. So she said she is dubious about what is being presented as a raising of standards. Standards are rising on paper, she noted, but they are not, in fact, rising.

And, therefore, when she reports there are now 1200 students in English 101 this semester alone -- in 50 sections of English 101 --- compared to about 30 sections last semester, Senator Licklider said this does not mean that 1200 students actually have the skills to be in English 101. She said the English Department faculty have always been able to plan based on the expectation that half the entering freshmen would be remedial and half would be college-level. Now the divide is one-third remedial and two-thirds college-level composition. But, again, this has to be taken with a grain of salt: many are in English 101 because of their SAT score or because they passed the CWAT (CUNY Writing Assessment Test) elsewhere.

Included in the 50 sections of English 101 are 9 sections of what is called an intensive writing course which is team taught: students who would normally be placed in remedial courses are placed, instead, in a special English 101 section which meets four days a week taught by two different instructors working together, one of whom teaches the course Mondays and Wednesdays and the other on Tuesdays and Thursdays. This is a very intense exposure to writing; the students write every day of the week and engage in a tremendous amount of writing. This course has been very successful not only in passing students out of remediation at midterm but also in passing students out of English 101 at the end of the term. This program enables students who would not normally be permitted to take English 101 to do so and, therefore, this also accounts for some of the increase in English 101 sections.

President Kaplowitz noted that this intensive writing course in which remedial writing students succeed in passing English 101 in one semester was devised by Professor Robert Crozier, chair of



the department, and implemented by Senator Licklider, who has mentored the faculty and directed this special program from its outset. She praised both Professor Crozier and Senator Licklider.

Senator Licklider noted that this initiative is staffed entirely by adjuncts who have to really be given a tremendous amount of credit because this course requires a lot more work than any of the other courses because everything has to be planned in tandem with the other instructor: the syllabus, assignments, exams, and so forth. She said it would be a lot better if we had full-time faculty teaching these courses but, unfortunately, the English Department does not have the full-time teaching power to do this. If we were allowed to, her preference would be to put all students who need remediation into some sort of intensive course rather than simply put them into the summer program. She explained that the summer program is, to a very great extent, a short, quick shot of instruction and many students who are able to pass the writing assessment test (CWAT) after a two-week course would be much stronger writers if they had to write in an intensive environment four days a week and if they had tutoring, help from the Writing Center, and other similar supports rather than simply being thrown into an English 101 course that meets twice a week: if she had her druthers that is what she would do.

The English Department has also seen the number of remedial sections drop, Senator Licklider reported. English 099 is the most remedial-level course and we are offering only 9 sections this semester: four or five sections had to be cancelled because of lack of demand. Only 13 sections of the next highest remedial course, English 100, are being offered: again a number of sections had to be cancelled. All of those are wonderful signs, she said, of the increased ability of the students we are now admitting.

Senator Licklider pointed out that our student body is changing dramatically from year to year and it is now very difficult to plan the number of sections of various courses that are needed. She said that for this semester Professor Crozier allocated more sections of English 101 than in the past because he anticipated the need but we needed to offer even more sections and he had to create additional sections during registration while having to cancel remedial courses. At the same time, all of the required literature course sections (200-level courses) filled to capacity and no sections were cancelled.

Senator Kwando Kinshasa said many things have been changing: the standards at CUNY, how we register students, the entire ethos of the University. And, he said, for us to continue to use the structure that was put into place before these changes raises some very, very important questions. Senator Licklider said she agrees. Senator Kinshasa said efficiency is not the answer: students need a richer undergraduate experience than they are now receiving and this requires a College-wide discussion.

Senator Sandra Lanzone, who heads the Communications Skills department, also reported a drop in the number of sections of remedial reading courses being offered and an increase in the number of college-level course sections. Communication Skills 101 is the lowest-level remedial course: in Fall 1997, we offered 12 sections; in Fall 1998, 7 sections; in Fall 1999, only 4 sections.

In terms of Communication Skills 102, the second-level remedial course: in Fall 1997, we offered 9 sections; Fall 1998, 10 sections; Fall 1999, 8 sections. Communication Skills 110 is a

college-level course: in Fall 1997, 11 sections were offered; in Fall 1998, 13 sections; in Fall 1999, 18 sections. Senator Lanzone attributed much of this to our summer basic skills program.

Senator Carmen Solis reported that the number of entering SEEK freshmen had increased this year and, in fact, one-third of the entering freshmen at John Jay this year are SEEK students. This class of 445 SEEK freshmen is the largest entering SEEK class John Jay has ever had. She noted, furthermore, there has been an increase in the number of sections of 095 courses, which are college-level SEEK courses and the equivalent of 101 courses, into which these students have been placed. She noted that 33 percent of the new SEEK students passed all three skills placement tests, which is a very high proportion compared to past years.

She said half of the 445 students attended the basic skills summer program because SEEK students who do not pass all three skills placement tests are mandated to attend the basic skills summer program (for which they receive a stipend). Students who do not do so must attend special skills workshops throughout the semester which are taught by SEEK tutoring coordinators. If students do not attend these tutoring sessions they are not permitted to remain. There are two SEEK summer programs: one is three hours a day for two weeks and the other is four and a half hours a day for four weeks. One of the factors in SEEK student success at passing the skills tests is the supplemental instruction provided to students in every SEEK class. SEEK also offers supplemental instruction for every non-SEEK core course, such as Government 101, that SEEK students are enrolled in.

Senator Lanzone asked whether it is true that beginning with the Fall 2000 semester, SEEK will not be permitted to admit students needing remediation. Senator Solis explained that this is not clear. She said that SEEK has been told it had been granted an exemption from the Board policy eliminating remedial course instruction for baccalaureate students but it is not certain that SEEK will, in fact, be exempted.

Senator Solis was asked to explain the existence of 35 associate degree SEEK students reported in Pat Sinatra's report [Attachment A], since SEEK is, by definition, a baccalaureate program. Senator Solis explained that SEEK is, in fact, a baccalaureate degree program, so designated by NYS legislation. And yet because John Jay has an associate degree program, we have on occasion admitted SEEK students who are associate degree students. Previously, those students were transferred into our baccalaureate program. This semester, for the first time as far as she is aware, we have SEEK students who are, in fact, associate degree students. There are 35 such students. The CUNY Central Administration has said that whether we accept such students has to be determined by the President and the Dean of the SEEK Department and so those discussions have to take place. She noted that these 35 students have the most extensive remedial needs of all students in the SEEK program. She further explained that each CUNY community college has a College Discovery (CD) program, which is the associate degree equivalent of SEEK, but we do not.

Senator Ed Green said the intensive, concentrated writing course described by Senator Pat Licklider is a model for the entire College, because this is a course designed not just to help students pass an exam but a course which provides real education. He said when he teaches the mathematics basic skills summer courses he teaches to the exam, focusing on making certain

students can pass the math skills test (CMAT), and to a lesser extent focuses on helping students understand mathematical concepts. He said the writing intensive course should be replicated by the Mathematics Department and by the Communications Skills Department. He said that the students, especially returning adult students, who pass the math skills test after taking basic skills are not prepared for Math 105, the college-level course, which he declines to teach for this reason.

President Kaplowitz agreed with Senator Licklider's concerns about the Board of Trustees' decision to exempt from remedial course instruction those students who score 500 on the SAT verbal or 500 on the SAT math test or who score 75 on the Regents English or Math exam. She characterized this as the Board's way of mitigation against the loss of students from baccalaureate degree programs in light of the Board's policy eliminating remediation from baccalaureate degree programs. But the problem is that students will not receive the skills instruction they need if their skills levels are not properly identified.

She recalled that in the early 1970s, the English Department offered no remedial courses. Instead English 101 was divided into three types of sections: small, medium, and large and were explicitly designated English 101-S, 101-M, and 101-L. The students who were good writers were placed into the large sections and the students who needed a lot of improvement in their writing skills were placed into the small sections. Later the English Department created English 100, a remedial course, and then eventually English 099, a more basic remedial course. She said departments will need to revise and create courses to increase the number of contact hours for baccalaureate degree students because those students will not be permitted to register in remedial courses because of Board policy. Senator Licklider agreed.

#### **8. New business**

John Jay advertised our undergraduate programs in a college supplement in the Sunday, September 12, New York Times magazine: the ad reads "25 Reasons to Enroll at John Jay College" and lists 25 professions our graduates work in such as judge, chief of police, clinical psychologist, chief of forensic lab, fire marshal, etc. The Senate urged that such ads be placed frequently and in more venues to recruit better prepared students and to make our college's programs more widely known. President Kaplowitz noted that the Senate has long urged such ads and said she praised the ad at the College Council meeting the previous week.

By a motion duly adopted, the meeting adjourned at 5 PM.

Respectfully submitted,

Edward Davenport  
Corresponding Secretary

and

Amy Green  
Vice President

NUMBER OF THE 1999 ENTERING FRESHMAN CLASS  
 Registered 1442 66% of allocation  
 Allocated 2628  
 Tested

DISTRIBUTION OF FALL 1999 ENTERING FRESHMAN CLASS  
 Prepared by: D. S. Sigatre

12 of the freshman class was eligible for the BSK Program \*\*  
 However, 202 of the entering registered freshmen were tested after July 1.  
 The 202 tested, 150 students had registered for the BSK Program.  
 2% of the students eligible for BSK

\*\*BSK = Brief, intensive, non-credit remedial courses.

| Bachelor Degree |     | Avg. 79.6 | 971      |
|-----------------|-----|-----------|----------|
| Pre-BSK         |     |           | Post-BSK |
| N= 410          |     |           | N= 410   |
| SEEK            |     |           |          |
| Pass All        | 62  | 15%       | 134      |
| Pass Two        | 86  | 21%       | 94       |
| Pass One        | 128 | 32%       | 94       |
| Fall All        | 136 | 33%       | 88       |
| Non-SEEK        |     |           | Post-BSK |
| Pass All        | 274 | 49%       | 352      |
| Pass Two        | 188 | 30%       | 123      |
| Pass One        | 85  | 15%       | 67       |
| Fall All        | 38  | 7%        | 19       |
| Certificate     |     |           | Post-BSK |
| Pass All        |     |           | 1        |
| Pass Two        | 1   | 33%       |          |
| Pass One        |     |           |          |
| Fall All        | 2   | 67%       | 2        |

| Total Bachelor and Certificate Program |     |     | Post-BSK |
|--|-----|-----|----------|
| Pre-BSK                                |     |     |          |
| Pass All                               | 336 | 34% | 487      |
| Pass Two                               | 283 | 26% | 217      |
| Pass One                               | 211 | 22% | 161      |
| Fall All                               | 174 | 16% | 109      |

| Total Freshman Class - Fall 1999 |     |     | Post-BSK |
|----------------------------------|-----|-----|----------|
| Pre-BSK                          |     |     |          |
| Pass All                         | 431 | 30% | 667      |
| Pass Two                         | 380 | 26% | 337      |
| Pass One                         | 330 | 23% | 257      |
| Fall All                         | 301 | 21% | 181      |
| Partial                          |     |     |          |
| Total                            |     |     | 1442     |

| Associate Degree |     | Avg. 73.8 | Post-BSK |
|------------------|-----|-----------|----------|
| e-BSK            |     |           | N= 35    |
| N= 35            |     |           |          |
| SEEK             |     |           |          |
| Pass All         | 2   | 6%        | 7        |
| Pass Two         | 7   | 20%       | 11       |
| Pass One         | 7   | 20%       | 8        |
| Fall All         | 19  | 54%       | 9        |
| Non-SEEK         |     |           | Post-BSK |
| Pass All         | 93  | 20%       | 163      |
| Pass Two         | 120 | 26%       | 109      |
| Pass One         | 112 | 24%       | 88       |
| Fall All         | 108 | 23%       | 73       |

| Total Associate Degree |     |     | Post-BSK |
|------------------------|-----|-----|----------|
| Pre-BSK                |     |     |          |
| Pass All               | 95  | 20% | 170      |
| Pass Two               | 127 | 27% | 120      |
| Pass One               | 119 | 25% | 96       |
| Fall All               | 127 | 27% | 62       |

| Fall 1997 |     |     | Post-BSK |
|-----------|-----|-----|----------|
| Pre-BSK   |     |     |          |
| Pass All  | 441 | 25% | 678      |
| Pass Two  | 447 | 26% | 451      |
| Pass One  | 470 | 27% | 363      |
| Fall All  | 386 | 21% | 232      |
| Partial   | 13  | 1%  | 13       |
| Total     |     |     | 1737     |