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CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON HIGHER EDUCATION

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B E F O R E: INEZ D. BARRON
Chairperson

COUNCIL MEMBERS: Laurie A. Cumbo
Robert F. Holden
Ben Kallos
Ydanis A. Rodriguez

A P P E A R A N C E S (CONTINUED)

Dr. Lucinda Zoe, Senior University Dean for Academic Programs and Policy for the City University of New York, CUNY

Dean Dara Byrne, Associate Provost fore Undergraduate Retention & Dean of Undergraduate Studies at John Jay College

Vivek Upadhyay, Executive Registrar, CUNY Central Office

[sound check] [pause] [gavel]

CHAIRPERSON BARRON: Good morning, and welcome to today's oversight hearing on CUNY Pathways to degree completion. I'm Council Member Inez Barron, Chair of the Committee on Higher Education, and a proud CUNY Alum. Pathways was implemented across CUNY's undergraduate colleges in 2013 to establish a framework of general education and guidelines intended to make it easier and as a result, more cost and time effective for students to transfer from one CUNY college to another with minimal disruption to their pursuit of a bachelor's degree. Pathway-Pathways was intended to solve a decade's long problem whereby students were institutionally forced to lose heart and academic credit, retake courses or were prevented from applying courses towards a major simply because the college into they wished to transfer devalued the substance of their coursework at another CUNY college. This problem belied CUNY's legislative directive to be maintained as an integrated educational system. Pathways, in theory at least, presented an opportunity to correct these wrongs going forward. When we last conducted a hearing on

Pathways we acknowledged the goals of the program, and in the years since then we have an uptick in the number of transfer students between CUNY colleges. However, some things haven't progressed well at all. Completion rates continue to be dismal across CUNY. In addition, studies show that the lack of degree completion particularly among community college is not their fault, but a consequence of systemic and structural barriers that make it difficult for them to succeed. The students must sort through an overwhelming amount of information regarding what to major in, what courses to take, and how to even transfer to a four-year program. Indeed, some may not even realize that transferring is a four-into a four-year program is an option. They often receive little guidance, and support to make such informed decisions or locate relevant information. As a result, they frequently engaged in poor programming or course selection decisions costing them both time and money. Many sadly drop out of school in frustration. In addition, Pathways hasn't been entirely embraced by the CUNY faculty. It was the subject of two lawsuits by a collective of university faculty, which among other things, challenged the

academic rigor of the Pathways curriculum, its development process, and asserted that CUNY was putting a higher level of importance on graduation rates than the quality of its academic programs. Although the lawsuits were dismissed, CUNY faculty has persisted in its concern about Pathways responded with a vote of no confidence in the program in response to a survey conducted by the American Arbitration Association. These issues are very concerning CUNY by its own assessment in a September 2017 Pathways Program review, acknowledged that it could do a better job ensuring that students understand Pathways, and the transfer process. It also acknowledged that there needs to be better communication with faculty with respect to the curriculum. Today, we intend to explore what the university is doing to address these concerns as well as to explore data that may shed light on program trends, needs and hopeful solutions. I want to acknowledge my colleagues who are there in the Education Committee with me today. We have Council Member Rodriguez and Council Member Holden. I also would like to thank Joy Simmons, my Chief of Staff, N'Digo Washington, my Director of Legislation and

1 COMMITTEE ON HIGHER EDUCATION

6

2 CUNY Liaison, Chloe Rivera; the committee's Policy
3 Analyst Paul Senegal, Counsel to the Committee, and
4 Yarvi Shavitt, the Committee's Finance Analyst, and
5 at this time, we will call the first panel. [pause]
6 We have Dr. Zoe Vice Provost of CUNY Central; Dean
7 Dara Byrne, Associate Provost, John Jay College; and
8 Vivek Upadhyay, Executive Registrar of the Central
9 Office. If they are here, they would come forward.
10 [pause] And I'll ask the counsel to administer the
11 oath.

12 LEGAL COUNSEL: Good morning

13 DR. LUCINDA ZOE: Good morning.

14 LEGAL COUNSEL: In accordance with the
15 Rules of the Council, I will administer the
16 affirmation to the witnesses. Please raise your
17 right hands. Do you affirm to tell the truth, the
18 whole truth and nothing but the truth in your
19 testimony before this committee, and to respond
20 honestly to Council Members' questions?

21 DR. LUCINDA ZOE: I do.

22 LEGAL COUNSEL: Please state your names
23 for the record? [pause]

24 VIVEK UPADHYAY: Vivek Upadhyay.

25 Is this on?

CHAIRPERSON BARRON: Thank you. You may begin.

DR. LUCINDA ZOE: Okay. I'm going to start. Good morning, Chairperson Barron and members of the Higher Education Committee. My name is Lucinda Zoe, Senior University Dean for Academic Programs and Policy for the City University of New York. Thank you for the invitation and opportunity to provide an update on the Pathways Initiative to this committee. With me today to present testimony are several CUNY colleagues. Allow me to introduce Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies from John Jay College Dr. Dara Byrne; and Vivek Upadhyay, our University Executive Registrar, who plays a key role in maintaining the University systems that ensure that student coursework is transferring properly across the system. Since I have appeared before you before in 2016 to provide more detailed information on Pathways, I will start by providing a brief background on the initiative. Then we'll follow up with an update on the evaluation process and some student outcomes. On June 27, 2011, the CUNY Board of Trustees passed a resolution on creating an

efficient transfer system. Implemented in fall 2013, the CUNY wide Common Core Curricular structure created through Pathways provided for a smooth and efficient transfer of student credits from any CUNY college to all other CUNY College to all other CUNY colleges. Graduates implementation in fall 2013 students who transferred would often find that some course credits earned at one college did not match course requirements at another college. As a result, the credits were not applied to degree requirements causing students to retake and pay again for general education courses. The increase in both the number and proportion of transfer students entering CUNY contributed to the need to create a university wide common curricular structure. Since 2009, the majority of students enrolled-enrolled in a baccalaureate program in CUNY having transferred from another college while only about one-third of all students enter as first time freshmen. Close to two-thirds of new students enter CUNY Baccalaureate programs as transfer students. Since the implementation of Pathways transferring to CUNY Baccalaureate programs has increased by 19%. The Pathways Initiative was designed to strengthen the

curricular alignment across CUNY's undergraduate colleges and improve the efficiency of transfer, a credit transfer throughout our system. A brief word on the evaluation process. As mandated in the board resolution to establish Pathways, annual evaluations have been conducted each year for the first three years. Through the evaluation process, which has involved representatives from the University Faculty Senate, and a variety of colleges and academic disciplines, a number of important questions have been raised. The Office of Academic Affairs has also solicited feedback from an administrative Pathways liaison at each campus, requested comments through online suggestions, and hired an outside consultant to conduct student focus groups. Questions in areas of concern identified through these various sources have formed a basis of the evaluations conducted to date. The Central Office of Academic Affairs has continued to monitor, track and make public all Pathways data and reports. Analysis have focused on every component of the initiative including the Common Core, major gateways and student perceptions. Reports and updated tracking data are made publicly available on the Pathways website. While the next

mandated review is scheduled for 1920 (sic) efforts are now underway to explore options for a comprehensive external review and analysis of Pathways implementation and effectiveness. Now, on the outcomes. The Pathways Common Core curriculum structure is robust and fully integrated into all CUNY undergraduate degree programs. Close to 2,600 courses have been approved by the Common Core Course Review Committee and are coded as Common Core Courses throughout out system. With each entering class starting fall 2013, all new students including new transfer students are required to follow the Pathways Curriculum requirements. As of fall 2016, preliminary data show that 91% of all undergraduates are following Pathways curriculum including 96% of all associate degree students, and 88% of all baccalaureate degree students. We are now in our sixth year of Pathways, and we have our first indicators of the Pathways structure on graduation rates and time to degree completion for associate degree students. Available data provide an initial view of the impact that Pathways is having in various areas. A major goal of Pathways was to improve the efficiency of transfer credit—of credit transfer. In

fact, under Pathways there has been a steady increase in the number of credits transferred into receiving colleges. Here are a few key indicators of note. In fall 2012 to fall 2016, the percentage of students who transferred to CUNY Baccalaureate Programs with associate degrees increased by 42.9%. The number of students who transferred back into CUNY after more than three years since their last enrollment at CUNY increased by 24% from 2012 to 2016. Transfer from community colleges to senior colleges continues to rise with Brooklyn, John Jay, Lehman and Queens being the colleges with the highest number of incoming transfers about 1,000 transfers each fall. The total number of credits that transfer students have earned and received credit for has also increased. Prior to Pathways the average credit accumulation for internal transfers into senior colleges within a year after transfer was 76.8. By fall 2014, it increased at 90--at 80.9 and fall 2016 it was up to 81.8 credits after one year. The average credit accumulation for external transfers into CUNY senior colleges within a year after transfer was 69.6%--69.6 in fall 2012. By fall '16 it increased to 76.3. So, more credits are transferring in. The average number of credits

transferred to senior colleges was 56.4 in fall 2012, and increase to 61.7 in 2016. Among students transferring to community colleges there was also an increase from 15.7 in fall 2012 to 21.4 in fall of 2016. Evaluation of Pathways has also focused on student academic performance. Average GPA after one year has remained stable for both first time freshmen and internal transfers at approximately 2.5 and 2.8 respectively. We found that one-year retention rates have also remained steady at approximately 65% for associate degree students and 86% for baccalaureate degree students. The main GPA for external transfers after one year was 2.96 in 2012, and 3.03 in fall of 2016. We also examined student GPAs one year after transfer in the disciplines, and found that the GPAs have remained steady or have increased. Thus, the evidence shows that students are prepared to handle the coursework in the senior colleges when they arrive. For example, transfers in Gateway measures in biology, their main GPA was 2.8 in 2012 and GP of 2-of 3.2 by 2016. In business-business transfers had a main GPA of 3.0 in 2012 and by 2016 it was 3.1. In economics, the main GPA 2.7. It moved up to 3.0. In English 2.9 in 2012 and remained the same. In 2016,

2.9. In psychology the main GPA went from 2.8 to 3.1 from 2012 to 2016. Finally, preliminary data show that since Pathways, the three-year community college graduation rate among first time full-time fresh students has risen from 14.1% for the cohort that began in 2011 to 19.1% for those who began in 2014. This is a huge increase in graduation rates at the-at the three year mark.

Pathways and Remediation: Having spent 10 years of my career at Hostos Community College in the South Bronx, the last two years as Provost, I have a particular interest and concern about our students that come to us with remedial needs. We have taken care to ensure that there are appropriate Pathways courses in math and English available to this cohort of students. Thanks to the city generous investment in our remedial reforms, remedial students are making particularly notable progress toward completion of their Pathways math and quantitative reasoning courses and their English composition requirements. We have been on implementation of improved more accurate placement practices, and fewer full-time freshmen, and our Associate Degree programs are taking traditional zero credit remedial courses

in their first term. We have preliminary outcomes to share. In English since 2014, we have reduced traditional zero credit remedial course enrollment by 42% and in math we've reduced zero credit course enrollment by 37%. Since fall 2014, the percentage of students enrolled in a co-requisite credit bearing Pathways approved math Quantitative Reasoning Course has tripled and in English it has more than quadrupled. This progress is accelerating as we expand course availability and some campuses are really showing the power of these reforms. For example: At La Guardia Community College the percentage of students earning Pathways in QR math credit their first year has increased by nearly 50% since the fall. University wide, 22% more students are passing their math and Quantitative Reasoning Course in their first year of college. This is actually an extraordinary accomplishment. A word on system support and curriculum design for transfer. Let me step back and briefly describe the development and structure of the Common Core as it will be useful here to understand how the courses are transferring based on their requirement designation or the RD. As part of the design and implementation process, a task

force consisting predominately of faculty, established the curriculum, perimeters and contours of a 30-credit Common Core for all CUNY undergraduates. They created learning outcomes for each of the Common Core's eight core areas: English Composition, Math and Quantitative Reasoning, Life and Physical Sciences and five additional thematic areas namely Creative Expressions, Individual and Society, World Culture and Global Issues, Scientific World and U.S. Experience and its diversity. This broad curricular framework provided the flexibility needed for CUNY colleges to design their own general education program and maintain many of their existing requirements and course offerings. Each college decided which courses belonged in each area depending on their academic priorities and their own values. All courses have been developed by faculty members at the colleges and reviewed by the Common Core Course Review Committee consisting entirely of faculty from across CUNY. This committee ensures that all Common Core courses meet the learning outcomes set forth by the original taskforce so that a course with a Scientific World RD requirement designation in one college will transfer seamlessly to the next college

to fulfill the Scientific World Common Core area. This is how it works. My colleague Vivek Upadhyay will provide more detail on this in his testimony on how our systems work to ensure courses are transferring properly. Pathways guarantees students that each course they take in CUNY will transfer from credits in any community college that any general education course taken at CUNY will transfer for general education credit to any other CUNY college, and that Pathways measured Gateway courses will transfer for major credit from one institution to another. This is the Pathways promise. Given the emphasis on a framework based on learning outcomes rather than a distributed model based on academic disciplines, concerns about how Pathways would affect course taking patterns in certain disciplines have also been monitored. Due to the flexibility of the Common Core structure, colleges have maintained consistent levels of course taking in most top fields. In some fields, such as foreign language, natural science and math, course taking for first time freshmen has actually increased during the first year. Among first time freshmen between 2012 and 2017 academic—these academic years, foreign language

course taking increased from 18 to 21%. The natural sciences saw an increase from 28 to 40% and math course taking jumped from 80 to 86%.

The Major Gateways: As required by Pathways, faculty committees designated a minimum of three Gateway courses leading into several of CUNY's most popular majors. Students who anticipate pursuing one of these majors can take the designated courses and transfer them for major credit seamlessly between CUNY colleges that offer that major. OEA has evaluated the efficiency of credit transfer for the major Gateway courses. The ten participating majors are biology, business, criminal justice, economics, English, nursing, political science, sociology and psychology and teacher education. We examined data from approximately 2,000 students who had completed at least one Pathways major Gateway course, transferred to another college and declared the major. We found that 80% of all incoming major Gateway courses were accepted as equivalent major Gateway courses and were counted toward the major at the receiving colleges. Moreover, virtually all of the remaining coursework was accepted for academic credit that may be applied toward the major

requirements suggesting a successful implementation of the major Gateway Transfer Guarantee. After our assessment confirmed this unique feature of Pathways is working properly we are now working to increase the number of major Gateways in three more areas: Accounting, Chemistry and Computer Science. We hope to collaborate with faculty discipline committee to develop more major Gateways to help serve more students.

External Transfers: Pathway transfer guarantees may be having an influence on student transfer decisions. As noted earlier, since Pathways there has been an increase—there's been an increased number of students transferring into CUNY Baccalaureate Programs for 1,309–13,900 in 2013 to over 16,000 in 2017. This trend has been pronounced among students transferring from another CUNY college. In contrast to the steady increase in the number of internal transfers, the number of students transferring from outside CUNY has remained steady at around 5,500 each fall semester. In 2007, the Office of Academic Affairs began to review transfer flows from SUNY, a primary feeder, and to consider policies to attract and serve SUNY transfers. For the summer

and fall of 2017 semesters, CUNY admitted more than 6,400 students who has previously attended SUNY including 4,600 to senior colleges, 1,200 to the community colleges, and close to 500 to the comprehensives. Students from each of SUNY's 64 institution transferred to CUNY colleges. Similar to CUNY, SUNY also has a standardized 30-credit framework for general education requirements at their undergraduate institutions offering credit transfer guarantees for students who transfer within the system. Both SUNY and CUNY frameworks consist of 10 three-credit courses distributed across areas. Those frameworks include a broad array of offerings across History, Humanities, Natural Sciences, Social Science and Foreign Languages. Again, both systems' faculty develop learning outcomes for general education requirements and the approval process was in place for general educational course offerings. Due to the close working relationship between our two systems, the frequency of student transfer between the two and the similarities between SUNY and CUNY General Education frameworks, in June, 2018, SUNY implemented a new policy to expand exiting transfer--Pathways transfer credit guarantees to students who

transferred to a CUNY college from a SUNY college.

SUNY's—CUNY's transfer guarantees now include all SUNY general education courses consistent with grade requirements and residency rules. CUNY faculty will continue to determine course equivalencies, which are used to award academic credit for other degree major requirements. This policy helps to streamline credit transfers and ensure greater parity for students across the university who transfer from SUNY.

Students will be able to complete their degrees more efficiently saving them time and money and saving taxpayer dollars. In conclusion, with the Pathways Initiative, the university has clarified the path to degree completion and put measures in place to ensure that transferring does not set students back. We believe that the best interest of students are being served. Now, in our sixth year, both faculty and students accept the Pathways framework as the vehicle for delivering their own general education program. It is simply general education, and it is thoroughly integrated into each and every undergraduate degree program. These ongoing analysis and the subsequent actions taken to address issues are expanding opportunities and enabling students to make more

efficient progress towards degree completion. We understand that further adjustments will be necessary, and we shall continue to conduct reviews and evaluations routinely to track student outcomes. Plans for the six-year external review is underway and ongoing evaluation and modifications will continue to be made. We welcome substantive feedback and suggestions for improving opportunities for CUNY students. Thank you again for the opportunity to provide testimony today. It's a pleasure. I would now turn this over to my colleague Dean Dara Byrne from John Jay, who is going to present a college perspective under Pathways design and the implementation process on the ground. Dean Byrne.

DEAN BYRNE: Thank you. Good morning, Honorable Chair Barron and members of the Higher Education Committee. My name is Dara Byrne and I'm the Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies at John Jay College of Criminal Justice of the City University of New York. Before I begin, I would like to thank the Committee for its ongoing support of the hundreds of thousands of New York City residents who enroll in CUNY colleges each year. As my role and work title

suggest, my portfolio is dedicated entirely to student success. We have in common a commitment to public higher education and the desire to help graduate better prepared students who are equipped to achieve personal and professional success and contribute to a thriving New York City. At John Jay, our general education curriculum is at the heart of our work on student success. The curriculum provides a compelling, rigorous learning experience that is the academic foundation of the college's justice mission. Our Pathways story, the story of the transformation of our general education curriculum reveals our campus' holistic approach to student learning and success, our faculty's dedication to general education and curricula excellence, and the college's commitment to shared governance. It is these priorities that inform academic planning, outreach, program development and assessment of general education at John Jay. My office, the Office of Undergraduate Studies has led the transformation of general education curriculum since 2013 collaborating with faculty colleagues on the creation of 118 new general education courses since that time. We've made significant investments in infrastructure

to sustain and improve the curriculum. For example: We created the position of the Director of General Education to oversee curriculum development and student learning in general education courses. We created the Council of major coordinators with representation from every academic department. We have matched the curriculum to our justice mission and our institutional goals, and we continue to hone our processes for assessing students' learning and general education. We are also invested in supporting faculty teaching in general education by cultivating the use of open access resources, developing shared teaching materials and by creating faculty coordinator positions to foster communities of excellent course design, pedagogy, and assessment for continuous improvement of student learning in key general education courses. The Office of Undergraduate Studies takes seriously the financial barriers that often prevent our students from completing their degrees on time. As is common across CUNY, our students work to pay for all aspects of their education including tuition, books, Metro Cards, et cetera. Data shows that they miss out on valuable opportunities to maintain academic momentum

and graduate on time because of their work schedules.

According to the most recent student experience

survey, more than 50% of John Jay students work or

pay; 63% work 21 or more hours per week; and 35% work

full-time. Faculty and academic advisors also report

student drop courses or drop out because they need to

work to pay bills and support their families. To

address this, we've been working with faculty to

reduce the high textbook costs often associated with

general education courses. With an investment from

CUNY, we have commenced a multi-year project to use

open and alternative resources as a means of

providing every undergraduate--regardless of their

financial resources--access to education of the

highest quality. Our long-term aim is to reduce the

annual textbook expense in general education courses

by \$1 million a year by 2020. This plan focuses on a

zero text cost pathway through the General Education

Curriculum to reduce financial obstacles to students'

success, an open source justice evander, and a

collection of assignments adaptable for just for use

of across our Justice core, cutting costs fro

students and enriching the conversation about justice

across the college and shared open access materials

across the CUNY Justice Academy ensuring curricular alignment for student success and contributing to the university's work toward a connected CUNY. The flexibility of John Jay's General Education Curriculum has led to a number of other digital innovations and improvements. Recognizing our students' need for exposure to cutting edge digital technologies, undergraduate studies leveraged a one-time investment from CUNY to integrate digital literacy and web design skills into an array of general education courses. To day, we have supported more than 3,300 students and 75 faculty members. To further digital readiness, we are developing a number of other digital literacy strategies and tools for faculty. As my colleague Lucinda Zoe, Senior University Dean for Academic Programs and Policies has documented, student outcomes have improved particularly for transfers on all of our campuses and using every metric available. John Jay has been a front runner in transfer student success due in part to the CUNY Justice Academy, which is an educational partnership between John Jay College and six CUNY community colleges including the Borough of Manhattan, Bronx, Hostos, Kingsborough, La Guardia

and Queensborough. Launched in 2009 affectionately called the CJA, CJA students who do not meet entrance requirements at John Jay are accepted jointly by Community College and John Jay, and enter in justice related majors such as Criminal Justice, Forensic Science, Fraud Examination and Financial Forensics and Cyber Security. When they complete their Associate's-Associate's Degrees, these students move seamlessly to John Jay to pursue their Baccalaureate Degrees. Supporting our culture for transfer student success, Pathways helped us improve our Transfer Credit Review Process, and by extension improve our success pipeline. The number of credits transferred to John Jay increased from 59.4 credits in 2012 to 63.5 credits in 2014. By contrast, the transfer credit opportunity gained via the CJA and Pathways have created a culture of openness to transfer students contributing to higher transfer enrollments. For example, the number of students transferred increased from 870 in 2012 to 1,092 by 2014. Today, there are approximately 8,800 students enrolled in the CJA far exceeding original projections of 1,475 by 2015. The CJA was developed collaboratively by John Jay and Community College faculty and this

collegiality across seven CUNY colleges has continued to this day with the creation of the CJA Academic Council to foster ongoing conversations among CJA faculty about curriculum, pedagogy and learning. The participating institutions now hold an annual CJA summit attended by presidents, provosts, deans and faculty of the partner institutions and have recently convened a strategic planning working group that is now developing a five-year strategic plan. The CJA Partnership has also resulted in three collaborative Title 5 grants, two with John Jay in the lead, and one with John Jay secondary to Bronx, and one Department of Education Stem Grant with John Jay secondary to BMCC for a total of \$11.5 million over the past six years. These grants supported the development of structures and activities to facilitate the pipelines between two institutions. The advent of Pathways came at an opportune moment for John Jay. It harmonized with curricula reform and student success work we had already begun. Today, the framework continues to provide avenues for fruitful collaboration with faculty around our shared goals of graduating more students in less time and preparing them to be fierce advocates for justice.

Thank you for the opportunity to provide testimony today. I will now turn this over to University Registrar Vivek Upadhyay, to present an overview of the implementation of Pathways across CUNY's Student Information Systems.

VIVEK UPADHYAY: Good morning, Chair Barron and the members of the Higher Education Committee. My name Vivek Upadhyay and I'm the Executive Registrar. The Office of the Executive Registrar serves to ensure that documented (sic) integrity by communicating--[coughs] excuse me--communicating University policies and the resource--and is a resource for all the members of the university committee--community. My office is responsible to promote an environment that supports students, alumni, faculty, administrators, staff and the community to advance the educational mission of the university. My testimony will focus on the implementation of Pathways, the education curriculum specifically across the student information systems, used everyday by students, faculty and advisors. First is the degree works implementation in Pathway integration, some of the background on Degree Works, the University's Academic Degree Audit system. It's

an online tool that tracks and displays degree requirements students have completed, having progress and still need to meet for their degree including general education, Pathways, major and minor if applicable. Degree Works informs students about prerequisite, helps students determine, which course for the list so far (sic) allows students to explore how they completing requirements would apply towards their degree if they change or add major or minor. Critically, DegreeWorks also provides data to certify students for the New York State Tuition Assistance Program, TAP eligibility, Excelsior Scholarship verification and certification, and provides data for their graduation. The university identified DegreeWorks as the optimal degree audit system after an extensive review of several such systems led by Brooklyn College and La Guardia Community College in 1998. By Summer 2018, all of the university's undergraduate colleges have migrated to CUNY First, our university student information system, which I'll discuss next, and the Degree Work system has been implemented across all these campuses as well. In fall 2016, the University's Commuter Information Services, the CIS office upgraded our DegreeWorks to

just for 1.6 bringing enhanced functionalities such as Student Education Planner, functionality that allows students to create a program of study, for each term until graduation, and a transfer of what it features, which allows the students to review their current degree requirements, apply to the degree requirements at another college within the university if they're transferred. DegreeWorks has been program companion program also know as Scribe across the University colleges for students and advisors to track and to inform them about degree requirements students have completed having progress and still need to meet during their course of study. Regarding CUNY First, CUNY First, as some of you know, stands for the fully integrated resources and services tool and for the university it means a massive upgrade to how would you, you know, how we did things in the past. CUNY First is our local branding our student information system from PeopleSoft, and it's used by the higher education institution both nationally and internationally. New CUNY First processes is student information, human resources and finance have changed how we do everything, information for class, tracking enrollment and to paying our bills. CUNY First

applications have replaced aging Legacy systems like Sims that have separate and individual system of records for every student for each of the university colleges, and has helped in streamlining and standardize many of the things we do at our colleges. CUNY First now has been implemented across the university, and helps tremendously in establishing policies, processes and procedures especially general education coding for enrollment and trends for current evaluation across the university for students using a single system of records. CUNY First has been modified, configured to—for the past implementation to display general education designation for students and advisors during enrollment and advising cycles ever term. The student information system for transfer as Dr. Zoe testified not only are all courses transferring, but also they are fulfilling degree—degree requirements for general education, their major and for our electives at—when they transfer. This was not always the case before Pathways. All courses now are coded in CUNY First at the Course Catalog level, class schedule level with Pathways requirement designation as Dr. Zoe mentioned, RD. To fulfill one of the

eight Pathways Common Core areas, we find that the courses are successfully transferring over into the required designated Pathway areas. We find these courses—sorry. This is also evident in the students' degree audit in our degree audit system. The Pathways transfer guarantee ensures that once that—once a student successfully completes a course in a particular Common Core area, the credit transfers and satisfied the requirement for that area at any other college at the university. Dr. Zoe also mentioned the newly implemented SUNY Transfer Policy, and as the university expands these transfer credit guarantees, we are planning for greater automation of the transfer credit evaluation process. For example, we are managing the CUNY First catalog. A strong catalog that includes course records for non-CUNY institutions including SUNY, allows for automation that allows for the automation of transfer credit evaluation. I thank you for the opportunity to offer an overview of the student information system, Degree Works, the advisement system, and the CUNY First, and how each is used by students and advisors in making informed decisions during enrollment and towards

graduation. Thank you again, and the panel is happy to answer any questions you may have.

CHAIRPERSON BARRON: Thank you so much. I want to thank each of you for coming, and giving such extensive testimony. We're very pleased to have your report about the successes of Pathways. We do have a few questions, and we want to acknowledge we've been joined by our colleague Ben Kallos. Council Member Ben Kallos is here as well.

COUNCIL MEMBER KALLOS: [off mic] Thank you.

CHAIRPERSON BARRON: At the last Pathways hearing we said that—it was testified that you would need at least four academic years of data before making real comparisons about graduation rates and performance rates. So, we would like to know how you're able that was what your panel had said. So, how are you able now to make such conclusions based on what appears to be three years of information, and now in our fourth year?

DR. LUCINDA ZOE: We're in our sixth year in Pathways.

CHAIRPERSON BARRON: Your sixth year?

DR. LUCINDA ZOE: Yeah, we're in our sixth years.

CHAIRPERSON BARRON: [interposing] But it was implemented in what year?

DR. LUCINDA ZOE: 2013.

CHAIRPERSON BARRON: 2013. Okay.

DR. LUCINDA ZOE: So, for the—we couldn't—we could not begin to look at graduation rates until we had at least four years particularly for the—for the community colleges.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: But we do now. So, we really just got this new data on the three-year graduation rate, and we were just able to do that, but we're actually in the sixth year now.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: So, we figure after this year we think we'll be able to start looking at the community-senior college. Is that right, Steven? I have my data expert in the audience here.

CHAIRPERSON BARRON: [interposing] Okay.

DR. LUCINDA ZOE: But yeah, we'll be able to do that soon.

CHAIRPERSON BARRON: And—and I was pleased to read about the coordination now with transferring credits from SUNY colleges. How did that come about?

DR. LUCINDA ZOE: Yeah, you know, that is a—a huge, we're very proud of that.

CHAIRPERSON BARRON: Yes.

DR. LUCINDA ZOE: But we just started looking at transfer and patterns, and we noticed how many SUNY students are transferring in, and we did a little homework and we did a bit of a whiter paper, and looked at how SUNY accepts our credits, and we saw that SUNY was taking all of our credits, and we were not, you know, consistently taking all of theirs, and we—we were taking a lot of them, but we weren't doing it consistently across CUNY like a SUNY student could—gets credits accepted at Kingsborough but no Queensborough. They may have more accepted at Queens College than somewhere else, and that didn't seem right. So, we spent about a year doing the research on it, and basically came up with the crosswalk, and were able to get it, you know, come up with a policy to do it. We just kind of completed it this year, and the beauty is it's built into the

system now. It-it really-this is what Vivek is so important because when we make these changes, we sort can code into the system like the-these Gen Ed courses will come in and fall into these buckets or if they're not-or-and it still gives the colleges the ability to, you know, reassign as needed if something fits better. But that was how it came about. We're very excited about that. That represents a huge, you know, move forward for the state I think.

CHAIRPERSON BARRON: I think so.

DR. LUCINDA ZOE: Yeah.

CHAIRPERSON BARRON: And students would really be able then to look at how they could-might what to transfer out or from Upstate--

DR. LUCINDA ZOE: [interposing] Exactly, exactly. We get so many SUNY transfers so-

CHAIRPERSON BARRON: And how are students being told of this opportunity, not that we want to lose our students, but how are they being told of this opportunity that exists for them to be assured that so many of their credit will be accepted at SUNY? How are CUNY students being informed?

DR. LUCINDA ZOE: I don't-I don't think there's any-we don't want them to go to SUNY.

CHAIRPERSON BARRON: I know.

DR. LUCINDA ZOE: [laughs] We don't want them to go.

CHAIRPERSON BARRON: I know.

DR. LUCINDA ZOE: But we want SUNY students to come to CUNY.

CHAIRPERSON BARRON: True but we have to at least let them know that it exists, you know. Some students might want to year away. I want to go away. What it is in that process.

DR. LUCINDA ZOE: Right. You know, we—since we just implemented this in this—in this summer, we're—we're—we haven't really done any marketing on it yet to kind of make that clear, but that's a good idea. Thank you.

CHAIRPERSON BARRON: Okay. So, how would we measure the success of Pathways? What are the tools? What's the criteria? What—what are we saying? Listen, we've done this. How are we able to say that we think Pathways has been successful?

DR. LUCINDA ZOE: Well, I think there's—I mean you all can jump in here, but I think that there's a number of indicator, and we're keeping a close eye on the credits that are transferring and

counting for something, and that we're just now—we've always had courses transferred like before Pathways if a student had an associate degree, all 60 credits had to transfer to the senior college, but they just didn't have to count for anything. Like they all came over, but the senior college could say well, we're not going to take this Gen Ed or we're going to make you retake this history course or whatever. Now, they all—they don't just come over, but if they come over and they must and they will count for all of these different degree requirements. So, with DegreeWorks as we just upgraded the system in the last year and a half, as we get it all properly scribed, I think that that's really to me going to be like the real indicator when we're able to see really by numbers where these courses are falling. You know, we know that Gen Ed, you know, the Pathways that they are transferring but, you know, knowing how many go in each bucket and being able to look at that is going to be better, and I think just continuing to see that not only are the courses transferring, but they're transferring and counting, and watching student indicators like graduation rates, and particularly their GPAs. I mean a year after

transfer all the community colleges students are doing as good if not better than the native students at those colleges. So, clearly they're being prepared. You know, the coursework is preparing them to do well when they get to the senior colleges. So I think those indicators are important to keep an eye on.

CHAIRPERSON BARRON: In your report, the Pathways General Education Initiative three-year review, it indicates that there seems to not be a standardized appeals process for students who have—who are not satisfied with how the transition or their credits are accepted or not accepted. And your report says that there were seven colleges, which had no appeals at all in the three-year period. There were colleges that had less than a thousand. There were two that had more than a thousand. There was one that had more than 2,500. There were three that were unknown, and there were two colleges that did not respond. Some of those numbers are troubling particularly more than 2,500 at one college. Students appealed the transfer credits not being accepted. So, how can you help us explain what that is a reflection to--?

DR. LUCINDA ZOE: [interposing] Okay, well that's—that's actually fairly easy to explain.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: We—when we sort of wanted to examine how the appeal process was working, and that's what we did and that's what you see reflected in that report, you know, what we discovered was we had standard process at the central office, but each college has their own process, their own governance process for how they hear appeals, and what we discovered is actually like the—the college, and I think it was the College of Staten Island might have been one of them, that what they were counting as appeals were not actually appeals. Like they weren't and so we had to come up—and as a result of this research that we did, we kind of came up with the definition across the board that you couldn't count these things as appeals that were not actually appeals. And what they did at CSI was every student a lot of their courses before had been for-credit courses, and they turned into three-credit courses for Pathways, and they wanted to make them count for Pathways. So, rather than just—the only mechanism they had to make that happen was they called it an

1 appeal. All they were doing was just transferring
2 and giving the students credit, but they were
3 referring to it as an appeals, like it was a
4 mechanism that they were using to give the students
5 the proper credit. You know, so we called them and
6 said like 2,000 what's going on over there? And they
7 said, well, they're not really appeals. They're
8 just--this is just the way we're coding things that we
9 can give the students credit. So, there were--none of
10 those case--there were like 1,000 or 2,000 because it
11 was so bizarre because most of the colleges had a
12 couple of appeals, but it was just a matter of what
13 they were defining. So, it wasn't a student not
14 getting credit. It was, in fact, the college making
15 sure they did get credit. They were just re--they
16 were renaming something, and they said, Oh, we just
17 called these--we put them in the category of an
18 appeal. So, I was like don't do that any more
19 [laughs] you know. It's--it's misleading. So, we kind
20 of tried to streamline the following year. We get a
21 template--

22
23 CHAIRPERSON BARRON: [interposing] Uh-hm.

24 DR. LUCINDA ZOE: --and we said this is
25 how you--you track them. This is what defines an

appeal. It has to be they're not getting credit for a course that was taken Gen Ed and so forth. So, we cleaned that up.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: It was an excellent—a good exercise.

DR. DANA BYRNE: Can I just?

DR. LUCINDA ZOE: Yeah.

DR. DANA BYRNE: I just wanted to add a little bit of insight as to what happens at John Jay. Since we accept all transfer credits, the issue is here it will fit. So a student transferring from the community colleges will get everything that they earned there, particularly—obviously the Gen Ed first and then the remaining courses that they have. If something doesn't fit neatly into a prescribed category, that's where the role that we have for the Director of General Education comes into play, and that's someone in my office who takes a second look after the transfer process for any credits attached to a student that isn't falling into one of our categories. Because we have so many students moving through our Justice Academy pipeline that is already pre-articulated, it's the students that are not in

those program that need a second look. And so, what we do is we track sort of patterns where we might have a rise in students coming from community colleges into programs that aren't particularly aligned, and that person will reach out to those campuses, and start the process of exploration an articulation agreement in order to make it a more formal thing so that we understand more clearly what these courses mean and where they sit. So, we would be low on the appeals end because we have a dedicated person who is looking at transfers trying to understand more about the courses that fall outside of four usual justice pathways. I'll give you an example of. We've noticed over the years an uptick in students who are coming from community colleges, and human service majors, and interested in psychology. And so there's—there are often one or two courses that are part of their general education options where we need to understand more clearly where this could possibly be. The Council of Major Coordinators they have the ability to go—the representative from psychology has the ability to move a class that might have counted as an elective into another category towards the major when they see

something that does not match. And so we created three processes to be able to put in place a second and third look both at the faculty advisor end and in my office so that we ensure that students even after they come in they—they don't have to appeal. We are constantly looking to make sure they get what they earned.

CHAIRPERSON BARRON: Okay, that I think brings me to another point. Alexandra Logue is the author of her new book *Pathways to Reform Credits and Conflict at the City University*, and she's also I think just received a grant to do further studies, and in one of the articles that I read she said that there seems to be a great match going from general credits to general ed credits, but that there seems to be a problem with major credits. So, is that a part of what you were talking about Dean Byrne.

DR. DANA BYRNE: Exactly. So, one—one of things to remember is that students when they arrive to a senior college they might change their mind. So, they might have first—their major. So they might have done a liberal arts major at the Community College, and then decide they now want political science, and so you will see that some of the options

they might—they took at the MCC are specific to that campus, and that's where the second and third look becomes important because a faculty expert is the only one that can see if a particular professor at BMCC taught one class that might equate—it's not a system wide class. How can we ensure that the student isn't repeating something that they already have on file?

CHAIRPERSON BARRON: Okay good. I have more questions, but I'm going to call on my colleague Council Member Kallos. He has questions before he leaves.

COUNCIL MEMBER KALLOS: Thank you to our Higher Education Chair for her focus on this issue and the previous term, and this term I'm happy to be on this committee under her leadership. I'm a software developer, too, and I focus on information architecture. There's a phrase called GIGO in my industry. Are any of you familiar with that?

DR. LUCINDA ZOE: Yes, I am familiar.

COUNCIL MEMBER KALLOS: Can you—can you share what GIGO stands for?

DR. LUCINDA ZOE: Garbage In, Garbage Out.

VIVEK UPADHYAY: I didn't even know we head it.

DR. LUCINDA ZOE: You know what it means.

COUNCIL MEMBER KALLOS: So, I guess the—the quick question—so I guess questions. One would—can you just consider taking a step back, and saying we are a university, and we want to create a process where any student any one of our institutions whether it's community college or a 4-year college or a graduate center can take a class at any other place like a true university? And then similarly when coding classes, putting them in saying we are as a value statement to say that the three credits at a community college is three credits period across the system, and that none of the 4-year institutions get to challenge each other whether or not those credits count and nobody gets to look down on any credits coming from anywhere in the CUNY systems because we are willing to say all of them are equal. And then just simply trusting the institutions and creating a process where when a community college or a 4-year college is coding in the system they just selected what they think it would work with so that when a student is enrolling, instead of wondering whether or

not the class they're enrolling in will count for XYZ at another institution, they could just see it, and they could set up the filter for this is where I'm at Community College. This is—these are the 4-year colleges I'm looking at, and it's good to know that this will go here or not. But the fact that we're doing it as a look back as opposed to a look forward, is setting up—is-is— So, yes, I'm not going to say anything negative there. I was about to, but just would you—would you do that? Empower the universities to code for the—for each other and do it on the front end so that students know that the credits count period as they enroll?

VIVEK UPADHYAY: So, one of the things that I mentioned in my testimony was that the coding. The actual coding has been done already. So, students when they are selecting course work now, they know at the schedule level at the enrollment time that what area this course will count towards.

DR. LUCINDA ZOE: At every single university?

COUNCIL MEMBER KALLOS: At every single college at the university. Correct.

COUNCIL MEMBER KALLOS: That is aiming.

2 VIVEK UPADHYAY: Because we use a single
3 system across the university now.

4 COUNCIL MEMBER KALLOS: Three or four
5 solvent.

6 VIVEK UPADHYAY: [interposing] People
7 solve, which is implemented for every college, every
8 undergraduate college, and--

9 COUNCIL MEMBER KALLOS: [interposing] So,
10 after this semester there will never be a student who
11 has to do an appeal or go to somebody because the
12 class that they enrolled in isn't being counted
13 properly by an institution that they're at.

14 DR. DANA BYRNE: So, if a professor is
15 teaching a special topic, that's not--that's not the
16 same as a general education course, but the student
17 is going to bring that with them. So that was
18 something that was part of their major, not general
19 education. And so, because we're accepting that
20 credit, we want to take another look to see if it
21 fits with where the student is going now.

22 COUNCIL MEMBER KALLOS: How do we fix
23 what was just brought up by John Jay, which I get is
24 valid, but on the non-general ed, but the special
25 topics especially within a major if you take the

statistics within that major or you take whatever topic within major, that should be coded as well up front so that it counts towards those graduation requirements and that major. I will just say I went to SUNY and it was—it was so broken that by the time I was graduating I had like 180 credits, which is like more credits than I needed, and I was still trying to meet all of my general education requirements with like a degree and a half in, and I—I almost had like four majors because of how—and—and just the—the idea somebody being—just not being able to graduate in four years because there's that one class that doesn't count that they go from somewhere else. That—that can't happen any more especially on the majors, too. So general ed is one thing but also in getting people to graduate with the majors that they have.

DR. DANA BYRNE: So, I'm—I'll—I'll say for general education the focus of this, we have that system in place. When a student switches programs let's say you started out doing sociology of Criminal Justice, and then you switch into a major where you're required to do anthropology of criminal justice, we would take a second look at that and see

if we can substitute one for the next because they're both social science courses looking at criminal justice. And so, rather than that being elective credits, you would get major credits. Okay, that's not the general education topic, but what--what we're trying to do there is ensure that at every stage of the enrollment process that a student gets the chance to get the maximum credits in their major as well, and that requires a more nuanced look because moving from one major to another major is not as seamless as a general education to a general education.

COUNCIL MEMBER KALLOS: Thank you.

DR. LUCINDA ZOE: I would always—I would like to add that when Vivek and I dream, this is what we dream of like this is the vision. We think we have these powerful systems. They—they need to be in the service of an integrated university, and that a student should be able to take a course at any community college, and they should transfer as you can in any CUNY college, and we do—and we—I feel like we have the power, the systems are both powerful enough. You know, they both kind of came up during Pathways. So, we're still sort of fine turning them, but we have two things that will kind of lead to not

having other students experience what you did, have 180 credits that don't seem to count. One of those they have an ePermit system, and that allows a student from any college to take a course through ePermit at any other college, and it should transfer smoothly in. But a lot of this is based on what's—kind of course equivalencies, and so the more assistance, the more courses at every college, if we can get the faculty in every college to identify the course equivalencies of their courses across the system, then it—the course is so trans—they transfer for the major, they transfer really, really smoothly and, in fact, this is a very high priority, and I'm happy to have colleagues here from the University Faculty Senate. We're starting to work with the Faculty Discipline Councils to have these discussions about the course equivalencies. So that you have faculty and economics, faculty and accounting and different disciplines that are putting all their courses on the table and going, you know, at community college we have this, at senior colleges and agreeing where there are equivalencies, coding them in the system and then kind of thing happens. That's how it should work. It really should work.

Let's--why don't you come and work for us. Let's get this guy working for us.

COUNCIL MEMBER KALLOS: Thank you for that. It's actually against the City Charter for me to entertain any--

DR. LUCINDA ZOE: [interposing] Okay, never mind--

COUNCIL MEMBER KALLOS: --any outside employment. So, I just want to thank you for the compliment--

DR. LUCINDA ZOE: Alright.

COUNCIL MEMBER KALLOS: --and take it as just that, and I want to thank our chair for highlighting this key issue, and I guess whatever this committee and this Chair can do to support you at CUNY Central with the different universities and community colleges where you may be facing the resistance, we'd like to support.

DR. LUCINDA ZOE: Thank you.

VIVEK UPADHYAY: Thank you.

CHAIRPERSON BARRON: Thank you. I'll now call on Council Member Holden who has questions.

COUNCIL MEMBER HOLDEN: Thank--thank you, Madam Chair. On that subject about course offerings,

having been a year and a half out of CUNY now, I taught at City Tech, a big reason why students drop out not only financial, obviously work commitment, but also the fact that they couldn't get the course offerings in their majors. And I would love it if CUNY first would say alright, you can't get this at City Tech, but you can get the same course, you know, at Hunter or Queens, and so you're working toward that? Did I understand that?

DR. LUCINDA ZOE: That's exactly what the ePermit program was supposed to address. So that--so that students do have--and we have been promoting this a lot with students.

COUNCIL MEMBER HOLDEN: So, they used to be called permits. Now they're called ePermits?

DR. LUCINDA ZOE: Yes, they're called ePermits.

COUNCIL MEMBER HOLDEN: Yes.

DR. LUCINDA ZOE: So they're--and what we're trying to do is make it really easy and seamless for students to do it.

COUNCIL MEMBER HOLDEN: But that was never promoted. Permits were never promoted in my department nor was--I--I don't think it's CUNY wide.

DR. LUCINDA ZOE: Well, they have been, but you know, there's been some resistances and it really, you know, it's like a real thorn in our paw because we feel like it's the greatest thing for students and it goes course-course availability. It goes to student momentum. If they can't get the course at Baruch and they offer it, you know, at, you.

COUNCIL MEMBER HOLDEN: Right, but that's an important, but again--

DR. LUCINDA ZOE: Yes.

COUNCIL MEMBER HOLDEN: --so many students who drop out they say, well, I just can't get to my--

DR. LUCINDA ZOE: [interposing] Yes, I know.

COUNCIL MEMBER HOLDEN: --12 credits for financial aid. I can't, you know, I can't stay and I have to pay otherwise, and then they drop out and I can't tell you how many students went through that--

DR. LUCINDA ZOE: [interposing] I'm sure. Yes.

COUNCIL MEMBER HOLDEN: --and the fact that if we can address that ePermits and say this course offered at Queens, you can go there--

DR. LUCINDA ZOE: [interposing] Right.

COUNCIL MEMBER HOLDEN: --it might be closer to their, you know, their home--

DR. LUCINDA ZOE: [interposing] We're promoting there. We've--we've really tried to make it easier for students to access it, and use it. We work with advisors to promote it, but it is, yeah, you're--you're right. It's absolutely--

COUNCIL MEMBER HOLDEN: [interposing] So, who's resisting? Is the faculty resisting?

DR. LUCINDA ZOE: Yeah, and--well, and--and the faculty presidents or some of the presidents or some of the presidents because model is the money goes to the college that's teaching the course, and also there's some colleges and they just say they want, no, no only--only, you know, this faculty can teach--teach biology.

COUNCIL MEMBER HOLDEN: [interposing] We have of the students. We had to--

DR. LUCINDA ZOE: [interposing] They don't want their students to take a biology course

from BMCC. They want them to take it. It's like, you know, it's really not about you. It's about the students--

COUNCIL MEMBER HOLDEN: Right, right.

DR. LUCINDA ZOE: --and by the way, the biology courses at BMCC are excellent, you know, so it's--it's those kinds of things. It's like a culture change.

COUNCIL MEMBER HOLDEN: But isn't there a cap on ePermit. Like giving a credit cap. Like you can't do--

DR. LUCINDA ZOE: Is there--I don't--it's--

COUNCIL MEMBER HOLDEN: You know, if you can't do 50 credits it's--

DR. LUCINDA ZOE: [interposing] Right, right, right.

VIVEK UPADHYAY: With the requirement there is no cap.

COUNCIL MEMBER HOLDEN: There is no cap?

DR. LUCINDA ZOE: There's residents or requirements for each college. Like you can, you know, you still have to maintain that, but it really is a critical issue, and--and we are just determined

to try to "fix ePermit" which is make it more, you know, accepted.

COUNCIL MEMBER HOLDEN: [interposing]

Yeah, I would 'cause again I'm--

DR. LUCINDA ZOE: [interposing] And it's automated.

COUNCIL MEMBER HOLDEN: Right, I-I-when-I remember when CUNY first was rolled out, and it was nightmare--

DR. LUCINDA ZOE: Yeah.

COUNCIL MEMBER HOLDEN: --in many of the institutions and we called it CUNY worst.

DR. LUCINDA ZOE: Yeah. No, I hear you.

COUNCIL MEMBER HOLDEN: The-the fact that-the problem that-I don't know if it still exists. I hope it doesn't, but it may where some of the core substitutions weren't recognized by CUNY First, and it became a whole, you know, you would have to advise the students there's no problem. We'll just move these around.

DR. LUCINDA ZOE: Right.

COUNCIL MEMBER HOLDEN: Has that, you know, that was a programming issue at the Registrar's

Office I guess, but is that being corrected or addressed and can you--

VIVEK UPADHYAY: It has been corrected.

COMMISSIONER HOLDEN: It has been corrected

VIVEK UPADHYAY: It has been corrected across, and we've been keeping an eye on such issues across the university.

COUNCIL MEMBER HOLDEN: Well, I can't tell you how many days and nights that I sat with Stevens trying, you know, tell them there's no problem. They just kept getting, oh, it's not recognized, and then many times the registrar was backlogged in trying remedy some of these problems. So, I'm glad it has been addressed or is--

VIVEK UPADHYAY: And we have a brand new Registrar at City Tech now, so--[laughter]

COUNCIL MEMBER HOLDER: CUNY First is very exclusive. It's a very expensive software.

VIVEK UPADHYAY: It had to be addressed.

COUNCIL MEMBER HOLDEN: But it's been improved? Do we have CUNY First.2 or 2.0 [laughter] or is it--? Because it was a nightmare. It really was, and--and sometimes some of us went to the old

fashion way of just, you know, going through a chart by hand because it didn't—it, you know, so many were courses that were just thrown to the side, and so I'm glad it's—that was—that's been solved. I'll talk to some of my colleagues. I'll see them next week and then—

DR. LUCINDA ZOE: You'll find out. No, it was difficult for all of us I'm telling you, but again it came up at the same time as Pathways. So, it was just like a double whammy trying to bring up Pathways, do CUNY First implementation and then DegreeWorks migration, but the systems piece, the integration piece is really critical to all of this working, and I feel like with Vivek at the helm we're in some—we're in some good shape.

COUNCIL MEMBER HOLDEN: Okay. Thank you. Thank you Madam Chair.

CHAIRPERSON BARRON: Thank you. I remember getting permission to go to Queens College to take some courses that Hunter didn't have or that I needed to make sure that I got in during that time, and I also took classes at another time at Brooklyn College to be able to get what I needed within the time frame that I had set for myself, but as my

colleague pointed out, there were at that time—there was a limit on how many classes you could take outside of your home school. So, now you're saying there is no longer a cap?

VIVEK UPADHYAY: As Dr. Zoe mentioned, every campus has a residency requirement that you must do 30 to 45 credits to attain a degree--

CHAIRPERSON BARRON: [interposing] Okay.

VIVEK UPADHYAY: --but beyond that if you are a senior college and you need to do 120 credits--

CHAIRPERSON BARRON: [interposing] Right.

VIVEK UPADHYAY: You must do 30 to 45 credits locally, but the rest of it, you can do across the university.

CHAIRPERSON BARRON: Okay.

COUNCIL MEMBER HOLDEN: Do they still have CUNY BA? Is that still--?

DR. LUCINDA ZOE: Yes, they do. I was just going to mention that because it's completely reliant on--

CHAIRPERSON BARRON: [interposing] Uh-hm.

DR. LUCINDA ZOE: The ePermit system with students taking courses across CUNY. I mean we're--

we—we're an integrated university. Students should be able to do that easy, seamlessly I think.

DR. DANA BYRNE: I just want to add just a static note for some of the campuses. John Jay is very ePermit friendly, but we do have a lot of students that it takes them the full-up 'til almost the start of the semester to pay their bills, and so they register late, and my office is challenged with balancing ePermit requests with knowing that we have our students who are going to be coming in to register. So, it's often difficult to tell if there is space in a class when you're juggling the-the responsibility to make sure that our students that have particularly financially challenging situations still have room to continuing—it's coming in their classes, and we do that manually. I have a wonderful person in my office who follows these trends and can tell, you know, sort of magically that this class that had ePermit requests will have space for that or will request another class being added to the schedule because of ePermit requests and observing how many continuing students still haven't registered because they still owe \$500, but she's heard from several of them, and they're working through their—

their challenges with the bursar's office. So, it's a little—it's a little delicate, and something I would just say to keep in mind that it's not as simple as looking at how many classes are on the books, but rather when it is that our students typically register, and they're often registering very late. And so, for students who are looking for ePermits, it—they might get—we might have a lot of requests, but we're holding seats because we know that our students are still coming through the registration process.

CHAIRPERSON BARRON: Can you share with us the level of involvement that faculty has in this process as it's going forward because we know that at the outset there was a lot of conflict and pushback. So what would you say if the relationship now and the involvement of faculty in terms of structuring how the Pathways courses are offered?

DR. LUCINDA ZOE: Well, at this point, because it's a structure and a framework that was implemented six years ago, all of the work that's going on now is going on, on each college campus.

CHAIRPERSON BARRON: Right.

DR. LUCINDA ZOE: And so each college is Gen Ed, and has—and the courses, the new courses how they tweak it, is completely up to faculty. So, faculty are involved. They have to be involved. You know, I—we get new courses all the time that come into the—to the system. I think the last time we were here, we had 2,200 or 2,400. You know, now we have 2,600 new courses. All those new courses in—that are Pathways compliant were created by faculty in their—in their schools, and—and—and put forward. You know, also we're going through accreditation process. We're accredited by Middle State's Mission on Higher Education, and five of our colleges are going through their accreditation process this year. We had three last year, and part of that accreditation process requires the college to evaluate and look at their Gen Ed program and how it's being assessed. So, I'm personally involved with a lot of the colleges in this regard. So, this always involved faculty and the college. They're either creating new courses, tweaking it, adding new courses to buckets, moving things around and then doing—assessing the student learning outcomes on these campuses. So, this is actually faculty—almost

completely faculty purview on each of the campuses. I feel like it's central. We're just sort of tracking, you know, sort of larger trends, you know, of course taking patterns and retention rates, GPA rates across the board. You know, that kind of thing, but structurally, it's just—it's in place and it's been in place for—for the six years, and now the work is really just done by faculty on each of these college campuses.

CHAIRPERSON BARRON: In your testimony you said that—I can't find it exactly. I think you said you were under—you were looking for exploring options for a comprehensive external review--

DR. LUCINDA ZOE: Uh-hm.

CHAIRPERSON BARRON: --of Pathways, and the report that was released in September about a year ago, September 17, said that we were looking for way—you were looking for ways to explore. You are exploring ways to have a comprehensive external review. So, what—have you been able to identify how that would happen? Where are you in that process? What is keeping you from--?

DR. LUCINDA ZOE: Well, we—we don't have to do it until 1920. So, we're trying to—we've had

several meetings. We've met with the Director the Community Resource Center because we—we actually want to do this right, and we're not quite sure how to do it right. Like we—like in other words, do we put out an RFP--

CHAIRPERSON BARRON: Yes.

DR. LUCINDA ZOE: --and hire somebody to do an external evaluation it's like hiring--

CHAIRPERSON BARRON: [interposing] So, you have not issued an RFP?

DR. LUCINDA ZOE: No, no because we—when we've—we've consulted twice with the Community College Resource Center, research center to see like how would this look if we really want an objective external evaluation. If we're paying for it, it doesn't look so objective. It looks like, you know, the tobacco industry doing research on, you know. You know what I'm saying?

CHAIRPERSON BARRON: Yes.

DR. LUCINDA ZOE: So, so one of the alternatives—so we're looking at different approaches and one of the models is, you know, really if somebody completely external should get their own funding to come in and do this, if we pay, you know.

So, we—we really are trying to figure out how is the best way to find a truly objective external evaluator to come and do this. So, we've got—we actually put money in the budget this year to continue to figure out like what would be the best approach, and so we figure like somehow during the year, we're either going to offer some sort of RFP or—but again it's dicey. We don't want to appear to be paying for something—but it's—but if—but if our fellow—of our colleagues out in the research world think that would be appropriate and then it can still be appropriately objective, then we would follow that approach, but we're trying to find some combination of that to—so that we would start it, and we're in 1819 and then after in 1920. So, we have been looking at it and talking about it for the last year, and we've gone through the Chancellor, different chancellors step down, a new one is coming in, and you can't, you know, you would have to have a supportive whoever the chancellor is going to be at that point.

CHAIRPERSON BARRON: So, are you making an announcement? Do we have a new spot?

DR. LUCINDA ZOE: No, no.

CHAIRPERSON BARRON: No, okay.

DR. LUCINDA ZOE: I wish I was. I wish I was. Yeah.

CHAIRPERSON BARRON: Okay, and you indicated that there were three new core areas that were being—three new content areas that were being added to the others? What were those, and how were they selected?

DR. LUCINDA ZOE: Well, we're hoping to get major gateways in peer science, accounting and chemistry, and the reason that I—I sort of identified those is over the last couple of years that's where we have the biggest appeal, the biggest appeals that come in from student, and I don't even actually see those because they're not really Pathways appeals. They don't have to do with Pathways. They just have to do with the regular students that are—that their courses aren't coming in and being counted for credit at a college and if we don't have a major gateway, it's not really Pathways, but it is a student appeal. It often comes to our University Student Advocate Roberta Nords (sp?) so she can consult with me, and the two that come up the most frequently are accounting and computer science [coughs] where the

courses are just not transferring for the major to the senior colleges.

CHAIRPERSON BARRON: So, what is the timeline for having that implemented so that students will be able to know that their courses are being-

DR. LUCINDA ZOE: [coughing] Well, I'm hoping I-I already have a meeting set up with the Computer Science faculty. It's actually a very laborious process because faculty you have to get them all in a room and they have to agree on three to five courses, and I mean biology I thought-biology is one of our most successful areas because the courses are really equivalent but the biology faculty just really fought over this for the longest time because of sequencing like what-some faculty think that you teach cell first, and the others think you teach the study of like what goes in Bio 1 versus Bio 2 was not the same thing at different colleges. So, it took them a while to kind of wrestle through that and come up with learning outcomes and select three course areas. So, it does involve a lot of work on the work of faculty, which they will be the ones that would have to do this. So, I'm hoping-my goal is to try to have three new ones by the end of this coming

academic year, and we chose chemistry because, you know, we're trying to support the STEM disciplines. There's just a lot of movement between—in STEM across the university and we have bio and chemistry is just a foundational STEM field so, you know, that's the—that's the dream.

CHAIRPERSON BARRON: So, as we talk about transfer students there were two particular groups of students that had issues that caused them to transfer from one institution to another, and those were those students who are disabled and those students who are identified a LGBTQ. Have we had any way of identifying the impact that Pathways is having on those students who transfer in those class—in those categories?

DR. LUCINDA ZOE: I don't—Steven, didn't we—we had something on that. I can't remember. I didn't put it in this.

STEVEN: If you'd hang on a second.

CHAIRPERSON BARRON: If you want to contribute, you have to come to the panel.

DR. LUCINDA ZOE: Just come up and—but what—what did you say we have?

CHAIRPERSON BARRON: Your testimony has to be given from the panel.

DR. LUCINDA ZOE: Okay. I don't—I don't—I know that it came up as an issue.

CHAIRPERSON BARRON: [interposing] Okay.

DR. LUCINDA ZOE: I know that—that we have been able to--

CHAIRPERSON BARRON: [interposing] So, if you can look at it, and get back with us.

DR. LUCINDA ZOE: [interposing] We're happy to take a look at it. I know that the last time--

CHAIRPERSON BARRON: [interposing] That's fine.

DR. LUCINDA ZOE: --we had testimony from disabled students that said Pathways was very helpful to them, but I'm sure--

CHAIRPERSON BARRON: [interposing] But in terms of those transfer student, we'd like for you to compare the rates of a Baccalaureate degree completion between transfer students from community colleges, and students who originated at the senior college. I know in your testimony you said more than

half of the graduates in senior colleges were transfer students.

DR. LUCINDA ZOE: Yeah.

CHAIRPERSON BARRON: Okay, so we--

DR. LUCINDA ZOE: [interposing] From community colleges, yes.

CHAIRPERSON BARRON: From community colleges, yes.

DR. LUCINDA ZOE: Yeah.

CHAIRPERSON BARRON: And so we would ask if you could disaggregate that information by college, by race and ethnicity--

DR. LUCINDA ZOE: Right.

CHAIRPERSON BARRON: --by disability, by the community that defines themselves as LGBTQ.

DR. LUCINDA ZOE: Okay, the Associate to the Baccalaureate program.

CHAIRPERSON BARRON: Yes.

DR. LUCINDA ZOE: Okay, sure. Yeah, we can do that.

CHAIRPERSON BARRON: And, oh, how are we looking at transfer students other than from community to bachelor--from community to senior, but within the system from senior to senior perhaps from

senior to associate at community college. Do we have that data?

DR. LUCINDA ZOE: We do.

CHAIRPERSON BARRON: We do?

DR. LUCINDA ZOE: Yeah, we can get that. Yeah.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: We'd be happy to send that to you.

CHAIRPERSON BARRON: Thank you.

DR. LUCINDA ZOE: Yeah, we look at everything--

CHAIRPERSON BARRON: And--and finally--

DR. LUCINDA ZOE: --that we can.

CHAIRPERSON BARRON: --in wrapping up, the students that did not opt into Pathways, how many of those students are still in the system or perhaps have dropped out and may be returning, and is that a part of the appeals process that you have to consider? How many students are actually still in attendance in CUNY who did not opt into Pathways and are they having any particular challenges that you know of?

DR. LUCINDA ZOE: You know, I will have to get back to you on that.

CHAIRPERSON BARRON: Okay.

DR. LUCINDA ZOE: We have some data on that I believe. There's so few of them. There's really a tiny percent that didn't opt in, and-and, of course, every student since 2013 they—they automatically go into Pathways.

CHAIRPERSON BARRON: Right.

DR. LUCINDA ZOE: So, there's just a small amount, but I think we can get back to you on that. We have that, yes.

CHAIRPERSON BARRON: Okay and how are students informed about Pathways and about DegreeWorks and how are we encouraging students to use CUNY First and letting them know that all of these tools are right at their fingertips. How are we helping them fully utilize that?

DR. LUCINDA ZOE: So, why don't you take it because you're on campus.

DR. DANA BYRNE: So, at the—at the campus level at John Jay, this happens for new students in their Mandatory Advisement session. So, they are

first introduced to CUNY First, trained on the DegreeWorks, talked here about all the --

CHAIRPERSON BARRON: [interposing] The Mandatory Advisement Session is that a huge gathering or they're in sections. You break them up?

DR. DANA BYRNE: So, for-for

CHAIRPERSON BARRON: [interposing] Is it person to person?

DR. DANA BYRNE: -- first time Freshmen and Justice Academy transfers throughout in stages during the summer. So, we bring them in in batches.

CHAIRPERSON BARRON: Okay.

DR. DANA BYRNE: They sign up for a particular day to come in. They have their orientation as well as a session with academic advisement in- First in the computer lab they learn how to use CUNY First, DegreeWorks and the importance of it. They build their schedule and then they meet one-on-one with an advisor to review the schedule, and then the student registers themselves.

CHAIRPERSON BARRON: Okay.

DR. DANA BYRNE: So, that's how we approach it so that they-they do see the tools, and we notice as a sharp difference. We noticed a few

years ago a sharp difference in the usage of the tools for students who came for advisement to those who did not and, therefore, made it mandatory that you cannot begin at John Jay without advisement, and-- so that is also part of the culture.

CHAIRPERSON BARRON: So, do we know how many colleges have mandatory advisement?

DR. LUCINDA ZOE: You know, I don't, but it is becoming more common, but most all the colleges have some process like this at orientation and require orientation--

CHAIRPERSON BARRON: [interposing] Yes, but the key word is mandatory.

DR. LUCINDA ZOE: Mandatory, yes.

CHAIRPERSON BARRON: So--

DR. LUCINDA ZOE: Yes.

CHAIRPERSON BARRON: --and we know that these are college students--

DR. LUCINDA ZOE: [interposing] Right.

CHAIRPERSON BARRON: --and they have their own freedoms, but--

DR. LUCINDA ZOE: Right.

CHAIRPERSON BARRON: --but this is a great asset to have them navigate what their campus going to look like.

DR. LUCINDA ZOE: It is. It absolutely is. It is.

CHAIRPERSON BARRON: I think we have—I may have other questions, but I will send them to you in writing.

DR. LUCINDA ZOE: Yeah, please do. We're very happy to follow up.

CHAIRPERSON BARRON: Okay. Well, I—I appreciate your coming and your thoroughness, and the depth to which you were prepared to answer these questions, and for the time that you've given us here.

DR. LUCINDA ZOE: Thank you. I'm happy to come and do it any time.

CHAIRPERSON BARRON: Okay, thank you.

DR. LUCINDA ZOE: I feel like I put half my life into this program. [laughter] Alright, thank you so much.

CHAIRPERSON BARRON: [pause] Are there any others that are present with us today who wish to

testify on this issue, on this topic? None others?
Sergeant-at-Arms, you don't have any other slips?

SERGEANT-AT-ARMS: No.

CHAIRPERSON BARRON: Great. Okay, thank
you. So, I assume that means that those who are here
are satisfied or pleased with the information that
they've gotten about Pathways and don't have any
other questions. So, we will adjourn this hearing.
Thank you very much. [gavel]

C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date October 25, 2018