

CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON HIGHER EDUCATION

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October 26, 2016  
Start: 1:21 p.m.  
Recess: 3:57 p.m.

HELD AT: Committee Room - City Hall

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

COUNCIL MEMBERS: James Vacca  
Fernando Cabrera  
Jumaane D. Williams  
Laurie A. Cumbo  
Ydanis A. Rodriguez  
Vanessa L. Gibson

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

Lucinda Zoe, University Dean  
Undergraduate Studies  
City University of New York, CUNY

Marcia Keizs, President  
York College

Paul Arcario, Provost  
La Guardia Community College

Bryan Wigfall, Student  
City College of New York

Dean David Crook  
Dean of Institutional Research  
City University of New York, CUNY

Barbara Bowen, President  
Professional Staff Congress  
City University of New York, CUNY

Kevin Sailor, Chair  
Psychology Department  
Lehman College

James Davis, English Teacher  
Brooklyn College

John Adaramo, Student  
City University of New York, CUNY

2 [sound check, pause]

3 SERGEANT-AT-ARMS: Quite down, please.

4 [gavel]

5 CHAIRPERSON BARRON: Good afternoon. My  
6 name is Inez Barron, and I am Chair of the Committee  
7 on Higher Education. Today, we're holding an  
8 oversight hearing on CUNY's Pathways to Degree  
9 Completion Initiative also known as Pathways.  
10 Pathways following its adoption by the CUNY Board of  
11 Trustees in 2011 was implemented across the  
12 University's Undergraduate colleges in the fall of  
13 2013. The initiative established a new system wide  
14 framework of general education requirements, and  
15 transfer guidelines designed to make it easier for  
16 students to transfer from one CUNY college to  
17 another. In a press release announcing the new  
18 program, the University suggested that this change  
19 would "improve graduation rates, help more students  
20 earn their degrees on time, and save money for  
21 students and the university all while raising  
22 academic quality and maintaining high standards."  
23 Essentially, the Pathways general education framework  
24 contains three elements each of which specify  
25 coursework, credit, subject area and learning

2 requirements that undergraduate students across CUNY  
3 must meet. (1) The required Common Core consists of  
4 a full course 12-credit requirement for all students  
5 in the Associate of Arts, Associative Science and  
6 Bachelors—and Bachelors Degree programs. It features  
7 courses in English composition, mathematical and  
8 quantitative reasoning and life and physical  
9 sciences. Clearly, the flexible Common Core consists  
10 of a six-course 18-credit requirement for students  
11 also in the Associate of Arts, Associative Science  
12 and Bachelors degree programs in which they must  
13 complete at least one course in each of the five  
14 flexible core areas, which includes global cultures  
15 and global issues, US experience in its diversity,  
16 creative expression, the individual and society, and  
17 scientific world as well as an additional six course  
18 in one of them. In addition to the 30-credit Common  
19 Core requirements that I just described, students in  
20 bachelor's degrees program—programs are also required  
21 to complete number 3, the College Option Requirement,  
22 a specified by their college. The number of required  
23 credits range from 6 to 12 depending on whether the  
24 student transferred into the college and the number  
25 of credits earned at the time of transfer.

2 Additionally, advanced placement credits, and non-  
3 CUNY credits may also count towards a student's  
4 Common Core or college option requirements. Once a  
5 student has met a Common Core area requirement at one  
6 CUNY college, that requirement is considered  
7 fulfilled by any other CUNY college. Besides the  
8 Common Core framework, Pathways also offers a minimum  
9 of three "Gateway" course leading into ten of CUNY's  
10 most popular majors. This means that students have  
11 the opportunity to take designated courses that will  
12 count toward major requirements at any CUNY college  
13 that offers that major. However, according to the  
14 CUNY Master Plan 2016-2020, the preliminary data  
15 strongly suggests that Pathways has significantly  
16 eased transfer of general education courses leading  
17 to better credit accumulation. Efficient credit  
18 transfer in the majors appears to be less successful.  
19 Prior to the Pathways Initiative, each CUNY College  
20 set its own general education and graduation  
21 requirements including which transfer credits to  
22 accept, and as a personal note, during the time that  
23 I was a student at Hunter College, there were courses  
24 that I wanted to take during the summer that were not  
25 offered at Hunter. So I had to go to Queens

2 Colleges, which offered the classes that I needed,  
3 but I knew to make sure that both institutions would  
4 approve of the transfer before I did that, but there  
5 are a lot of students who don't do that because they  
6 don't know that. So this Pathways program is  
7 designed to remove that barrier for students. As a  
8 result, many students that are transferred within the  
9 university, especially those who move from a  
10 community college to a senior college have previously  
11 earned credits rejected or downgraded to "elective  
12 credit" at their new school forcing them to spend  
13 more time and money to graduate. Moreover, according  
14 to CUNY's own analyses, transfer students are less  
15 likely to earn a Baccalaureate degree than non-  
16 transfer students. Earlier in this legislative  
17 session, the Committee held an oversight hearing  
18 entitled "Can CUNY's Pathways Program Help Improve  
19 Graduation Rates?" during which we heard concerns  
20 about the new initiative's impact on shared  
21 governments and curricular decision making and change  
22 academic standards. The purpose of today's hearing  
23 is to gain insight from the CUNY administration,  
24 faculty and students about the progress of Pathways  
25 since it was implemented. In particular I'm

2 interested in learning about how successful the  
3 initiative has been thus far, what metrics are used  
4 in that determination and how CUNY is tracking  
5 improvement. I'm also interested in learning about  
6 the future of Pathways including CUNY's plan for  
7 program expansion to strengthen transfer of major  
8 credits and implement a new reverse transfers,  
9 reverse transfer process. Lastly, I'm interested in  
10 hearing data on time and money saved for both  
11 students and the University. I would like to  
12 acknowledge the colleagues who have joined me from my  
13 committee today. Today present is Council Member  
14 Fernando Cabrera, Council Member Ydanis Rodriguez,  
15 Council Member James Vacca and Council Member Vanessa  
16 Gibson. I would like to acknowledge—I would also  
17 like to thank my Legislative Director Ndigo  
18 Washington, the CUNY Liaison and my Chief of Staff  
19 Joy Simmons, the Committee's Financial Analyst  
20 Jessica Ackerman, our new Counsel Keru Guterrez  
21 (sp?) and Policy Analyst Chloe Rivera. In according  
22 to the rules of the Council I will now ask my  
23 committee counsel to administer the affirmation to  
24 the witnesses who are here from the Mayoral  
25 Administration.

2 LEGAL COUNSEL: Please raise your right  
3 hand. Do you affirm to tell the truth, the whole  
4 truth, and nothing but the truth in your testimony  
5 before this committee, and to respond honestly to  
6 Council Member questions?

7 PANEL MEMBERS: [in unison] I do.

8 CHAIRPERSON BARRON: Thank you. The  
9 first panel that we have today is Ms. Lucinda Zoe,  
10 the University Dean of Academic Affairs for CUNY, Dr.  
11 Marcia Keys, President of York College; Paul Arcario,  
12 the Provost for Academic Affairs at CUNY, La Guardia  
13 Community College, and Bryan Wigfall (sp?), a student  
14 at City College. Thank you. You may introduce  
15 yourself and give your testimony. Thank you.

16 LUCINDA ZOE: Thank you. Good morning  
17 Chairperson Barron and members of the Higher  
18 Education Committee. I am Lucinda Zoe, University  
19 Dean for Undergraduate Studies for the City  
20 University of New York. I am pleased to have this  
21 opportunity today to discuss the Pathways Initiative  
22 Pathways Initiative established by CUNY in fall of  
23 the 2013. With me today to present testimony are  
24 several CUNY colleagues. Allow me to introduce  
25 President Marcia Keizs from York College; Provost

2 Paul Arcario from La Guardia and City College student  
3 Bryan Wigfall. I'll start by providing. I'll start  
4 by providing a little background on the initiative  
5 and then follow up with an update on implementation  
6 and evaluation processes. With more than 245,000  
7 undergraduate students enrolled in our seven  
8 community colleges and 12 senior colleges, CUNY  
9 experiences significant flows of students  
10 transferring between its colleges. In fact, student  
11 transfer is a critical aspect of educational  
12 opportunity at CUNY. Approximately two-thirds of new  
13 students enter CUNY baccalaureate programs as  
14 transfer students. While the most common transfer  
15 paths is are from the community college to the senior  
16 colleges, many other students transfer from one  
17 senior college to another or within the community  
18 college or the senior college sectors. This is  
19 common. Reasons for transfer are many and varied  
20 including changes in circumstances such as a new job,  
21 a relocation to a different borough or a change in  
22 academic focus. In all cases, students are striving  
23 to achieve their goals and deserve a seamless  
24 effective transfer system that supports their  
25 aspirations. New York State Education Law supports

2 this notion. [banging door] Section 6201 specifies  
3 that CUNY is one university, and must have clear  
4 transfer paths and curricular alignment across all of  
5 its colleges. CUNY has long recognized the  
6 importance of student transfer, and we have adopted  
7 policies intended to ensure transfer students make  
8 efficient progress towards degree completion. The  
9 Pathways Initiative was established through the June  
10 27, 2011 Board of Trustees Resolution. The purpose  
11 is to enhance transfer students' progress toward  
12 degree completion while maintaining CUNY's commitment  
13 to the highest academic standards to the faculties'  
14 special responsibility for courses and curriculum,  
15 and to providing colleges with the flexibility to  
16 maintain their distinctive identities and traditions.  
17 Prior to Pathways, there is no [banging door] common  
18 curricular structure across CUNY Colleges. As a  
19 result, students who transferred often found the  
20 course credits at one college did not match course  
21 requirements at another. Therefore, those credits  
22 were not applied to degree requirements. Pathways  
23 guarantees that credits will transfer across the  
24 system. A 30-credit Common Core has been  
25 established, a clear sign that general education

2 requirements the students must meet at any CUNY  
3 college and ensuring that general education credits  
4 transfer to any other CUNY college. It makes sense.  
5 Students also benefit from greater clarity about  
6 which courses they should take for entry into their  
7 majors no matter at which college the major is  
8 offered. Finally, students are assured that electives  
9 they take at any college will transfer with full  
10 credit [banging door] to any other college.  
11 Together, these three policies are increasing  
12 students' efficiency in progressing toward their  
13 degree. Since the fall 2013 implementation of  
14 Pathways, we have observed positive outcomes and  
15 trends. While it's too early to draw conclusions  
16 regarding Pathways' effectiveness on graduation rates  
17 and time to completion because a full cohort of CUNY  
18 students has not yet progressed through the system  
19 since the—the requirements were put in place in 2013.  
20 However, available data provide an initial view of  
21 the impact of Pathways it is already having in  
22 various areas, and here are a few examples. From fall  
23 2012 to Fall 2015, the percentage of students who  
24 transferred to CUNY baccalaureate programs with an  
25 associate degree increased by 31%. Second, the total

2 number of credits that transfer students have earned  
3 and received credit for has also increased. Ah,  
4 thank you. Prior to Pathways, the average credit  
5 accumulation within a year after transfer was 62. By  
6 fall 2014, it has increased to 65. Meanwhile, the  
7 average GPAs of these students have remains steady at  
8 2.8. We also found that one-year-retention rates  
9 have remained steady as well at approximately 64% for  
10 associate degree students and 86 degree—86% for  
11 baccalaureate students. Most notably, the courses  
12 the students take before their transfer and now much  
13 likely to count toward their degree. Before Pathways  
14 32% of all transfer students had at least one course  
15 that did not contributed toward their degree at  
16 transfer. They're called non-contributory courses.  
17 By fall 2015, that percentage had dropped to 13%.  
18 All in all, these data make it clear that Pathways is  
19 improving the transfer process. I will introduce  
20 some more data later. Let me step back and briefly  
21 describe the planning and implementation processes of  
22 the Pathways Initiative. I need to emphasize here  
23 that the initiative would not have been possible  
24 without the tireless collaborative efforts between  
25 the colleges especially their faculty and central

2 administration. Over the two-year period following  
3 the 2011 Board of Trustee Resolution, faculty across  
4 CUNY set to work establishing the broad curricula  
5 perimeters for the Pathways Initiative. A task force  
6 consisting predominantly of faculty developed the  
7 contours of the 30-credit Common Core for all of  
8 CUNY's undergraduate colleges with eight areas  
9 including English composition, math, quantitative  
10 reasoning, life and physical sciences and five  
11 additional schematic areas, which was named, were  
12 named earlier. Individual colleges within CUNY  
13 decided which courses belonged in each area depending  
14 on their academic priorities. All courses have been  
15 developed by faculty members at the colleges. The  
16 Common Core Course Review Committee or the CCCRC,  
17 consisting entirely of faculty from across CUNY is  
18 tasked with the review and approval of Common Core  
19 courses. This committee ensures that all Common Core  
20 courses make the learning outcomes set forth by the  
21 original task force. To date, the CCCRC has reviewed  
22 over 2,000 courses submitted by the colleges, and has  
23 approved approximately 88% of the courses submitted.  
24 In addition, we wanted to address transfer of major  
25 courses. Faculty members from the senior colleges

2 and community colleges and the biggest transfer  
3 majors worked together to select three to five  
4 courses that students could take with confidence that  
5 they would be counted towards their major at  
6 transfer. The big transfer majors included such  
7 fields as English, psychology, business, nursing,  
8 political science and biology. More than 680 courses  
9 have been identified as Pathways' major transfer  
10 courses across the university. Due to the diligent  
11 work of hundreds of faculty administrators, Pathways  
12 was fully implemented in fall 2013. A full  
13 complement of general education coursework as well as  
14 coursework in popular majors has been available to  
15 students, and guaranteed to transfer for credit  
16 toward degree requirements. CUNY's registration  
17 system as well as its degree audit system, Degree  
18 Works, have been updated with the new curricula  
19 requirements and college websites outline—outline all  
20 the new policies. With each entering class starting  
21 in fall 2013, all new students including new transfer  
22 students are required to follow the Pathways  
23 curriculum requirements. Approximately 81% of all  
24 degree seeking students are—were following Pathways  
25 in fall 2013–2015 including 75% of those enrolled in

2 baccalaureate programs and 88% in associate degree  
3 programs. We expect even a larger percent of  
4 students to be enrolled in Pathways in subsequent  
5 semesters. On Evaluation: CUNY recognized that  
6 careful evaluation of the Pathways Initiative will be  
7 needed to ensure that the goals are met. The board  
8 resolution specified that Pathways be evaluated each  
9 year for the first three years, and every three years  
10 thereafter. The first year review of Pathways was  
11 overseen by entering Chancellor William Kelly, and  
12 was completed in February 2014. The Review Committee  
13 included representatives from the University Faculty  
14 Senate, and other faculty members from the Natural  
15 Sciences, [banging door] English and the Humanities.  
16 As a result of the first year review, three changes  
17 were made related to contact hours, waivers for  
18 degree programs with special circumstances and  
19 selection processes for faculty representatives to  
20 the CCCRC. In preparation for the second year  
21 review, CUNY's Office of Academic Affairs, OEA, took  
22 several steps. First, OEA contacted the Pathways  
23 liaison on each campus to discuss the status of  
24 implementation, and found that Pathways was running  
25 smoothly. There's no major issues reported. Second,

2 a suggestion form was made available on the Pathways  
3 website beginning in February 2015 to solicit input  
4 providing the mechanism to gather a wide range of  
5 perspectives and concerns. Additionally, in spring  
6 2015 OEA hired an independent consultant to conduct  
7 student focus groups on Pathways at four community  
8 colleges and two senior colleges to assess student  
9 understanding and opinions of the Pathways  
10 Initiative. The focus groups' review, and we know  
11 that this is part of a larger challenge, that in  
12 general transfer and graduation requirements were not  
13 well understood by CUNY undergraduates. This pointed  
14 to a need for better communication and a more  
15 proactive guidance procedures on most campuses. We  
16 have begun to address this in several ways. We have  
17 created and introduced more straightforward student  
18 inspired and student directed [banging door] multi-  
19 media informational clips on understanding the CUNY  
20 curriculum, general education and the transfer  
21 process. These short instructional clips can be  
22 accessed remotely by any digital device by all CUNY  
23 students. We have also invested in advisement  
24 resources to support a better understanding of STEM  
25 education and degree requirements adding 50 new

2 advisors and investing over \$7 million in community  
3 college advisement resources in 2015 and '16 funded  
4 by the Mayor's STEM Initiative. Additionally,  
5 students are being introduced to Degree Works and  
6 trained to use it as the go-to tool for tracking and  
7 understanding their graduation requirements and  
8 progress toward degree completion. After completion  
9 of the second four-year Pathways implementation the  
10 second review committee was charged by Chancellor  
11 James Milliken in May of 2015. The committee  
12 included representatives from the University Faculty  
13 Senate and a variety of colleges [banging door] and  
14 academic disciplines. Commonly submitted CUNY online  
15 feedback form as well as the Sunday (sic) Report  
16 through the student focus groups was shared with this  
17 committee. The committee presented the central  
18 office of CUNY with a number of questions and  
19 requested data on student transfer, course taking  
20 patterns and performance. Data showed that the  
21 Pathways Initiative may have influenced students'  
22 decisions related to transfer. The number of  
23 transfers in the CUNY baccalaureate programs has been  
24 on the rise. Mostly due to the increase in the  
25 number of transfer students with associate degrees.

2 As I mentioned earlier, between fall 2012 and '15,  
3 there was a 31% increase in the number of students  
4 transferring to CUNY baccalaureate programs who had  
5 earned the associate degree. That's a huge jump  
6 prior to transfer. There is a concern by some that  
7 course taking in some disciplines will decline at  
8 CUNY due to Pathways. Yet, the committee concluded  
9 that course taking patterns by discipline have  
10 remained fairly consistent since Pathways was  
11 implemented probably owing to the flexibility of the  
12 Common Core curriculum. Course taking for first time  
13 freshmen, in fact, increased from fall 2012 to 2015  
14 in a few disciplines. Foreign language course taking  
15 increase from 18 to 19%. The natural sciences saw an  
16 increase from 28 to 35% and math course taking jumped  
17 from 79 to 86% for first-time freshmen. Questions  
18 were also raised by the committee about how Pathways  
19 might influence student performance. As I mentioned  
20 earlier, after the Pathways' implementation, data  
21 showed a consistent main GPA after one year for  
22 transfer students and a higher main accumulated  
23 credits after one year for transfer students. As  
24 noted earlier, Pathways has reduced instances among  
25 transfer students where their course credits are not

being counted by the receiving college. Among all CUNY students who transferred in fall 2013–2012, 33% had at least one, if not more, transfer course that did not apply to any of their degree requirements. By fall 2015, this decreased considerably to 12%. In some cases, the impact has been dramatic with one senior college going from 64% of their students with at least one non-contributory course in 2012 to 4% in 2015. CUNY took deliberate steps to ensure that students were informed of their rights and the Pathways guarantee. As part of Pathways implementation, we developed a student bill of rights and responsibilities and a process to appeal deny–deny—the denial of restriction of transfer credits at both the college and university level. These analyses suggest that Pathways is enabling students to make more efficient progress toward degree completion. The Pathways program guarantees students that each and every course they take in CUNY will transfer for credit to any other CUNY college. That in general--that any general education course taken at a CUNY college will transfer—transfer for general education credit to any other CUNY college, and that Pathways' major Gateway courses will transfer for

2 major credit from one institution to another. That  
3 is the Pathways' promise that we have made to our  
4 students. In conclusion, with the Pathways  
5 Initiative the university has clarified the path to  
6 degree completion, and put measures in place to  
7 ensure that transferring does not set students back.  
8 We believe that the best interests of students are  
9 being served. A very difficult set of problems that  
10 students once had to face themselves has now been  
11 addressed by CUNY. This will help students make  
12 progress without suffering the discouragement and the  
13 setbacks experienced when courses are not accepted  
14 for credit toward general education or major  
15 requirements. Pathways provides a Common Core  
16 structure that is highly flexible and maintains the  
17 individual college's freedom to develop innovative  
18 courses and programs that are consistent with the  
19 needs and goals of the specific student population.  
20 CUNY as an institution has stepped up to help  
21 students deal with the problem that has bedeviled  
22 their earlier peers for decades. We understand  
23 further adjustments will be necessary, and we'll  
24 continue to address concerns raised by review  
25 committees as specified in the Board Resolution. The

2 third year review is underway and ongoing evaluation  
3 and modifications will continue to be made. We  
4 welcome substantive feedback and suggestions for  
5 improvement—for improving opportunities for CUNY  
6 students. This truly is a work in progress, and we  
7 at CUNY are committed to better serving our students  
8 and empowering their academic futures. Thank you  
9 again for the opportunity to provide testimony today.  
10 I will now turn this over to President Keizs from  
11 York College to present a college perspective on the  
12 Pathways design and implementation process on the  
13 ground. President Keizs.

14           MARCIA KEIZS: Thank you very much, Dean  
15 Zoe, and good afternoon Chair Barron and the other  
16 members of the--the Higher Education Committee. As  
17 you've heard, I'm Marcia Keizs, delighted to be here  
18 before you again today. I am President of York  
19 College, and as President of York I must do a little  
20 promo before I go into my testimony, and I'm  
21 certainly very delighted, too, that our dean  
22 highlighted a number of the matrix-metrics that  
23 you're so interested in because some of those metrics  
24 clearly are comprehensive, and some of us have had a  
25 change to delve into them. I will tell you, however,

2 that those metrics are not what I'm going to focus on  
3 on—in my presentation. It's going to be somewhat  
4 different. But as President of York I just want to  
5 say that I'm glad to be here. We're celebrating our  
6 50<sup>th</sup> year anniversary. We are very much committed to  
7 the work that we've done over these 50 years. There  
8 were some in—interesting and important people who  
9 helped to form us. Among them former colleagues of  
10 yours, people who represented you in the City Council  
11 like Archie Springer. He was on our campus just  
12 weeks ago to talk a little bit about the founding of  
13 York, and we continue to try to live up to the  
14 mission of our founders. In doing so, it is really  
15 important that we serve a role for the students who  
16 come directly to us from high school towards the  
17 baccalaureate. But it's also very important that we  
18 serve a role as accepting students who come to us  
19 from our community colleges, and that's a really,  
20 really critical role that we serve. And, in fact, as  
21 you've heard from Lucinda Zoe's testimony, we rely as  
22 senior college as much on freshmen, first year  
23 students coming in, as we do on transfer students  
24 coming sometimes from the senior colleges themselves  
25 because they will leave on institution like Baruch,

2 for instance, and come to us. They may leave John  
3 Jay and come to us. They may leave Queens College  
4 and come to us for various reasons, sometimes around  
5 the kind of programming they wish to get, sometimes  
6 around the kind of college feel they want to have,  
7 but they also may leave La Guardia Community College  
8 or Queensborough Community College, which is in our  
9 borough, and come to us. And so the business of how  
10 we handle transfer of students from one institution  
11 to another is really very critical. CUNY has  
12 grappled with this for many, many years, and it seems  
13 to me that they have hit I think an appropriate  
14 formula, and the formula through Pathways really  
15 comes to recognize that students need to have  
16 reliability of information and they need to have  
17 their credits valued. And in doing so, of course,  
18 we're also looking affordability and cutting costs,  
19 and so when we entered into the Pathways journey at  
20 York College, we were at a stage when we were  
21 attempting to revive our general education  
22 curriculum. We had just completed—we had some years  
23 ago completed our Middle States Accreditation. We  
24 had been charged through Middle States to take a  
25 refresh of our general education curriculum. We have

2 actually started to do that work at York College, and  
3 Pathways came along and we frankly embraced it. And  
4 so the Pathways journey at York College proved to be  
5 a collaborative collegial one. Though, as you can  
6 well imagine, providing lots of opportunity for  
7 debate, for disagreements, for discussion. It came  
8 at the right time since after almost 20 years the  
9 college was already in the process of reviewing its  
10 general education requirements. The exercise  
11 prepared York faculty and students to engage  
12 vigorously in this initiative. York College was  
13 represented on all of the CUNY Pathways work and  
14 committees, many times becoming leading voices and  
15 cheering them. York's department chairs, as charged  
16 by the Dean of Arts and Science, formed an ad hoc  
17 committee that became a crucial body overseeing the  
18 Pathways course design [banging door] and submission  
19 to CUNY wide Pathways Course Review Committee  
20 ensuring the academic leadership participation and  
21 approval. The proposal that became York's Pathways  
22 requirement was unanimously approved by all our  
23 department chairs of the college, a rare occurrence,  
24 you can imagine in academia. But the in-depth  
25 engagement of the department chairs and the faculty

2 also highlighted additional opportunities for  
3 programs to reassess their majors and the minors and  
4 to take a fresh look at what we could offer to  
5 students. When it came time for the Pathways  
6 Initiative to be discussed in our college senate back  
7 in 2012, and our senate included faculty, students,  
8 and administrators before we submitted it to the CUNY  
9 Board of Trustees, we had a very, very strong vote,  
10 37/01 with all of our ten students who were  
11 participating and voting unanimously. So we've  
12 really had a very, very good start in order to  
13 implement the Pathways process. We also had a couple  
14 of things happening at about the same time that  
15 enabled us to have a fairly smooth implementation. A  
16 number of forces occurring at the same time as  
17 Pathways came together to facilitate and enhance the  
18 introduction of Pathways, but included CUNY First,  
19 which is system that helps us—helps us to manage all  
20 of the financial processes of the college, all of the  
21 advisement processes of the college, all of the  
22 burstering (sic) processes of the college, and we  
23 were doing that at about the same time that Pathways  
24 came along. Also, at that time, we of the college  
25 have undergone a review of our advisement process and

2 we have come up with the notion that we needed to  
3 centralize rather than disburse the way we conduct  
4 advisement. And do, at about the same time that  
5 Pathways was being initiated, we had a revamp of our  
6 whole advisement process, placing the advisement  
7 process centrally located in an advisement office  
8 with faculty and staff supporting that advisement  
9 office from their department. So the advisement  
10 innovations and the implementation of Pathways  
11 introduced a new reality for our students and for our  
12 faculty. As you've heard in my opening remarks and  
13 also in Dean Zoe's, we really do rely on transfer  
14 student as a—a major course of what they do. They're  
15 almost a main course. In some years, in fact, our  
16 transfer students come to us in larger numbers than  
17 our first year students, and that has been a little  
18 bit of a trend over the many years. And so it's  
19 really critical that as we look at what we do in  
20 taking a look at transfers and assessing the courses  
21 that students have taken, that we give them good  
22 value. So to date, what have we seen? Student  
23 course taking patterns have changed with the  
24 reduction of general education requirements at York  
25 from 54 to 42. Students now have the ability to

2 enhance course phasing in their major. Secondly,  
3 students now have more room in their studies to add a  
4 minor, anywhere between 12 to 18 credits, and that  
5 minor may complement the chosen field making them  
6 somewhat more competitive in the marketplace or for  
7 that matter when they apply for graduate school.  
8 Another set of impacts is related to the way we work  
9 with our community college partners. In the past,  
10 you know, some of our community college partners felt  
11 that we would cherry pick the courses that we wanted  
12 to take from a particular place, but today we can  
13 work more seamlessly and with real confidence that  
14 when we establish articulation agreements with say La  
15 Guardia Community College or Queensborough College  
16 that that call will follow, and the value will be  
17 there for students. Transferring students know  
18 upfront what courses they need to take at the  
19 associate's degree level that they will then carry  
20 into the bachelor's degree. Since 2013, we have  
21 redoubled our efforts. We always have fairly good  
22 relationships with our community colleges, quite  
23 frankly. Since I spent most of my career in  
24 community colleges, I've always made sure that since  
25 I've been President at York that I really reach out

2 and continue to keep those relationships. Since that  
3 time, we have redoubled our efforts under the  
4 Pathways umbrella, and we have reached out to our La  
5 Guardia colleagues to our Queensborough colleagues,  
6 up-up to the Bronx where I came from to assure that  
7 we have strong dual joint degrees and strong  
8 articulation programs that will help students  
9 transfer seamlessly, and we have particular niches  
10 that we work with in public health, in the health  
11 sciences and in the STEM disciplines as well. As we  
12 go forward, it is clear that we don't at this time  
13 have all of the data that you need in order to say it  
14 is working in the kind of way that would guarantee  
15 provides you that kind of evidence. However, we are  
16 at the point today where we are undergoing our Middle  
17 States Assessment. Middle States is the process that  
18 we must undertake as an institution every ten years  
19 in order to assess where we have been, and in order  
20 to gain accreditation. As we move into our Middle  
21 States Accreditation process, we will be accessing  
22 some of the data that the university has provided.  
23 [banging door] We will be working at looking to see  
24 how our Pathways Initiative has—have impacted or  
25 transferred. Although, as you've heard already from

2 the testimony that's provided here, the preliminary  
3 CUNY data indicates that Pathways has helped reduce  
4 the loss of credit. We know as well that there's  
5 been some real change in curriculum. There's been  
6 some expansion of opportunity for minors for  
7 instance. There has also been for instance at my  
8 school a real embracing of the Foreign Languages  
9 Department, which has now been renamed Foreign  
10 Languages because they have—we have built into our  
11 core the requirements for a foreign language to be a  
12 requirement for our students. And so, that  
13 particular discipline has embraced that. It has  
14 revitalizes its courses. It has expanded its  
15 courses, and students as they're introducing new  
16 courses, which can be taken as part of the mandatory  
17 foreign language requirement. In terms of what we  
18 see as we talk with students, those students who were  
19 at York when this happened, students who have joined  
20 us since that time, they appreciate the clarity that  
21 Pathways has given. They appreciate the fact that we  
22 have committed as a contract to provide value and  
23 acceptance to the courses they bring to us. And so,  
24 we believe that while all of the data is not in and  
25 all of the metrics are not in, and all of the

2 evidence is not in, we have taken a very good first  
3 step forward to really provide value and integrity in  
4 the offerings that we—we provide for our students who  
5 transfer. So I believe that the Pathways Initiative  
6 as it is now experienced is an important first step  
7 in the right direction for our York students, indeed  
8 for all of CUNY students, and their families. I do  
9 thank you for the opportunity to testify today, and  
10 would be happy to come back at a future time when we  
11 have some more evidence to provide. Thank you, and  
12 now I'll pass it to my colleague Paul Arcario from La  
13 Guardia.

14 PAUL ARCARIO: Thank you, President  
15 Keizs. Good afternoon, Honorable Chairperson Barron  
16 and members of the Higher Education Committee. My  
17 name is Paul Arcario, and I serve as the Provost and  
18 Senior Vice President for Academic Affairs at La  
19 Guardia Community College of the City University of  
20 New York. I'm very pleased to join my CUNY  
21 colleagues today and one of our students to provide  
22 testimony on the Pathways Initiative. On behalf of  
23 La Guardia, I would jut first like to express our  
24 deep appreciation of your continued support for all  
25 of the CUNY colleges and the thousands of students we

educate. La Guardia's mission is to educate and graduate one of the most diverse student populations in the country coming from over 150 countries to become critical thinkers and socially responsible citizens who will help shape our rapidly evolving society. With 50% of our students transferring to four-year colleges within a year after graduation and about 90% of that number to CUNY colleges, facilitating transfer particularly within the CUNY system itself is indeed a critical goal of La Guardia. Echoing my-my two colleagues, I will first say that we will certainly gain a much more complete picture of the impact of Pathways' rate of completion, time to completion, credits needed to complete. Once students who have participated in Pathways entirely have had the opportunity to finish the associate degree transfer and then complete the baccalaureate. In the shorter term, however, we can see that data on the non-contributory courses for students transferring to La Guardia from other CUNY colleges is, in fact, in line with the overall trend just reported by Dean Zoe. So in fall 2012, 29.6% of CUNY transfers to La Guardia had at least one non-counted transfer costs. In fall 2015, this number

2 fell to 21.9%, which is certainly encouraging for us.

3 On a more anecdotal level, I have reports from our  
4 advisors and our Office of Transfer Services that due  
5 to streamlined and consistent advisement regarding  
6 Pathways, students' stress and anxiety appear to be  
7 reduced regarding the number—regarding transfer of  
8 credits at least in terms of the general education  
9 part of the degree. Students are now assured that  
10 their general education courses will transfer and  
11 students are indeed appreciative of this increased  
12 level of certainty. I—I just want to say I don't  
13 think this should be underestimated. I—I can say  
14 that we have many students walking in the door in La  
15 Guardia and the first thing they say when they come  
16 in is I don't know if I'm going to stay because I'm  
17 worried my credits won't transfer, and this was a  
18 genuine level of anxiety, and it was difficult  
19 sometimes to reassure them. I think the fact that  
20 even though we knew that students who grad—who  
21 transfer with a degree tend to do better at the  
22 senior college, they were leaving early, and now we  
23 are very encouraged by the data. Dean Zoe reported  
24 that 31%, there's a 31% increase in students  
25 transferring with a degree. So that increased level

2 of certainty is very important. I also will notice  
3 that both of my colleagues talked a lot about the  
4 importance of advisement, and Chairperson Barron,  
5 your story when you were at Hunter and you took a  
6 course in Queens, right, in the summer, what was  
7 important was that you knew to check whether it would  
8 transfer. So all of these systems that go into  
9 place, if we don't have the proper advisement and  
10 communication and let students know what's happening,  
11 they're not going to be successful. I personally  
12 worked with the advisors to created instructional  
13 video, guiding students through the transition to  
14 Pathways at La Guardia, while the faculty developed  
15 recommended two-year sequences of study in every  
16 single major incorporating the Pathways curricular  
17 changes, and all of these have been posted on  
18 redesigned website. I hear from President Keizs. I  
19 just learned you've revamped advisement. So have we.  
20 We now have advising teams for every single major.  
21 This approach consists of advising staff, faculty and  
22 peer advisers who do actually wonderful jobs, the  
23 peer advisers. They work collaboratively and they  
24 help ensure that students are served more  
25 effectively. And I'm very pleased to say that at La

2 Guardia this has resulted in our seeing for the first  
3 time in several years an increased level of  
4 satisfaction with advisement here at-at the college.  
5 The number of students who are now somewhat or very  
6 satisfied with advising increased from 68% in 2012 to  
7 83% in 2016, and we measure that with the National  
8 Community College Survey of Student Engagement that  
9 we administer to students every other year. We have  
10 also found that pathways has streamlined the process  
11 of developing articulation agreements with four-year  
12 colleges. Actually, York has been very easy to  
13 develop [laughs] probably because President Keizs  
14 has-has that commitment, but sometimes-- Quite  
15 frankly, sometimes there is a feeling of some cherry  
16 picking going on, but the other thing is that now we  
17 only need to negotiate the program part of the  
18 degree, half the degree, half the degree. Before, we  
19 had to not only negotiate the program with the major,  
20 we had to negotiate with every single general  
21 education course that was involved. We had to  
22 negotiate with five, six, seven, eight, nine  
23 departments, which was time consuming and sometimes  
24 difficult. So the streamlined fact has now enabled  
25 us just one example this past year to articulate our

2 redesigned education programs with Queens and  
3 Brooklyn college ensuring a seamless transition for  
4 students. And, quite frankly, we were stuck on those  
5 articulations for a while until this—this sort of  
6 created an opening for us. Yet, another benefit to  
7 students is that Pathways created room in the degree  
8 for courses that were formerly not listed as  
9 requirements, but embedded as prerequisites. Well, I  
10 Guardia did not have a lot of such prerequisites and  
11 through curricula review we are now eliminating them.  
12 Simply by taking something that was an embedded  
13 prerequisite we are now able to move it into the  
14 Pathways flexible core. So, therefore, we're not  
15 asking students to go over the 60 credits, and I  
16 think I'd like to conclude with—with something that I  
17 think is probably to me one of the most important  
18 points and benefits, and perhaps maybe people did  
19 foresee this. I think it was unforeseen by some—by  
20 some and—and that point is that for many of us here  
21 in the room, college provided a journey of  
22 exploration and discovery, and yes for community  
23 college students often first generation college  
24 student. Such a journey of opening new vistas is  
25 often denied. Limitations on credits and a degree,

2 financial aid strictures often mean that the  
3 curriculum can be highly constrained, but we are now  
4 finding that the flexibility both into Pathways has  
5 opened up students to possibilities that they  
6 otherwise may not have even considered simply because  
7 such courses could not fit into the degree. And I  
8 was very pleased to just hear now from President  
9 Keizs that actually you've also had an opening up of  
10 possibilities because you're able to put in minors  
11 the same concepts. So, for instance, here at La  
12 Guardia, we have courses in astronomy that have taken  
13 off. All of a sudden, that sounds like a bad pun. I  
14 don't mean it to be a pun [laughter] but we're  
15 seriously thinking astronomy, philosophy, neuro  
16 science, oceanography, linguistics, that now they're  
17 able to take because of the choices made available to  
18 them by the flexibility that's in the Pathways core.  
19 And I cannot help but think that these expanding  
20 possibilities serve to enrich the educational  
21 experience for our community college students. Thank  
22 you.

23 CHAIRPERSON BARRON: Thank you. We're  
24 glad that they've taken off, and we look forward to a  
25 safe landing. [laughter] Thank you. Next.

2 PAUL ARCARIO: Indeed. [pause]

3 BRYAN WIGFALL: Good afternoon, Chair

4 Barron, Honorable Council Members and CUNY

5 colleagues. My name is Brian Wigfall. I am a proud

6 student leader at the City College of New York. I

7 major in political science, minor in legal studies

8 and I'm honored to report that I was recently

9 accepted to the Student Ambassador Program for the

10 Carnegie Council for Ethics and International

11 Affairs. City College is my second stop on the CUNY

12 express. I began my CUNY career at Bronx Community

13 College and transferred to City earlier this academic

14 year. Throughout my CUNY career, I've been actively

15 involved in student leadership and although I've

16 attended two CUNY colleges, rarely has my leadership

17 been limited to narrowly focused issues on my campus.

18 Indeed, I've supported organizations like the

19 University Student Senate and the CUNY Coalition for

20 Students with Disabilities precisely because they

21 fight for the rights and opportunities for all

22 270,000 degree seeking students across all of our

23 campuses. They advocate for a singular outstanding

24 experience for every CUNY student wherever they go to

25 school within a single unified truly integrated,

2 truly connected university system. This vision of a  
3 truly interconnected CUNY is now possible because of  
4 CUNY Pathways. For me, a truly interconnected CUNY  
5 hinges on two important principles that are lifted up  
6 by Pathways. First, our university can be considered  
7 truly integrated if, and only if we value the  
8 education and experiences of our community college  
9 students, equally—equally with those of our senior  
10 college students. I have been fortunate to give—to  
11 take courses both at Bronx Community College, and  
12 City College, and I'm pleased to say that my courses  
13 at both at Bronx Community College and City College  
14 are every bit as rigorous, demanding and challenging  
15 as those I've taken at City College. Through the  
16 acceptance of four credits from one CUNY institution  
17 to another, Pathways has helped to ensure that my  
18 Bronx Community and City College general education  
19 course work is valued equally. This is not only  
20 validating to community college students, but also to  
21 senior college students two-thirds of which are  
22 transfer students and to our outstanding community  
23 college faculty who are every bit as dedicated and  
24 accomplished as CUNY's world class senior college  
25 faculty. Secondly, as a more practical matter, CUNY

2 can only be experienced as a truly interconnecting  
3 university if our college courses transfer seamlessly  
4 when we seek to move from one CUNY school to another.  
5 In the past, the general education curricula of  
6 CUNY's colleges simply did not align well at all.  
7 Colleges accept their students as transfer at general  
8 education credits inconsistently. For some students,  
9 some gen ed courses transferred only as electives,  
10 which did not always help us because elective credits  
11 did not necessarily advance us toward degrees. This  
12 costs CUNY students their most scarce resources: time  
13 and money, and these are the very resources that  
14 Pathways has helped students to save. Students are  
15 now assured of the transfer of general education  
16 credits from one CUNY institution to another, making  
17 it easier for us to plan our academic futures and  
18 prevent us from unnecessarily taking more credits  
19 than we need to graduate. Aside from saving students  
20 time and money, it has also empowered us through the  
21 freedom of academic exploration. Because I am now  
22 absolutely clear about the required general education  
23 courses that I'll need to graduate, I am able to  
24 fearlessly explore elective courses that interest me  
25 simply because they interest me without concern that

2 they will somehow slow my path to graduation.

3 Elective credits are now a matter of students' choice  
4 rather than an arbiter-arbitrary trash bin. (sic)

5 Designation given to transfer credits that somehow  
6 didn't fit the receiving college's definition of the  
7 Common Core. Finally, I'd like to close my comments  
8 on the transformative impact of Pathways by  
9 highlighting the impact that it has had on one of  
10 CUNY's most vulnerable students groups, that is its  
11 population of more than 9,000 students with  
12 disabilities. More than 10% of these students rely  
13 on tuition support sponsorship from state agencies  
14 like ACCES-VR and the Commission for the Blind in  
15 order to fund the CUNY educations. Students with  
16 disabilities know by heart the three absolute rules  
17 of tuition support by these students---these state  
18 agencies. Number 1. You must remain in good  
19 academic standing. Number 2. You must attend school  
20 full time, and number 3. These agencies will only  
21 pay for a course one time and one time only. If  
22 you're sponsored by these agencies, and you fail a  
23 course and are forced to repeat, the-the cost of  
24 repeating is on you. Prior to Pathways, transfer  
25 students disabilities sponsored by these state

2 agencies frequently found themselves in a Catch 22.  
3 They would take and pass the course out of CUNY  
4 College in good faith believing that they had  
5 satisfied a gen ed requirement only to learn that  
6 they are receiving college wouldn't accept the course  
7 as satisfying the Common Core elements. Yet, when  
8 they sought to take the replacement course at the  
9 school to which they transferred, ACCES-VR wouldn't  
10 fund the tuition repeat course, which given the  
11 ironclad rule of ACCES tuition support wasn't  
12 fundable. As a result, students with disabilities  
13 would invariably be delayed or get stuck in their  
14 effort to earn degrees. Now thanks to Pathways,  
15 student-sponsor students with disabilities have been  
16 able to avoid this course repeat trap. They have  
17 matriculated towards degrees, and thanks to the CUNY  
18 Leads Program are employed at a rate of 70% following  
19 graduation. I'm especially proud to be able to share  
20 the progress that our university has made through  
21 Pathways because the movement to create a system of  
22 seamless transfer of general education courses from  
23 one CUNY schools to another was very much a student  
24 led movement. Student organizations like USS, CTSB  
25 and other university like student coalitions fought

2 hard to implement Pathways at CUNY. By working act-  
3 actively with students, faculty and administration to  
4 refine Pathways to maximize its ability to save  
5 students time and money as they progress towards  
6 degrees. I feel as though I'm participating in a  
7 great legacy of CUNY student empowerment. Thank you.

8 CHAIRPERSON BARRON: I want to thank you  
9 for your testimony, thank this panel, and we'll have  
10 some questions. I do want to say that we had been  
11 joined briefly by Council Member Jumaane Williams,  
12 and I will start the questioning. Thank you again  
13 for your testimony. You indicated that there's a  
14 body that comes together that does the reviews, and  
15 President Keizs, you indicated that at York the vote  
16 was overwhelming in support of Pathways being  
17 adopted. So before I get into what's happening  
18 currently, I wanted to go back to the origins because  
19 I know that there was some disagreement as to how  
20 Pathways should go forward. I know that there were  
21 some people who were concerned about a reduction in  
22 the academic rigor because classes that had been  
23 perhaps four credits were reduced to three credits,  
24 and there was a reduction in lab hours and all of  
25 that. So I wanted to ask how is that addressed, and

2 in that panel that presented that boat—that vote how  
3 was that panel composed? It said 37 I think 01. Is  
4 that open to all faculty? What percentage of the  
5 faculty did that represent at that time, and again  
6 I'm just laying groundwork for what has—was at the  
7 origin before I move forward?

8           MARCIA KEIZS: So what the process was  
9 clearly there was a CUNY committee, and there was a  
10 York committee. However, any work that took place on  
11 curriculum must go to our own Governance Committee at  
12 York, and before it can get to the Governance  
13 Committee, which is the Senate, you have to go to the  
14 Curriculum Committee. The Curriculum Committee at  
15 that time—it's changed a bit since then because we  
16 have had a governance change, but the Curriculum  
17 Committee at that time had 18 members of the faculty.  
18 It had two administrators, one from the Office of  
19 Academic Affairs and the Registrar because the  
20 Registrar is the keeper of the books, if you will, on  
21 these matters. And it had, and this is a bit of an  
22 anomaly, 18 students and not always there, by the  
23 way. Okay, and just as an aside the governance has  
24 changed since then. We did a governance review, and  
25 now we only have eight students at curriculum, but we

2 still have 18 faculty. Even eight students is a lot,  
3 but that was the process at the time. So, the  
4 Curriculum Committee, which is again sort of the  
5 owner. The Curriculum Committee reviews all  
6 curriculum items. It reviews courses. It reviews  
7 the number of hours. It reviews the assessments. It  
8 reviews whether it's going to be done in a class, in  
9 a lab, in a lecture, if it's going to be hybrid or if  
10 it's going to be something else, and that review  
11 committee reviewed all of the Pathways work. Once  
12 that was done, it then came before the Senate, which  
13 is comprise of some 50--probably it was--let me see  
14 what the number is. It's about 42 senators almost  
15 equally driven between students and faculty with five  
16 administrators. And so that that vote that you heard  
17 me report was the 37 view (sic) allowing one-one  
18 person actually voted to abstain rather than to vote  
19 against it, and that comprised faculty,  
20 administrators and students.

21 CHAIRPERSON BARRON: Okay.

22 MARCIA KEIZS: So that--that was back in  
23 2012.

24 CHAIRPERSON BARRON: Right. Okay and how  
25 were the students that participated? How were they

2 were selected, and the faculty as well. How were  
3 they selected to participate?

4 MARCIA KEIZS: Oh, the-the--

5 CHAIRPERSON BARRON: Was it voluntary or  
6 were they appointed?

7 MARCIA KEIZS: No, the Senate, you know,  
8 the Curriculum Committee is by designation by the  
9 department. So the English Department selects a  
10 member, and on the Senate, the same thing happened.  
11 The faculty are elected by the department once a  
12 year, and for students, students are elected by their  
13 student body as senators once a year. So,  
14 administrators have no--whomever is designated and  
15 elected, they serve.

16 CHAIRPERSON BARRON: You said that there  
17 was a reduction I think you said in the number of  
18 credits. Okay, York College had 54 credits--

19 MARCIA KEIZS: [interposing] 54, correct.

20 CHAIRPERSON BARRON: --and that was  
21 reduced I think to 42.

22 MARCIA KEIZS: [interposing] To 42.  
23 Correct.

24 CHAIRPERSON BARRON: Okay. So, have you  
25 found that those--the part--was there a concentration

2 of that reduction of credits in any one department or  
3 selection of departments, and how has that influenced  
4 the faculty selection and departments that are needed  
5 now to address the needs of students with that  
6 reduction?

7           MARCIA KEIZS: Well, of course, there was  
8 an agreement that we would reduce the 42, although  
9 they were capped. There has really been this  
10 discussion about some additional kinds of course work  
11 that students can take as electives, [banging door]  
12 or as part of a minor, and that is the thing that I  
13 think has been useful for our curriculum.

14           CHAIRPERSON BARRON: But you didn't find  
15 a reduction in particular departments because  
16 students now only had to take 42 as--as opposed to--

17           MARCIA KEIZS: [interposing] Well--well,  
18 remember now, students would have to take 120 credits  
19 anyway.

20           CHAIRPERSON BARRON: Right.

21           MARCIA KEIZS: The--the number of credits  
22 for the degree has not changed.

23           CHAIRPERSON BARRON: Right.

24           MARCIA KEIZS: It's a matter of how we  
25 have compartmentalized the credits. So that now

2 instead of having 54 broadly general education  
3 credits, we have 42--

4 CHAIRPERSON BARRON: Okay.

5 MARCIA KEIZS: [interposing] -but we now  
6 have opportunity for people to in the majors--

7 CHAIRPERSON BARRON: [interposing] Uh-  
8 huh.

9 MARCIA KEIZS: --to have additional  
10 credits, and should they wish to have further  
11 electives or to have a minor--

12 CHAIRPERSON BARRON: Okay.

13 MARCIA KEIZS: --they have the  
14 opportunity to do that.

15 CHAIRPERSON BARRON: So, Mr. Arcario, the  
16 question then to you is you've indicated these new  
17 disciplines. You've seen an increase in students  
18 taking astronomy, philosophy, neuroscience,  
19 oceanography, and nutrition.

20 PAUL ARCARIO: Yes.

21 CHAIRPERSON BARRON: Has there been an  
22 impact for you at your school with the department  
23 offerings and the number of faculty that are needed--

24 PAUL ARCARIO: [interposing] Yes.

25 CHAIRPERSON BARRON: --in those areas?

2           PAUL ARCARIO: Yes, actually, in the  
3 beginning there was, and where we were finding the  
4 impact was in performing arts, music, painting,  
5 drawing, theater, and because those by New York State  
6 designation cannot be liberal arts courses. So the  
7 were not really able to in the Pathways course, and  
8 most students in the liberal arts majors took that.  
9 But, what happened and what I think is sort of the  
10 genius of the Pathways model it gives--there was  
11 enough flexibility to work around that. So the  
12 liberal arts degree is 60 credits, 30 credits is  
13 Pathways, 30 credits is the so-called program. The  
14 faculty decided that the arts are important to an  
15 education, and they put the arts courses in the  
16 program part of the degree, and the model allowed for  
17 that to happen, and the faculty--that was totally the  
18 faculty's will to do that. And, in fact, as the  
19 Chairperson of the Humanities Department where all  
20 those courses were, I told them I was going to  
21 testify today, and they said well tell them I'm very  
22 happy so-- [laughs] So, but I-I-I think the point  
23 is that their model allows that to happen.

24           CHAIRPERSON BARRON: And again I'm still  
25 going back to the origins of Pathway before we move

2 on further. There was a gain the question of whether  
3 or not we were maintaining academic rigor as we—we  
4 did this revision with Pathways. And I would like to  
5 know what have the senior colleges indicated in  
6 Pathways? Have they indicated to you, has there been  
7 any discussion about students who have come through  
8 the Pathways to their senior colleges? Have they  
9 indicated any kind of--?

10 LUCINDA ZOE: Well, I would refer to the—  
11 you know, some of the indicators that we have that we  
12 can look at, which are the—the GPAs. I mean the  
13 transfer students are doing fine. I mean the GPAs  
14 have held steady. If the courses weren't rigorous—  
15 rigorous enough, if—if the students were not well  
16 prepared, then they would not be maintaining the same  
17 GPAs or, you know, that they—as before Pathways.  
18 Also, the Common Core Course Review Committees have  
19 continued to meet, and I've always thought this was  
20 the great untold story of Pathways was during the  
21 implementation, and it was fairly controversial—

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

24 LUCINDA ZOE: --and there's a lot of  
25 questions, you know, we had eight different

2 committees, and each of those committees reviewing  
3 courses have 35, 36 faculties representing every  
4 single college, and those faculty reviewed every  
5 single course for learning outcomes because they—I  
6 mean I was so impressed because they were working  
7 against, you know, criticism from the outside and  
8 from their own colleagues, and they— It was  
9 important to them that the courses were rigorous that  
10 the learning outcomes were met. So, there's been a  
11 peer reviewed—a peer reviewed process, which  
12 continues to this day for every course that—that goes  
13 into Pathways, and these committees are so—they—it's  
14 really hard work. I mean--

15 CHAIRPERSON BARRON: [interposing] Okay.

16 LUCINDA ZOE: --it's very hard work, and  
17 I think that--

18 CHAIRPERSON BARRON: [interposing] But if  
19 you could—if you could perhaps and perhaps my staff  
20 could work with you, ask a very pointed question of  
21 the senior colleges particularly as it relates to  
22 the—I think it's called the Math and Quantitative—  
23 [pause]—Well, I'll have to find exactly what it is  
24 called.

2 LUCINDA ZOE: It's Quantitative Math and  
3 Quantitative Reasoning.

4 CHAIRPERSON BARRON: Reasoning, right.  
5 They have found that that has maintained what it is  
6 that students are required to especially  
7 understanding because we're talking about the STEM  
8 programs. So we could find a way. I really am  
9 concerned that I don't have any of my senior colleges  
10 here to say what they, you know.

11 LUCINDA ZOE: [interposing] Well, York is  
12 a senior. York is a senior.

13 CHAIRPERSON BARRON: We do have the  
14 master program, yes.

15 LUCINDA ZOE: Yes, they're a senior  
16 college.

17 CHAIRPERSON BARRON: Okay, and--and to  
18 talk about what has been the overall, the overall in  
19 that regard so--

20 MARCIA KEIZS: [interposing] Well, I-I--

21 CHAIRPERSON BARRON: --at York?

22 MARCIA KEIZS: Yeah. I-I think the  
23 critical things that happened with Pathways. So as  
24 we got our colleagues to talk to each other about

2 what they do in a discipline, and to agree that this  
3 course, Math 101, Math 202--

4 CHAIRPERSON BARRON: [interposing] So--

5 MARCIA KEIZS: --Science 201 is really  
6 the same thing--

7 CHAIRPERSON BARRON: [interposing] Okay.

8 MARCIA KEIZS: --whether it is offered at  
9 a community college or at a senior college.

10 CHAIRPERSON BARRON: [interposing] So can  
11 I say then that you're speaking on behalf of the--your  
12 colleagues at the senior college level that this is  
13 what they have shared with you? And then my other  
14 question relates to you talked about articulation  
15 with STEM, the STEM Program, and I think you referred  
16 to some of the colleges that were involved. If you  
17 could speak briefly to that.

18 MARCIA KEIZS: La Guardia, for instance,  
19 and--and Queensborough. Are you talking about from the  
20 Community College--

21 CHAIRPERSON BARRON: [interposing] Right.

22 MARCIA KEIZS: --Isolation Agreement to--

23 CHAIRPERSON BARRON: [interposing] Right.

24

25

2 MARCIA KEIZS: --to the senior college?  
3 Well, these predated us. You know, we've always had  
4 articulation agreements.

5 CHAIRPERSON BARRON: Right.

6 MARCIA KEIZS: What we're saying is that  
7 with the sort of package of agreements on for us to  
8 do credits let us say, as we've all agreed are  
9 valuable credits. That's whether I'm at Queens  
10 College or it's York College or La Guardia, the  
11 Discipline Council they've looked at it, and they've  
12 looked inside of it, and say yeah that's a good  
13 course. That's the same course I would offer  
14 wherever I am. These are the learning outcomes that  
15 we would want, and by agreeing to that, what they've  
16 done is they've said we will accept them, right? We  
17 will accept them. Our faculty are the same faculty.  
18 They have the same PhDs. They went to the same  
19 graduate schools. We got together and we said let's  
20 break down this particular silo. Now, what you do  
21 with the rest meaning 32 from 120--

22 CHAIRPERSON BARRON: [interposing] 32,  
23 uh-huh.

24 MARCIA KEIZS: --leaves you with quite a  
25 number of courses still. What you do with the rest

2 of your courses later on when they come to us is  
3 another matter, but I would imagine that by virtue of  
4 having agreements on, you know, one-quarter of the  
5 curriculum--

6 CHAIRPERSON BARRON: [interposing] Uh-  
7 huh.

8 MARCIA KEIZS: --what you have done is  
9 you've sort of built a degree of confidence that the  
10 outcomes will be the same. Now, not all students  
11 will perform. Some students will come to us with  
12 barely passing. You know, they may come in with a  
13 2.0. Others will come in with a 3, or some place in  
14 between, and then, in order to get into some of the  
15 very specific programs, instead in nursing, in  
16 occupational therapy, they may need to perform at a  
17 much higher level.

18 CHAIRPERSON BARRON: Uh-huh.

19 MARCIA KEIZS: Alright, and so they may  
20 not come in and perform at the level they need in  
21 order to get into those very selective kinds of  
22 programs because they may need the kind of GPA that  
23 they have not been able to achieve.

24 LUCINDA ZOE: I would like to mention,  
25 too, the STEM Variant Courses. This is also another

2 maybe misunderstood, but as part of Pathways we have  
3 courses called STEM Variant, and the STEM Variant  
4 Courses are in like math, you know, and all of the  
5 sciences, and these are the--the traditional--

6 CHAIRPERSON BARRON: You're saying Sim  
7 Variant?

8 LUCINDA ZOE: STEM. STEM Variant.

9 CHAIRPERSON BARRON: STEM, okay.

10 LUCINDA ZOE: So most of the Pathways  
11 courses are sort of three hours, three credits.

12 CHAIRPERSON BARRON: Right.

13 LUCINDA ZOE: The STEM Variant courses  
14 are all of the original--

15 CHAIRPERSON BARRON: [interposing] Oh.

16 LUCINDA ZOE: --science courses that were  
17 in physics, in chemistry, and bio are exactly the  
18 same as they were before Pathways.

19 CHAIRPERSON BARRON: Okay.

20 LUCINDA ZOE: You know, they were four  
21 credits, five hours.

22 CHAIRPERSON BARRON: Okay.

23 LUCINDA ZOE: Those are all still there,  
24 and they are all included in the Pathways curriculum.  
25 So any student that is a STEM major takes the exact

2 same kind of science, lab science sequence they would  
3 have taken before.

4 CHAIRPERSON BARRON: Okay.

5 LUCINDA ZOE: I mean nothing changed.  
6 The same thing with math. So if you are a STEM  
7 student you're taking the exact same rigorous  
8 curriculum that you would have taken before Pathways  
9 because all those exact courses are part of the  
10 Pathways curriculum all across students—all across  
11 CUNY. We have I think close to 700 STEM Variant  
12 courses in the Pathways curriculum. So the—the rigor  
13 is exactly the same as—as before with all of those--

14 CHAIRPERSON BARRON: [interposing] Okay.

15 LUCINDA ZOE: --basic science courses.

16 CHAIRPERSON BARRON: A couple more  
17 questions. I do want to acknowledge we've been  
18 joined by Council Member Laurie Cumbo, a member of  
19 this committee, and I'm going to turn it to my  
20 colleagues. I have lots more questions, but just one  
21 other question. So students that—students have the  
22 option of joining Pathways, they're not--?

23 LUCINDA ZOE: Not now, they don't.

24 CHAIRPERSON BARRON: Not now?

2 LUCINDA ZOE: I mean it's-it's a  
3 requirement.

4 CHAIRPERSON BARRON: Now it's required.

5 LUCINDA ZOE: Any student that starts  
6 after-beginning in the fall of 2013, all transfer  
7 students and all new students.

8 CHAIRPERSON BARRON: Okay.

9 LUCINDA ZOE: It's just their curriculum.  
10 You know, I mean, our-one of our directors of  
11 admissions used to say when they were putting this  
12 together he's like, you know, don't. You don't want  
13 to-we don't need to confuse students. And a new  
14 student this is just their Gen Ed. This is just the  
15 curriculum they start with.

16 CHAIRPERSON BARRON: So--

17 LUCINDA ZOE: I mean that's what it is.  
18 So the only option was in 2013 if you were already a  
19 currently enrolled student, you weren't forced into  
20 Pathways.

21 CHAIRPERSON BARRON: Okay.

22 LUCINDA ZOE: You could stay with the  
23 current program if--that you had--

24 CHAIRPERSON BARRON: [interposing] So  
25 since--

2 LUCINDA ZOE: --the option.

3 CHAIRPERSON BARRON: Now, all students  
4 are required to follow Pathways. Is there an  
5 opportunity for a student to get a pop-up or a flag  
6 that says you know that you've already satisfied this  
7 requirement, and it's a duplication. It's going to  
8 put you--is there a flag or a requirement, something  
9 that pops up that alerts a student to the fact that,  
10 you know, to duplication of what they needed in the  
11 30?

12 LUCINDA ZOE: Well, you know, actually we  
13 have the--

14 CHAIRPERSON BARRON: [interposing] It, of  
15 course, gets to advisement if they're sitting down,  
16 but if they're not there--

17 LUCINDA ZOE: It gets to advisement. We  
18 also like the Degree Works, Degree Audit system--

19 CHAIRPERSON BARRON: [interposing] The  
20 Degree Works. Would that do that?

21 LUCINDA ZOE: --that really allows  
22 students to track their progress.

23 CHAIRPERSON BARRON: But it would it  
24 alert them to the fact that, you know, you perhaps--

25

2 LUCINDA ZOE: Yeah, it wouldn't—I don't  
3 think it would even allow them to register for the--

4 CHAIRPERSON BARRON: Oh.

5 LUCINDA ZOE: It would be hard for a  
6 student to register for a course--

7 CHAIRPERSON BARRON: [interposing] Oh,  
8 okay.

9 LUCINDA ZOE: --they already had a  
10 requirement--

11 CHAIRPERSON BARRON: [interposing] So it  
12 might block them from that?

13 LUCINDA ZOE: and the requirement was  
14 already met. Yeah. And by the way, since Pathways  
15 we've had a 250% increase in Degree Works usage by  
16 CUNY students.

17 CHAIRPERSON BARRON: Okay, great.

18 LUCINDA ZOE: It's been very—we've really  
19 been successfully at getting students to use it to  
20 track--

21 CHAIRPERSON BARRON: [interposing] Okay.

22 LUCINDA ZOE: --progress and check their  
23 requirements.

24 CHAIRPERSON BARRON: I have more  
25 questions, but I'm going to defer to my colleagues.

2 I'm going to ask Council Member Cabrera [banging  
3 door] oh, do you want to defer to your colleague?  
4 Okay, Council Member Rodriguez.

5 COUNCIL MEMBER RODRIGUEZ: Thank you,  
6 Chair.

7 CHAIRPERSON BARRON: You're welcome.

8 COUNCIL MEMBER RODRIGUEZ: You know, we  
9 just hope that at some point one day, you know, we're  
10 leaving the quality behind--

11 LUCINDA ZOE: [interposing] We're leaving  
12 it.

13 COUNCIL MEMBER RODRIGUEZ: --and that  
14 everything is perfect.

15 LUCINDA ZOE: That what?

16 COUNCIL MEMBER RODRIGUEZ: Everything is  
17 perfect one day.

18 LUCINDA ZOE: Okay. [laughs]

19 COUNCIL MEMBER RODRIGUEZ: But, you know,  
20 in our generation they all watch. They see no  
21 inequalities here, and inequality on senior colleges,  
22 community college, education, even among our high  
23 school education in Beacon, North Brooklyn. Tech in  
24 West Stuyvesant is not the same as education in a  
25 school that they just work with the students who are

2 the level 1 and level 2. Unless you have different  
3 daughters, and the daughter is showing that students,  
4 85% or more of students going to community college  
5 they need remedial courses, and it takes six years  
6 for them to graduate, only 27% to graduate. Not  
7 because CUNY is failing. In fact a few years ago the  
8 society was failing, by not providing a stronger  
9 early child education. So I'm all about exploring,  
10 creating, supporting anything that can be the best  
11 plan to provide the best path for our students to get  
12 their BA, Master's, PhD, continue advancing. Not  
13 because it benefits them, but because it benefits  
14 most important the society. So we know that there's  
15 no more politics in the world than the—in the—than in  
16 the academic world, and we know that because I used  
17 to be a teacher at high school. And I know that when  
18 we would have a permitting license, you know, you  
19 feel different because, you know, like you were more  
20 entitled to understand most of your rights than if  
21 you are like the substitute teacher that we have in  
22 the 80s and the 90s. So this plan is a great plan,  
23 but you have a lot of good aspects, but how do we  
24 sell it to the professor or the senior colleges  
25 aren't working with a student who they do the

2 computes from division. They've been attracting the  
3 students who are at senior colleges that many of them  
4 just keep going to the senior college especially to  
5 the best one. They took other regions when they were  
6 in ninth grade. They were taking Algebra when they  
7 were ninth grade. They were not a population of kids  
8 that work in the schools when I used to teach ten  
9 years. So for me, I'm all about what's, you know,  
10 been for seven years. We can spend the whole day on  
11 the question of how do we go to sleep at night.

12 LUCINDA ZOE: Uh-huh.

13 COUNCIL MEMBER RODRIGUEZ: Because we  
14 can justify everything. We can say it's a perfect  
15 plan. They move from Hostos to Bronx Community.  
16 After a year they can transfer, they can survive.  
17 They can graduate. We can retain them but, and of  
18 course like the City is looking at CUNY from  
19 community college to senior college, you know, as the  
20 entry doo. Many of us we are here because of that.  
21 But again, the ways that seek in education especially  
22 in the previous administration we fail. So, the  
23 Pathways is a great one. It's a good one, but which  
24 is the aspect, you know, that we feel are—should be  
25 discussing our challenges that we have? When a

2 students is finishing her first year and a half in a  
3 community college, those 85% that do remedial  
4 courses, were Algebra in the community college is not  
5 the same than the advanced class of Algebra that the  
6 student will be placed if they go to senior college.  
7 Like what is the reality that we're facing with those  
8 students that they transferred from those community  
9 colleges with that population of students? They have  
10 the big swing (sic) and which we're supporting, but  
11 in reality that we get those fail. But no provider  
12 than the best quality best quality education for a K  
13 to 12 needed in the year and a half after they spend  
14 their—you go through a semester in their community  
15 college and then they move into the senior colleges  
16 where the professor is working with a group of  
17 students that they were born equipped with more  
18 tools. They were taking Algebra in ninth grade, and  
19 many students who are going to ninth grade many of  
20 the high schools in disadvantaged communities they go  
21 to ninth grade, but they are level 4. So how is it  
22 that CUNY, how is CUNY dealing with that reality?

23 LUCINDA ZOE: I'm glad you asked that  
24 question. You know, I will say, and it's a  
25 complicated—I mean it's a complicated situation, but

2 I—I was—I served at Hostos Community College for 10  
3 years. I was the Provost the last two years I was at  
4 Hostos. I am very aware of the challenges that our  
5 community college students have. I am also very  
6 aware at how dedicated the faculty of our community  
7 colleges are, and—and Provost Arcario can also attest  
8 to this I'm sure, we are addressing the needs of, you  
9 know, developmental math students, and we know it's a  
10 challenge, and we're creating alternative pathways  
11 for them, and we're creating much more stronger  
12 supplemental instruction and instructional supports  
13 for the students. So that they can be successful  
14 because when our students do get out of community  
15 college when they graduate with that degree, and as  
16 you know, 31% increase in the number of students  
17 leaving with degrees now, they—I feel confident they  
18 are prepared when they get to the senior colleges  
19 because the community college faculty are so  
20 committed and dedicated, but that's not enough. We  
21 are in the middle right now of a massive reform or  
22 our remediation across CUNY, of developmental  
23 education. I mean it's—this is—that would be a  
24 different hearing, I can assure you, but we have—we  
25 are chained—we are making some major changes and we--

2 COUNCIL MEMBER RODRIGUEZ: [interposing]

3 I, look, we've been--we--

4 LUCINDA ZOE: --and students can take  
5 that freely.

6 COUNCIL MEMBER RODRIGUEZ: --have made  
7 some progress.

8 LUCINDA ZOE: Yeah.

9 COUNCIL MEMBER RODRIGUEZ: Again, some  
10 progress. I hope that my granddaughter and my  
11 grandson--

12 LUCINDA ZOE: Uh-huh.

13 COUNCIL MEMBER RODRIGUEZ: --will live in  
14 a nation where we can say education in our community  
15 college is at the same level as the senior college.  
16 There are another Howard Jordan a good friend of mine  
17 graduated from Harvard University. He choose to be a  
18 professor at Hostos Community College.

19 LUCINDA ZOE: Yes.

20 COUNCIL MEMBER RODRIGUEZ: I know that  
21 Laura Kaplan, who live in my community, was teaching  
22 there, too. So I know that the people that dedicate  
23 their life--

24 LUCINDA ZOE: Yes.

2 COUNCIL MEMBER RODRIGUEZ: --because they  
3 choose to live the legacy.

4 LUCINDA ZOE: Yes.

5 COUNCIL MEMBER RODRIGUEZ: However, we  
6 thinking also we--professor that they are not tenured,  
7 that they have to work three jobs.

8 LUCINDA ZOE: Uh-huh.

9 COUNCIL MEMBER RODRIGUEZ: That they  
10 don't have any offices, that they're dealing with 25  
11 students in the classroom, that they were level  
12 probably with them and were admitted the community  
13 college, they were 9<sup>th</sup> grade level.

14 LUCINDA ZOE: Uh-huh.

15 COUNCIL MEMBER RODRIGUEZ: So, I'm not  
16 coming from saying, you know, we should fail to our  
17 students. We should not be there to support them. I  
18 hope that we know with the ASAP with the college now--  
19 -

20 LUCINDA ZOE: Uh-huh.

21 COUNCIL MEMBER RODRIGUEZ: --everything  
22 that we say that it work. If we put this--keeping--  
23 putting the truth to this kid when they're in high  
24 school, we, the city, the society should be getting  
25 money. Obama make community college a priority. How

2 much additional money will the republic enable, or  
3 what Obama able to bring. He make it his priority.  
4 Today, you cannot say that on the basis of his  
5 administration we saw a double budget to community  
6 college. So, you—those who are working the  
7 administrator position you know that you are making  
8 miracle. You've been in with the population 85% the  
9 new remedial courses. Only 26% of students graduate  
10 after seven years when their associate is supposed to  
11 be of two years.

12 LUCINDA ZOE: Uh-huh.

13 COUNCIL MEMBER RODRIGUEZ: So you know  
14 like—and again, I told my daughters like walking  
15 through Warm Water (sic) Plaza, I say, you know, this  
16 guy who is our council member, I used to be washing  
17 dishes and making sandwich without getting  
18 opportunity. Every single child deserve this  
19 opportunity. We should be supporting, but my concern  
20 is more. I mean we had to have challenges--

21 LUCINDA ZOE: [interposing] Yes.

22 COUNCIL MEMBER RODRIGUEZ: --and we need  
23 to identify the challenges especially that those  
24 professors face when they're dealing with a group of  
25 students come to (sic) the senior college who ask a

2 teacher who says well I know, if I can get a student  
3 that wouldn't make me to look good.

4 LUCINDA ZOE: [interposing] Uh-huh.

5 COUNCIL MEMBER RODRIGUEZ: Because they  
6 will be the A+. We got to hold the teacher, that  
7 teacher take credit. Your challenges are with-with  
8 your work with the other 10 or 15 that they don't  
9 know how to read. They don't know how to do the  
10 papers. They can be lawyers, they can be teachers,  
11 they can be council members, but I-is the senior  
12 colleges ready providing all the support to those  
13 students that will transfer to the senior college  
14 through the Pathways in order for them-for them to be  
15 able to complete at the same level to the order that  
16 went directly from high school to senior college, and  
17 thank you, Council Member. I have to pick up my  
18 daughter from school.

19 MARCIA KEIZS: May I give you a little  
20 bit of assurance? What Pathways has helped do is to  
21 get those of us who weren't talking with each other.  
22 Ah, that was not--that was not me, that was not me in  
23 Queens. It just so happens I have a very, very  
24 strong respect for the work that's done at the  
25 community colleges. As I said, I started my career

2 at Queensborough Community College. I was an English  
3 teacher. I worked at La Guardia. I also worked at  
4 Bronx Community College. So York is my first senior  
5 college experience. So—and I'm very aware of the  
6 kind of work that goes on at the Community College,  
7 and the way students can really be brought right up  
8 to par and to succeed beyond their expectations, and  
9 I want those students at York. [laughs] Trust me,  
10 because they have shown tenacity. They have  
11 mastered, you know, some—they have overcome obstacle.  
12 They've learned the basics, and sometimes they have  
13 on to do better than learn the basics, and so when  
14 they come in—when they come in with that first  
15 degree, and they have that in their hand, those are  
16 the students I want because I know they've finished  
17 one degree. They plan to finish the next one. And  
18 so we will wrap around some supports, and that's why  
19 we try to talk, you know, I mean we're talking a  
20 little bit better now. Our counselors are talking  
21 with each, our faculty are talking with each other to  
22 exchange ideas about what's really in the contents of  
23 the course. When the students are finished, and  
24 frankly I don't want the students before they have  
25 the degree. I want them to have completed the degree

2 because that gives a boost to their sense that they  
3 can complete. And so we have set up not yet with La  
4 Guardia but with Queensborough some arrangements  
5 where we go in. We talk to their honor societies.  
6 We talk to their SEEK and CD students, so we have  
7 transfer arrangements. So that the College Discovery  
8 students come in and they get with these programs.  
9 We have the Men's Initiative. We go. We talk to the  
10 Men's Initiative. We say we're going to talk-work  
11 with you, and we're going to transfer those students  
12 over to York, and we're going to wrap them around in  
13 the main center. We go with disabled students. We  
14 work with our students who have disabilities. We go  
15 to the director of Disabilities and we work with  
16 them, and so the same kind of support that they may  
17 get at the community college we try to wrap that  
18 support around them when they come to us. It's not  
19 only the advisement and the counseling. It's also  
20 the academic and tutorial support as well as the  
21 mentoring that they can get from the faculty. So I  
22 assure you we are in the business of attempting, you  
23 know, working for success, and we try to do it in  
24 those ways. We're not bringing them in so they can  
25 think or swim.

2 COUNCIL MEMBER RODRIGUEZ: [off mic]  
3 Right.

4 MARCIA KEIZS: That brings no glory  
5 [laughs] to any one.

6 COUNCIL MEMBER RODRIGUEZ: [off mic] The  
7 student should the-[on mic] they should have their  
8 reviews. The Black and Latino population has their  
9 reviews at senior colleges big time.

10 MARCIA KEIZS: Not at my school.  
11 [laughter]

12 COUNCIL MEMBER RODRIGUEZ: It-not in  
13 York, yeah but-

14 MARCIA KEIZS: Not at my college.

15 COUNCIL MEMBER RODRIGUEZ: I know, but  
16 there's a senior here. [laughter] But when you look  
17 at the whole City College and others, Hunter, when I  
18 went to City College, 80% of the students were Black  
19 and Latino. Today it's only 60%. So it is. I-I  
20 know my daughter. So, you know, but first of all I  
21 appreciate it, and thank you-thank you to the Chair  
22 and the Council Members that was here, too. I want  
23 to pick up my daughter.

24 CHAIRPERSON BARRON: I want to thank the  
25 Council Member. In addition, Council Member, to the

2 reduction in the students that you referred to,  
3 there's been a significant reduction in the faculty  
4 that's Black and Latino, and that's an issue that I  
5 continue to raise with CUNY. So thank you very much.  
6 Council Member Cabrera.

7 COUNCIL MEMBER CABRERA: Thank you so  
8 much, Madam Chair, and thank you for allowing our  
9 Council Member Rodriguez to go first. You mention—I  
10 love data. You mention that there was—that the  
11 students coming through Pathways and transfer they  
12 had a 2.8 GPA that—and you sustain all the way  
13 through, but that's putting all the majors together.  
14 Can—can you talk to me about the majors where a  
15 student's GPA actually went down?

16 LUCINDA ZOE: Well, that data that we  
17 have I mean I—I would have to get back to you on that  
18 because we have it, but I don't have it with me  
19 today, and that is the average GPA of just the  
20 transfer students.

21 COUNCIL MEMBER CABRERA: Yes.

22 LUCINDA ZOE: The transfer students  
23 coming in. But I would assume we have that data  
24 somewhere? Yes, we could get back to you on that.  
25 We don't, you know, by discipline, by major to see

2 how it's going, but that is. You're correct. It is  
3 the average GPA for all transfer [banging door]  
4 students coming in, and it's maintained. It's been  
5 very steady.

6 COUNCIL MEMBER CABRERA: I'd be curious  
7 to see if the more rigorous programs are our students  
8 struggling once they go into a four-year college, and  
9 so if you could get me that data.

10 LUCINDA ZOE: Okay, we can. I'll  
11 definitely make a note of that. You know, a few  
12 years ago, I remember one of our senior college  
13 provosts did an analysis of all the community college  
14 students that transferred in to his college. It was  
15 Baruch, and at the time, and he—I was a provost at  
16 the time and he shared this data with us, and—and  
17 across the board, you know, the transfer students  
18 coming in from community colleges did as well as  
19 their native students, you know, when—when they got  
20 there. So, I—I think that we—we will look at that.  
21 We'll continue to look at that, but we don't—I'm sure  
22 we have it by major, by discipline and we'll get back  
23 to you, but I'm pretty hopeful. I mean I have great  
24 confidence in the community college faculty to  
25 prepare these students. I mean again I mean you look

2 at what Provost Arcario he has completely transformed  
3 their—a lot of the developmental education programs.

4 COUNCIL MEMBER CABRERA: Yes.

5 LUCINDA ZOE: One of the things that  
6 we've been working on, which is one of my personal  
7 issues is I don't want for students to use up all  
8 their financial aid, taking developmental courses  
9 that have no credit, you know, and he's created these  
10 brilliant new models where students, you know, they—  
11 they don't—if they're going to pay for a course,  
12 they're going to get college credit for it--

13 COUNCIL MEMBER CABRERA: [interposing] I—  
14 I just--

15 LUCINDA ZOE: -and it's working, you  
16 know.

17 COUNCIL MEMBER CABRERA: I'm sorry. Are—  
18 are the students who go through Pathway, are they  
19 taking as long, longer or shorter time to complete  
20 their degree?

21 LUCINDA ZOE: Well, I think I started  
22 with noting since we don't have a full graduation  
23 cycle yet, we don't have any real graduation data yet  
24 because it started in 2013.

2 COUNCIL MEMBER CABRERA: [interposing]

3 But you do have recidivism of data, right?

4 LUCINDA ZOE: Pardon?

5 COUNCIL MEMBER CABRERA: You have  
6 recidivism data showing our students dropping out?

7 LUCINDA ZOE: Yeah, we—we have, you know,  
8 we looked at retention, and it's holding steady  
9 exactly as it was pre-Pathways, but since we haven't  
10 had a full cohort go through since Pathways, it's  
11 hard to have any solid data on it because nobody, you  
12 know, wouldn't--

13 COUNCIL MEMBER CABRERA: [interposing]  
14 But you could compare first year, second year, third  
15 year. You've—you've done it for three years, right?

16 LUCINDA ZOE: Right? Well, what we've  
17 seen is that credit accumulation has increased, and  
18 the GPA has remained steady or it's not—it's not  
19 increased. So, so far, the, you know, like they are  
20 making progress towards degrees.

21 COUNCIL MEMBER CABRERA: But you know  
22 what I'm asking, right? What I'm asking if you take  
23 a third-year student, a junior that was in a four-  
24 year college compared to now a junior who is not in  
25 by—by way of Path—of Pathway, how many of those

2 students in their junior year dropped out, in-in the  
3 Pathways versus the regular students who were in the  
4 program, who were in the college? So you have data?  
5 Do you look into that data?

6 LUCINDA ZOE: I-I would have to ask my  
7 colleague, Dean Crook. [background comments] Can  
8 you say something? This is, you know, this is Dean  
9 Crook. He's our Dean of Institutional Research, and  
10 our Chief Data Expert. So the level of data, you  
11 know, I mean he has—he knows a lot more about this  
12 than—than I do off the top of my head. I would be  
13 foolish to try to answer if I didn't know for sure.  
14 So, you know.

15 CHAIRPERSON BARRON: Let me ask that you  
16 be sworn in by our counsel, please.

17 LEGAL COUNSEL: You ready?

18 DEAN CROOK: [off mic] Yes.

19 LEGAL COUNSEL: [off mic] Do you affirm  
20 to tell the truth?

21 CHAIRPERSON BARRON: I'll do it. Do you  
22 affirm to tell the truth, the whole truth, and  
23 nothing but the truth in your testimony before this  
24 Council—

25 DEAN CROOK: I do.

2 CHAIRPERSON BARRON: --and to answer all  
3 members' questions honestly?

4 DEAN CROOK: I-I will. I do.

5 CHAIRPERSON BARRON: Thank you. Please  
6 state your name and give your testimony.

7 DEAN CROOK: David Crook. I'm Dean for  
8 Institutional Research for the CUNY system. So,  
9 we've-we've done the kind of analysis that you're  
10 describing for cohorts that predated Pathways and-and  
11 what we did is compared students who started at a  
12 senior college, and with students who transferred in  
13 from the point of their 60<sup>th</sup> credit. So typically  
14 students transfer in with about 60 credits. If they  
15 have the associate degree, they have exactly 60.  
16 They might come in with a little bit less than that.  
17 So if you want to try to compare the performance of  
18 the two group, you-you have to line them up at the  
19 same starting point, and when you do that, before  
20 Pathways we showed that the graduation rates of the  
21 community college students were a little bit less  
22 than for the likelihood of graduating in four years  
23 from a bachelor's program if you came in with-if-if  
24 you were a native student at the-at the 60<sup>th</sup> credit.  
25 But there's a lot of reasons for that. The-on

2 average, as Councilman Rodriguez pointed out, the—you  
3 know, the students who start in community colleges  
4 are really maybe didn't get quite the same high  
5 school background preparation that students who  
6 started in the bachelor's program. That explains  
7 part of the difference, and there's a little bit of  
8 difference in their experience once they get to the  
9 senior colleges. But we—but we haven't had a chance  
10 to do that analysis for—for the Pathways cohorts yet  
11 because they—they basically are just starting to  
12 appear in the senior colleges, but we will be doing  
13 that. And we'll—we'll be looking at the—the major by  
14 major comparisons, as you suggest because we think  
15 there will be differences.

16 COUNCIL MEMBER CABRERA: So we're looking  
17 at another variable other than the curriculum that—  
18 that is the quality of students. The preparation of  
19 that student is not up to par but, however, wouldn't  
20 you say that we could safely assume that if they took  
21 English 101 that they had mastered that subject  
22 matter. Though it—they took longer to get there,  
23 remedial classes but they got there as compared to  
24 the other student, and if that is so, then that  
25 wouldn't be a variable.

2 DEAN CROOK: Yes, that's—that's a good  
3 point as Dean Zoe mentioned that, you know, the—the  
4 faculty panels review the learning outcomes in these  
5 courses to make sure that they're as equivalent as—as  
6 possible, and—and so that—that does, you know, erase  
7 a lot of the difference, but—but it doesn't quite  
8 erase all—all of the differences.

9 COUNCIL MEMBER CABRERA: Okay. I  
10 appreciate your honest analysis because it tells us  
11 that we—we still have some work to do, which leads me  
12 to the next question. You look at—thank you. Thank  
13 you so much. You look at—at the way you have set up  
14 Pathways or the work that you have put into making  
15 sure you have good execution of that. Can you share  
16 with us what's next? What—what is it that we need to  
17 do in order to make it better?

18 LUCINDA ZOE: Well, you know, as I—as I  
19 noted at the end, it—it is a work in progress. We're  
20 constantly reviewing, accessing, and evaluating it.  
21 You know, the next step really the most important  
22 next step is the—the major—we need more of the major  
23 gateway transfer agreements. We only have ten. You  
24 know, with—with the ten largest transfer majors, and  
25 that guarantees where a group of faculty have gotten

2 together and—and picked three to five courses that  
3 they would guarantee would transfer for the major at  
4 transfer. But that's just ten majors. We need ten  
5 more majors because as I said here today, I have  
6 student appeals on my desk from students who in  
7 accounting, computer science, that they—I mean I have  
8 a student who has a—an accounting degree from  
9 Kingsborough with like a 3.8 GPA that transferred to  
10 one of our senior colleges. He has a 3.6 GPA there,  
11 and in his senior year, he's going to have to retake  
12 two accounting courses because that particular  
13 college just as policy they don't take any accounting  
14 courses for transfer. Unlike because we don't have  
15 the Major Gateway Agreement in accounting in that—in  
16 that filed. So the next step for Pathways and—and  
17 our new vice—Executive Vice Chancellor Rabinowitz  
18 this is in our goals for the coming years. We need  
19 ten more of these disciplines because it's—it's  
20 heartbreaking because—

21 COUNCIL MEMBER CABRERA: [interposing] It  
22 is.

23 LUCINDA ZOE: --you know, and then you  
24 get a student having to take the same course again,  
25 pay for it again, you know, because we don't have

2 that--that articulation agreement. But, you know,  
3 we've now--we're having conversations with these  
4 colleges, but you need that agreement and that is the  
5 next step because we--there are too many fields that  
6 we need the next ten.

7 COUNCIL MEMBER CABRERA: I'll close with--

8 DEAN CROOK: [interposing] May I just  
9 add--add to that, I--I would agree that is the next  
10 step and, you know, the committees that you talked  
11 about that review the courses are--are community  
12 college and senior college faculty, and I think we've  
13 must--must do more and more to bring the faculty  
14 together. Because our faculty are faculty creden-  
15 credentialed. They're equally credentialed, and when  
16 they spend time together, they see that because what  
17 sometimes happens is a course now may count in  
18 Pathways to transfer. But the senior college faculty  
19 member may say fine, but will not serve as the  
20 prerequisite to get into a certain major. So we had--  
21 so in other words it's--it's transferring in a way,  
22 but not--so there's a little bit of that that still  
23 needs to be cleaned up, quite frankly, and that's  
24 taking--bringing the faculty together to be honest  
25 with you about that.

2 LUCINDA ZOE: Conversation by  
3 conversation, and—and I'll tell you, it's very  
4 challenging to get a committee. If I—I mean I have  
5 to pull a committee together of a representative for—  
6 an accounting faculty member from every single  
7 accounting degree program in CUNY. Get them all in a  
8 room over a period of a semester identify the  
9 learning outcomes, identify the three to five  
10 courses. So at the end, it's great, but it's  
11 incredibly labor intensive. It's very—it's very hard  
12 work, but it does get community college faculty,  
13 senior college faculty in the same room talking and  
14 looking at the outcomes, looking at this body, and  
15 it's—it's grueling sort of work, but it's important.

16 COUNCIL MEMBER CABRERA: [interposing] I—  
17 I—I--

18 LUCINDA ZOE: --you know, because we--we  
19 need to do that.

20 COUNCIL MEMBER CABRERA: --I'm going to  
21 make a speculation here. I want to make a  
22 speculation that part of the problems, part of  
23 academia culture that perhaps this—the college  
24 professors of the four-year college are looking at  
25 the fact-- Well, when we start getting all this

2 transfer, then we're going to lose—we're going to  
3 lose the amount of courses that are going to be  
4 offered because now we're going to accept those that  
5 previously we would not have accept that will mean  
6 less courses being offered at the four-year college.  
7 That will mean less work for us, less jobs. I think  
8 that's probably what you may be fighting, and with  
9 that I'll close. Thank you, Madam Chair.

10 CHAIRPERSON GREENFIELD: I want to thank  
11 you very much. Just a few more questions, and thank  
12 you so much for your indulgence. Mr. Arcario, in  
13 your testimony, you said that there's an advising  
14 team—an advising team approach has been implemented  
15 here at the college consisting of advisor staff,  
16 faculty, and peer advisors working collaboratively--

17 PAUL ARCARIO: [interposing] Yes.

18 CHAIRPERSON BARRON: --to help ensure  
19 that students are served more effectively. Are there  
20 any student representatives in that that might, in  
21 fact, present directly to you what their issues might  
22 be?

23 PAUL ARCARIO: Absolutely. All of the  
24 peer advisors are students, and they are and—and we  
25 have over 50 of them, actually more than the staff

2 advisors we have, and they are involved in planning  
3 and giving us feedback, and we value their  
4 contribution very strongly. In fact, we have some  
5 data showing they are as effective. Interacting with  
6 them can be as effective in terms of retention as  
7 interacting with—with staff, all faculty. So yes.

8 CHAIRPERSON BARRON: Great, and in terms  
9 of students who are transferring, and the question  
10 was raised the 2.8 that was raised, and you said you  
11 would get back to us with the data. If we could have  
12 that disaggregated by students who are transferring  
13 within CUNY and students who are transferring from  
14 institutions outside of CUNY as well as students who  
15 are doing the reverse transfer, if we could  
16 disaggregate it by those categories that would be  
17 helpful.

18 LUCINDA ZOE: Okay, we will make a note  
19 of it yeah. We can get back to you on that yes.

20 CHAIRPERSON BARRON: Yes, the—the staff  
21 will send it to you in writing--

22 LUCINDA ZOE: [interposing] Yes,  
23 excellent.

24 CHAIRPERSON BARRON: --so that you'll  
25 have it. Thank you. And in terms of those students

2 who are transferring from community colleges to  
3 senior colleges, which have higher requirements, and  
4 the nursing program comes to mind. So if a student  
5 was transferring in with a 2.7 or 8 and they want to  
6 get into the nursing program, my understanding is you  
7 have to maintain a 3.0 to be eligible and to remain  
8 in the nursing program. Are there opportunities for  
9 students who don't yet have that 3.0 who are  
10 transferring in but want to become a nurse? Is there  
11 an opportunity for them to somehow try to pull up  
12 their GPA so that they can get into the program?

13           MARCIA KEIZS: So let me just talk a  
14 little bit about nursing because it's a very  
15 different kind of arrangement. The interesting—for  
16 the—for the most part, students who may be  
17 transferring from a community college to a senior  
18 college for nursing they are already nurses for the  
19 most part because those students, the nursing  
20 students with an associate degree are the students  
21 who are generally speaking seeking to come into the  
22 baccalaureate degree nursing say at York, alright?  
23 So they're already nurses and, in fact, they have  
24 already passed the same NPLEX (sic) exam that the  
25 baccalaureate nursing students pass. So they are a

2 very unique kind of breed, alright. Now, when they  
3 come in if they're accepted into our nursing program,  
4 they pursue a particular core curriculum—set of  
5 curriculum, okay. And this is at that time that they  
6 have to establish the standard GPA. I couldn't quote  
7 to you what that now, but this is very likely  
8 [banging door] to be a 3.0.

9 CHAIRPERSON BARRON: Uh-huh.

10 MARCIA KEIZS: Okay. So they may come  
11 in, they may have graduated with a 2.7. They may  
12 have with an associate, but they've passed the NPLEX,  
13 which is a big benchmark--

14 CHAIRPERSON BARRON: [interposing] Uh-  
15 huh.

16 MARCIA KEIZS: --and then they come into  
17 us and they have to achieve that 3.0. Now, small  
18 cohorts, not large cohorts, no more than 25 or 30.  
19 They get quite a bit of support within the  
20 curriculum. Some of them still have some clinical  
21 work to do. Much of it is not clinical, however,  
22 because they've really mastered the clinical part,  
23 and much of it is the wraparound of the baccalaureate  
24 degree, the nursing program, the—the other general  
25 education, the higher—higher level nursing program—

2 courses that they need to take. But there is support  
3 within the nursing program for that to happen. Now,  
4 those students, however, who are let us say—let's  
5 just say they're a sociology major. Alright, they're  
6 a sociology major. They had a 2.7 Suddenly, they've  
7 decided they want to become nurses. That's a very  
8 different breed.

9 CHAIRPERSON BARRON: Right.

10 MARCIA KEIZS: A very, very different  
11 breed, and yes that would be a difficult call, and  
12 they would need to take all of the prerequisite  
13 courses and apply themselves and get the support they  
14 need, because we do also have a track that leads from  
15 start to finish starting in the—in the freshman year,  
16 and that is much difficult, much more difficult  
17 track, and you are right there can be big bottlenecks  
18 and there can be lots of frustration, and those are  
19 not always very easy to solve.

20 CHAIRPERSON BARRON: Okay, and just  
21 finally two more points. We talked about the initial  
22 cohort will be coming through in June is it, that the  
23 initial cohort will come? From the start of Pathways  
24 will that initial cohort--

2 LUCINDA ZOE: [interposing] [off mic]

3 Well--

4 CHAIRPERSON BARRON: --conclude in June?

5 LUCINDA ZOE: [off mic] -the first cohort  
6 started in 2013.

7 CHAIRPERSON BARRON: Right.

8 MARCIA KEIZS: We need four--we need at  
9 least a minimum of four--

10 CHAIRPERSON BARRON: [interposing] Right.

11 LUCINDA ZOE: --or six years from then  
12 for a full cohort.

13 CHAIRPERSON BARRON: So that brings me to  
14 another point that I often raise. Are you using four  
15 or are you using six?

16 LUCINDA ZOE: Well, in terms of the  
17 graduations and the graduations and the graduation  
18 rate.

19 CHAIRPERSON BARRON: In terms of the  
20 graduations?

21 LUCINDA ZOE: [off mic] Yes. Yeah, we  
22 looked at, you know, three-year graduation, four,  
23 six. I mean typically we do look at four, but we  
24 also looked at six. We looked at four--

25 CHAIRPERSON BARRON: [interposing] Okay.

2 LUCINDA ZOE: --so we need a minimum of  
3 four years to complete whole cohort of students that  
4 started at a--

5 CHAIRPERSON BARRON: [interposing] Okay  
6 and then how will you then determine the success of  
7 increasing graduation rates for this cohort as a part  
8 of Pathways? How will you be able to determine the  
9 effectiveness of Pathways? How can you target well  
10 all of these came through Pathways so this increase  
11 is due typically or totally to Pathways as opposed to  
12 other factors? How will you be able to verify that  
13 the increase in graduate-graduation is from Pathways?

14 LUCINDA ZOE: I'm going to turn to my  
15 data person.

16 MARCIA KEIZS: [interposing] But-but it's  
17 the real role of the courses. There are variables.

18 DEAN CROOK: [interposing] Right there  
19 are--

20 LUCINDA ZOE: There are many variables  
21 here.

22 DEAN CROOK: Yeah, the causation goes  
23 along with all the staff.

24 MARCIA KEIZS: And okay with them. (sic)

2 DEAN CROOK: I don't—I don't have all the  
3 answers to that either, and invite a fellow panelist.  
4 But—but one thing I think that we would want to look  
5 at is whether students are getting their degrees,  
6 associate degrees or bachelor's degrees on time or  
7 close to on time with taking fewer credits along the  
8 way. So, whether they've—if—if they are taking few  
9 excess credits to—to get a six, what's supposed to be  
10 a 60 credit associate degree or few—you know, fewer  
11 credits were to—to get to where they're supposed to  
12 be, 120 credit bachelor's degree.

13 CHAIRPERSON BARRON: That's right, uh-  
14 huh.

15 DEAN CROOK: Pathways is designed to  
16 improve the advisement and to allow students to  
17 proceed from one point to another within CUNY with-  
18 with more efficiency. So I—I would look at that  
19 first, and to see whether the—the percentage of  
20 students who graduate on time or close to on time is-  
21 is increasing.

22 CHAIRPERSON BARRON: Okay, thank you so  
23 much. I do have some other questions, and we'll just  
24 print them out and send them to you there, data  
25 questions about the demographic makeup of transfer

2 students, the metrics that are used and some other  
3 questions that are base, and we would share them with  
4 you and ask that you get those answers to us, and  
5 just finally, in the briefing paper which the—the  
6 staff prepared there is a notation that says as  
7 follows: While—pri--while preliminary data strongly  
8 suggests that Pathways has significantly eased  
9 transfer of general education courses leading to  
10 better accredited accumulation, efficient credit  
11 transfer in the majors appears to be less successful,  
12 and that's cited from the website, the courses into  
13 majors listed as the CUNY site. So that's something  
14 that I am concerned about and, of course, you do say  
15 you have your annual review. So we've looked to see  
16 how that trend changes, and how we can get better  
17 results in that. But I do want to thank all of you,  
18 and I especially want to thank the student because  
19 you brought to light the issue that students with  
20 disabilities face, which have not been presented to  
21 this panel previously that if they are required to  
22 repeat a course, and on paper it looks like a course—  
23 not repeat a course but take a course that on paper  
24 resembles another course that they don't get  
25 financial aid for that. So, that's an important

2 point that you've raised, and I do appreciate it.  
3 Thank you so much for coming—

4 LUCINDA ZOE: [interposing] Thank you.

5 CHAIRPERSON BARRON: --and sharing your  
6 testimony.

7 LUCINDA ZOE: Thank you very much.  
8 Thanks for the opportunity. I appreciate you.

9 CHAIRPERSON BARRON: And we will now call  
10 our second panel. We've been lengthy, but I think  
11 we've gotten some good information to share and to  
12 reflect on, and the second panel is from PSC,  
13 Professional Staff Congress. Barbara Bowen,  
14 President, will be here presenting; James Davis, from  
15 PSC CUNY; and Kevin Sailor from PSC, Professional  
16 Staff Congress. Thank you. [background comments,  
17 pause]

18 CHAIRPERSON BARRON: Thank you. Our  
19 Counsel Keru Guterrez (sp?) is going to swear—is  
20 going to swear you in.

21 LEGAL COUNSEL: Please raise your right  
22 hand. Do you affirm to tell the truth, the whole  
23 truth, and nothing but the truth in your testimony  
24 before this committee, and to respond honestly to  
25 Council Member questions?

2 PANEL MEMBERS: [off mic] Yes.

3 LEGAL COUNSEL: Thank you.

4 CHAIRPERSON BARRON: You can give your  
5 name and present your testimony.

6 BARBARA BOWEN: Great. Thank you very  
7 much. Good afternoon, Chairperson Barron. On behalf  
8 of the Professional Staff Congress, CUNY, and I  
9 really want to thank you for holding this hearing,  
10 for giving us time and for asking such probing  
11 questions. It's been very informative to us, and we  
12 really appreciate your digging into this critical  
13 subject, because this—this is a key subject. This is  
14 how we teach, and what our students learn, and it's  
15 central to us at the PSC. So we appreciate that very  
16 much, and also the comments and questions of the  
17 other council members. Most of the testimony today  
18 is going to come from two faculty colleagues  
19 Professor Davis, and Professor Sailor who both worked  
20 extensively on Pathways, but I'd like to just say a  
21 few things in opening. At the start, I think the  
22 most important thing to say, and I think you know  
23 this is that the membership of the PSC, the people I  
24 represent, the faculty and staff we are at CUNY  
25 because we want our students to succeed. That's why

2 we're there. So any--any comments we make about  
3 Pathways are not comments about not wanting our  
4 students to be able to graduate and succeed up to the  
5 maximum of their desire and abilities. That's where  
6 we start from. The problem with Pathways--we've  
7 heard various things today, and I think your  
8 questions were very good in elucidating some of the  
9 gaps in the data. For instance, the one you asked  
10 about, the associate degree completion rate or  
11 transfer rate. There's--we didn't see any causal  
12 relation between that statistic and Pathways. So we  
13 have a master or statistics here, and you will hear  
14 more from him later. But I want to say that the--the  
15 problem is--the problem at CUNY, and you know this,  
16 it's not that faculty don't talk to each other. I--I  
17 just find that completely mythical that idea, and the  
18 problem is not that our students want to or they take  
19 disorganized programs or whatever. The problem is  
20 lack of funding. Pathways is an austerity  
21 curriculum. That has been our critique from the  
22 union all along that it's a response to economic  
23 austerity and that, in fact, it offers students less  
24 rather than more. We hope that as the data become  
25 more available, and as the four years, at least four

2 years to look at a full cohort elapses, we will be  
3 able to see how Pathways is working. We have  
4 questions about it ourselves. We don't feel that yet  
5 we're in a position to see how it is working, but we  
6 want you to know, and I'll just read a little bit,  
7 but I just wanted to say a few things. We want you  
8 to know that the faculty, in fact, do talk to each  
9 other, and we talked to each other a lot about  
10 Pathways, the community college, and senior college  
11 faculty was unified in opposition to Pathways. There  
12 was not a kind of gap there that I think was implied  
13 earlier. That, in fact, we like nothing better than  
14 talking about curriculum to each other. The  
15 description you heard earlier about the ten biggest  
16 majors, and having shared courses. There was  
17 tremendous pressure from the Administration to  
18 develop those courses. People did it under protest,  
19 and also you—you asked very good questions about the  
20 votes among faculty. I think if—if we look back and  
21 see not at York where we heard Professor Keizs,  
22 President Keizs speak, but at some colleges  
23 especially Queensborough there was tremendous  
24 pressure on faculty to vote in ways they do.  
25 Initially one of the administration there told people

2 that they would lose their jobs. There would be no  
3 more expansion of the English Department. Adjuncts  
4 had to look to their jobs. So it was a—there was a  
5 very difficult atmosphere when Pathways was  
6 initiated. S o we have listened. We have some  
7 questions, and you'll hear some of them today, and I  
8 just want to read a little bit from one of the things  
9 that PSC has provided as part of our initial  
10 response, and I want to say very clearly that we are  
11 certainly open to evidence to seeing if Pathways is  
12 succeeding. Our initial response was based on  
13 exactly the concern that we heard raised earlier  
14 today that Pathways would diminish rigor rather than  
15 increase it. That it presented itself as increasing  
16 rigor, but we feared that it would diminish rigor.  
17 When you heard earlier about the STEM variant courses  
18 that were the full number of hours of original  
19 science courses, those were created after—only after  
20 faculty protest about the courses that were planned  
21 to be introduced under Pathways, the reduced science  
22 courses. So, and the—as you know, I think the union  
23 opposed Pathways very strongly. We sued the  
24 university over it. We did not win that lawsuit. We  
25 had a petition more than 5,000 faculty signing in

2 opposition to that that-to Pathways, and have  
3 continued to hear from faculty about problems.  
4 Professor Davis in a moment is going to speak about  
5 some of the continuing issues that arise with  
6 Pathways, and Professor Sailor is going to speak  
7 about the statistical basis. But I'd just like to  
8 say a word about the foundation of Pathways. We  
9 believe that Pathways was created in part to save  
10 money, and above all to move students more quickly to  
11 college completion. Every single person who works at  
12 CUNY works there because we believe in college  
13 completion, but not at any cost, not at the cost of  
14 rigor and richness of curriculum. So we believe that  
15 Pathways at least as initially conceptualized, and  
16 again, I want to say that we remain open to seeing a  
17 result that we didn't predict, but Pathways was  
18 initially conceptualized would reduce academic  
19 richness and rigor. We believe the solution is to  
20 give students more not less. What-what CUNY needs is  
21 a dramatic reversal of the deliberate economic  
22 austerity policies that have been used to justify  
23 starving public higher education of funds, and I know  
24 you know all about that. However, benign the goal of  
25 improving graduation rates, Pathways we believe is

2 not politically innocent at least in its initial  
3 conception. The result has been different. We look  
4 forward to seeing that. We believe that Pathways is  
5 austerity education for jobs in an austerity economy.  
6 It is about spending less per student and graduating  
7 more students in a shorter time at lower cost. Most  
8 important, we question whether it will [banging door]  
9 in fact lower the expectations of working class, poor  
10 and middle-class students. Pathways we believe like  
11 everything else at CUNY and I would say within  
12 America is also about race. Ultimately, Pathways and  
13 its analogs in other states, because it's not alone,  
14 are means are rationing higher education. The great  
15 expansion in access to higher education that  
16 characterize the last 40 years is already being  
17 reversed precisely as the majority of the college age  
18 population becomes people of color. Working class  
19 and poor students who do manage to stay in college  
20 may find a stripped down just enough college  
21 education. That's not what we came to CUNY to do.  
22 It's a public institution. It's a university that is  
23 battling for funds, but we believe that the education  
24 it offers here should be the inferior of none should  
25 be equal to the very best we can offer. We feel that

2 many of our students have not had that opportunity  
3 before they come to us, and they should have it with  
4 us. So our concern in looking at Pathways was  
5 twofold--and I'll just finish with this: (1) Is that  
6 we saw it as driven by a college completion agenda,  
7 which may sound terrific, but actually has been used  
8 to privatize higher education, and find a rationale  
9 for reduced funding; and (2) and this is something  
10 you pointed to, while there has been faculty  
11 involvement in Pathways, sometimes because we pushed  
12 and insist, the initial critique--and I think you  
13 alluded to this--is that all the elected faculty  
14 representatives were excluded from the decision  
15 making bodies about Pathways. There were selected  
16 faculty, and I'm sure, and I know them. I know how  
17 hard they work, but there was an exclusion of the  
18 representative faculty bodies, and that was where  
19 part of the faculty concern about the integrity, the  
20 academic integrity of Pathways arose. So, we retain  
21 our initial questions. We retain our openness,  
22 however, to seeing if Pathways turned out to be a  
23 better solution than we thought, but our concern is  
24 that the Council understand that the PSC's opposition  
25 started with the understanding that Pathways was

2 about providing less and being able to spend less on  
3 students, and we believe that the state and the city  
4 should be spending more and doing more. So, I'll  
5 leave it at that, and I'll turn it over to—who wants  
6 to go next? Kevin. Okay, great. Thank you.

7 CHAIRPERSON BARRON: Thank  
8 you.[background comments]

9 KEVIN SAILOR: Thank you, Chairwoman  
10 Barron for calling this oversight hearing today. My  
11 name is Kevin Sailor, and I'm Chair of the Psychology  
12 Department at Lehman College. As part of today's  
13 review of Pathways I'd like to present some findings  
14 from a study of CUNY students who graduated shortly  
15 before Pathways' policies were implemented. The study  
16 used both transcript data from a large cohort of  
17 students, and data on how these courses transferred  
18 across CUNY from the TIP's database of course titles.  
19 In contrast to analyses that were presented by the  
20 university to initiate Pathways, this study directly  
21 analyzed credits that were lost when students  
22 transferred from a community college to a senior  
23 college. That was not done as part of Pathways. The  
24 key findings highlight some of the mistaken  
25 assumptions that underlie Pathways about the kinds of

2 difficulties that occur during the articulation  
3 process. First, the establishment of a common  
4 general education curriculum was an overly broad  
5 solution to a transfer problem and a relative handful  
6 of courses. Examining the transcripts of nearly  
7 11,000 students revealed that, in fact, they took  
8 6,000 unique course titles. But if you looked at it  
9 closely, 100 to 120 of those titles accounted for 42%  
10 of all the credits earned by those students.

11 Similarly, if you looked at the courses that didn't  
12 transfer—course titles that didn't transfer just 58  
13 courses accounted for 50% of the credits that these  
14 students earned that would not have been counted at a  
15 senior college. These patterns indicate that the  
16 effectiveness of transfers are largely driven by  
17 specific high enrollment courses. Second, the  
18 reduction of the number of general education credits  
19 required by many of the senior colleges was not  
20 necessary to facilitate timely graduation. In fact,  
21 students who transferred into schools with a larger  
22 curriculum, actually lost .67 fewer credits during  
23 the transfer process than students who transferred  
24 into schools with a smaller curriculum, a jana (sic)  
25 curriculum. Third, the mandate that popular majors

2 have established common Gateway courses across the  
3 university was ill conceived. This mandate was based  
4 on the belief that transfer students were having to  
5 take more credits within their major discipline than  
6 students who started at senior college because the  
7 seniors colleges weren't, if you will, honoring those  
8 credits, counting them toward the major. Analyses of  
9 credits taken [banging door] within a student's major  
10 discipline indicated that there was, in fact, no  
11 difference between transfer students and students who  
12 start at a senior college. Moreover, when I looked  
13 at the correl—the correlation between the number of  
14 credits that a students earned in a discipline at the  
15 community college, there was no correlation with the  
16 total number of credits at graduation from the senior  
17 college. In other words, it wasn't belonging or  
18 exacerbating the problem of excess credits. Four  
19 senior college residency requirements, which were not  
20 considered as part of the Pathways restructuring are,  
21 in fact, a major contributor to the loss of credits.  
22 If you looked—when I looked at transfer students who  
23 transferred having earned more than the number of  
24 credits that would be accepted by a senior college,  
25 on average they lost 12 credits. If they transferred

2 before that number, they lost on average 2 credits.

3 It was about a 1.75 loss in credit for every credit

4 earned over the cap. This was not considered at all

5 under Pathways, and is not addressed by Pathways. If

6 the argument that the CUNY Associates Degree policy

7 was outmoded because community colleges-college

8 students are choosing to forego coursework at the

9 community colleges to begin a bachelor's degree

10 program at a senior college was at odds with the

11 credit earning pattern observed for transfer students

12 in this data. Students who transfer who accumulated

13 more than 60 credits are in general on average

14 accumulated more than 60 credits. If they earned a

15 degree, it was about 67 credits on average, but quite

16 surprisingly students who did not earn a degree and

17 transferred had earned on average 59 credits at the

18 community college. Sixty should be what is required

19 for an associates degree. Moreover, half of all the

20 students who transfer without a degree did so having

21 earned more than 60 credits. The failure to earn a

22 bachelor, an associates degree can have a significant

23 implication on future earning for transfers who fail

24 to earn a bachelor's degree. Pathways does not

25 address this issue. Unlike the associate, the older

2 associate's degree policy it does not provide any  
3 incentive to finish the associate's degree and earn  
4 that. So in conclusion, I just don't think it's  
5 possible to evaluate Pathways for its effectiveness  
6 in support student transfers because Pathways was  
7 based assumptions about the causes of excess credits  
8 that aren't really supported by the data. If there  
9 has been any reduction in excess credits or  
10 improvement in graduation rates, I don't think it can  
11 be attributed to Pathways. It's probably more likely  
12 to be attributable to things like reverse transfer  
13 policies. Pathways is—was a solution to a  
14 misdiagnosed problem, and its implementation  
15 continues to compromise the quality of education at  
16 CUNY. Thank you.

17 CHAIRPERSON BARRON: Thank you. I was  
18 just discussing something in your testimony, but I'll  
19 question you about that a little later. Thank you.  
20 Next panelist.

21 JAMES DAVIS: Thank you, Chairperson  
22 Barron. My name is James Davis. I appreciate the  
23 opportunity to speak with you. I teach English at  
24 Brooklyn College, and I want to speak about the  
25 resistance among the faculty members at Brooklyn

2 College, the why and the how. You referred to that  
3 in your questioning before, and so I just want to  
4 tell the story from the perspective of one campus.  
5 It's dramatically at odds with what you heard  
6 previously about the situation at York College, and I  
7 think that although the Brooklyn College story is at-  
8 at another extreme from that, it's only-it's  
9 representative because we-we were perhaps more  
10 organized in-in our resistance, but that it expressed  
11 similar ambivalence and opposition toward the  
12 initiative. So I want to talk about why. For one  
13 reason, as faculty members, we don't have the view  
14 from 30,000 feet that administrators have, but what  
15 we do have is expertise in pedagogy and curriculum  
16 development, and we know what our students need to  
17 succeed in our fields of study, and so we understand  
18 that in many cases in general education courses  
19 that's the only exposure that a student is likely to  
20 get to a particular field of study. The Pathways'  
21 curriculum flew directly in the face of what many of  
22 us knew was best for our students. Decisions were  
23 made that were divorced from academic merit. An  
24 example: The limit on the number of credits in  
25 particular courses to the students. If a college had

2 determined for instance that the best way to teach a  
3 first year student how to read and write in college,  
4 if-if that was a four credit course, that was  
5 considered ruled out of compliance with the new  
6 mandate if a college had determined that the best way  
7 to introduce students to the sciences was a  
8 combination of lectures and-and a lab experience that  
9 was four credits or even five. That was ruled out of  
10 compliance and I understand now there-there has been  
11 some negotiation in response to the resistance, which  
12 was indeed welcome. But I think the opposition  
13 derived from that-from that sense that the integrity  
14 of the courses was at issue. If a college determined  
15 that an overall total of 46 credits, for example, was  
16 advisable for general education that was ruled out of  
17 compliance with the mandated maximum of 42 general  
18 education credits. The second sense that my  
19 colleagues and I had was that-that Pathways  
20 articulate a very short-sighted vision of what a well  
21 rounded education means, what it represents. For  
22 instance, this is just one example among many. The  
23 issue of-of foreign languages. Should students be  
24 required to demonstrate proficiency in a foreign  
25 language, and a language other than English? That's

2 debatable, but the answer across CUNY has been  
3 resoundingly yes we're at a university that not only  
4 exists in a multi-cultural city, but that also claims  
5 to prepare students for global citizenship for an  
6 increasingly globalized economy for engagement in a  
7 global community, et cetera. So, what could be more  
8 provincial? What could be more antithetical to that  
9 spirit of preparation for life beyond one's  
10 neighborhood, beyond one's city than to remove the  
11 foreign language requirement from a general education  
12 framework, and that's exactly what Pathways did.  
13 Now, granted, colleges were allowed on their own, on  
14 an individual basis to include foreign languages in  
15 the college option, which you heard about before, the  
16 12 credit layer. But having to put it there rather  
17 than baking it right into the cake of the core of the  
18 general education means bumping other things out of  
19 the college option. So moves like this made it  
20 difficult to take seriously the claims that that  
21 university was making about their rigor and the  
22 forward thinking quality Pathways represented in  
23 preparing students for 21<sup>st</sup> Century citizenship and  
24 employment. So Brooklyn College faculty we refused  
25 to cooperate. Faculty Council, which is the Faculty

2 Senate, which is the governance body, and elected  
3 governance body charged with overseeing matters of  
4 curriculum and degree requirements. The Faculty  
5 Council passed two resolutions, one in 2014, one in  
6 2015 overwhelmingly opposed to approving courses for  
7 Pathways. This was, in fact, a reflection of the  
8 broader faculty sentiment at Brooklyn College, and in  
9 April 2014 meeting of all full-time faculty, the  
10 state meeting of all full-time faculty in the spring  
11 of 2014, a resolution opposing Pathways passed. 298  
12 ayes, 9 nays and 18 abstentions. Now, can you  
13 imagine what issue could unite 300 college professors  
14 about anything, but yet on this we were united, and  
15 the resolution called on the Brooklyn College  
16 administration and the CUNY administration and the  
17 CUNY administration to abide by the decisions of the  
18 local faculty in designing a general education  
19 program, and that sparked a two-year faculty driven,  
20 actually faculty driven process in revising general  
21 education at Brooklyn College. The committees  
22 involved were aware of Pathways, but they did not  
23 treat Pathways' stipulations as a foregone  
24 conclusion, and in the end our revised general  
25 education program was approved by the Faculty Council

2 by an overwhelming majority and our provost refused  
3 to even send it forward to the CUNY Academic Affairs  
4 Office, which was point-and point in fact in  
5 violation of our governance plan. But he felt that  
6 as it was not fully Pathways compliant it did not  
7 warrant review by the central office. Now, in the  
8 end and after a full year really of negotiations and  
9 further revisions to the general education  
10 curriculum, the program was finally submitted to and  
11 approved by the committee-by the CUNY administration.  
12 Along the way, and I'll-and I'll end with this point,  
13 along the way faculty members faced intense pressure  
14 to go along and President Bowen alluded to this.  
15 Department chairs for example-for example felt that  
16 if they didn't capitulate, they'd be passed over for  
17 resources from the college administration.  
18 Individual professors were offered stipends to write  
19 curriculum that was compliant with Pathways. The  
20 administration pitted departments against each other  
21 saying that those who refused to participate they  
22 would obviously lose the FTEs, the Full-Time  
23 Equivalency students credits that come with offering  
24 general education courses and, of course, at CUNY  
25 resources follow FTEs. And the administration

2 frankly pitted professors against students noting  
3 that failure to cooperate would gum up the works and  
4 would jeopardize the educational progress of the very  
5 students that we claimed we cared about. So overall,  
6 the imposition of Pathways created at Brooklyn  
7 College a toxic environment. It soured the working  
8 relationship between professors and the  
9 administration, and many administrators knew they  
10 were carrying out some very ill conceived marching  
11 orders, and it reminded us of the precariousness of  
12 our students' educational experience, which could be  
13 subject in this way to an efficiency model that  
14 diluted what were--what they were entitled to receive.  
15 Thank you.

16 CHAIRPERSON BARRON: Thank you very much  
17 for your testimony, and you reminded me that I  
18 overlooked the question about finances. I had it on  
19 my notes but did not include it, but we will  
20 certainly send it to them because we want to know  
21 what has been the financial impact of Pathways in all  
22 of the ways and--and all of the aspects so we can  
23 look at them. We want to be able to target has been  
24 the financial impact especially for students, but  
25 also for the university and for agencies. We want to

2 be able to have that data as well. In your  
3 testimony, Dr. Sailor, you talk about—your second  
4 point was a reduction in the number of general  
5 education credits. And that was something that I was  
6 trying to elicit from the first panel. If you reduce  
7 the number of credits it has to be within certain  
8 departments, and I wanted to try to understand is it  
9 concentrated in particular departments, or is it  
10 spread across all departments? And what has been the  
11 impact on the number of faculty? It seems to me that  
12 if—and they said well no, it's all around because  
13 it's going through now. I said I'm trying to get  
14 that further information, but have you found that  
15 there's been a reduction in faculty based on the fact  
16 that there's been a reduction in the number of  
17 credits, and is there a correlation that you think is  
18 attributable to Pathways?

19 KEVIN SAILOR: Well, I—I can't—yeah, I  
20 can't speak directly to that, but I'd like to  
21 emphasize that--

22 CHAIRPERSON BARRON: [interposing] Did  
23 you--is your mic on?

24 KEVIN SAILOR: Oh, sorry.

25 CHAIRPERSON BARRON: Use the mic.

2 KEVIN SAILOR: I'd just like to emphasize  
3 that what I did here was I compared the—I used the  
4 designations that CUNY used in terms of large and  
5 small credit general education programs across the  
6 senior colleges, and I really couldn't find any  
7 effect in terms of how many credits that students  
8 were either losing or graduating with. So it just  
9 tells us that this isn't—wasn't the cause of  
10 students, you know, not making good progress toward a  
11 degree. You know, I think it's kind of—

12 BARBARA BOWEN: But just to pick up on  
13 that, one of the premises for Pathways was that  
14 students at CUNY particularly at some colleges have  
15 many, many general education. Pathways--Pathways is  
16 basically a general education distribution  
17 requirement program.

18 CHAIRPERSON BARRON: Yes.

19 BARBARA BOWEN: That's what it is, and  
20 one of the premises was that Pathways would address  
21 something that they saw as a problem, which was that  
22 at some colleges there is quite a high number of  
23 general education required credits. And that has  
24 been developed by the faculty over years to address  
25 our particular student population, and make sure that

2 our students get the kind of rigor in their grounding  
3 of college education that we felt was necessary for  
4 them. And as Professor Sailor said it varies at  
5 different schools. We have not seen a drop in the  
6 overall number of full-time faculty at CUNY, but  
7 there's so many factors involved in that, as you  
8 know. One is that enrollment reached its highest  
9 number in general--

10 CHAIRPERSON BARRON: [interposing] Right.

11 BARBARA BOWEN: --last year. So how that  
12 balances out with Pathways is, you know, it's hard to  
13 determine at least for--for me. Also, one of the  
14 things that one would have to look at is the part-  
15 time professors, the adjunct faculty. We certainly  
16 have heard anecdotally from many adjunct faculty that  
17 if a course let's say languages, which Professor  
18 Davis talked about, if a language let's like a Queens  
19 College, my college, at least a full year of foreign  
20 language was required previously in general  
21 education. Once that requirement dropped out of the  
22 Pathways central requirement, it did mean that fewer  
23 students-- Again, I haven't looked at the data at  
24 CUNY, so at--at Queens. So I perhaps should say it

2 should mean, could mean that fewer students would be  
3 taking that--

4 CHAIRPERSON BARRON: [interposing] Right.

5 BARBARA BOWEN: --and then, sometimes  
6 because there had been an adjunct teaching something  
7 for a long time, that full-timer's curriculum needed  
8 to--the full-time needed to work full-time, the  
9 adjunct would end being bumped. We certainly saw  
10 that with art classes, other classes like that. So  
11 while I think it's a good question, I think we'd have  
12 to look at the whole effect but--and that's why when  
13 Council Member Cabrera said well isn't part of the  
14 resistance because full-time faculty were worried  
15 about losing their jobs? I have to say that is a red  
16 herring. That is not part of the resistance. Full-  
17 time faculty did not get bumped from our positions  
18 because of Pathways, but there may have been fewer  
19 sections offered of certain courses that were bumped  
20 out of the general ed curriculum.

21 CHAIRPERSON BARRON: [interposing]  
22 Exactly. That's what I would think--trying to think  
23 logically about what happens when you reduce the  
24 number of--of all required classes.

2 KEVIN SAILOR: [interposing] [off mic]  
3 Could I answer?

4 CHAIRPERSON BARRON: In your testimony,  
5 Ms. Bowen [pause]—In—in your testimony, you made  
6 reference to the college completion agenda, and you  
7 said that it was an attempt or provided the  
8 opportunity for privatization. So I wanted to ask  
9 you to expand a little bit on that.

10 BARBARA BOWEN: Thank you, and again, I  
11 want to preface this by saying that everybody who  
12 spends their time and dedicates themselves to being  
13 at CUNY, which is not an easy place to work, we  
14 believe 100% in college completion, and we wouldn't  
15 be here if we didn't. But, and I know you've seen  
16 this. There has—as the public funding for public  
17 higher education has been shifted away and directed  
18 towards other areas such as consolidating the tax  
19 benefits for the wealthiest 1%--

20 CHAIRPERSON BARRON: Yes.

21 BARBARA BOWEN: --there's been a  
22 withdrawal steadily in all the states over the last  
23 30 years of public funding from cut—for public  
24 universities, and one thing that has come into that  
25 void is private foundations making—presenting policy

2 on public higher education, and often that policy  
3 could lead to enrichment of the private sector. So  
4 for instance the year that I looked at when I was  
5 looking at that was back. It was 2011. In that  
6 year, there was \$88 billion of public spending on  
7 public higher education. It wasn't enough, but  
8 that's what there was. There are certain private  
9 entities, the very same ones that are driving the K  
10 through 12 standardized testing--

11 CHAIRPERSON BARRON: [interposing] yes.

12 BARBARA BOWEN: --standardized curriculum  
13 movement who are saying well let's look at that \$88  
14 billion and see if that could be used to generate  
15 profit rather than being public funding. So the more  
16 curriculum can be standardized, the more you can use  
17 standardized tests, the more you can use--

18 CHAIRPERSON BARRON: [interposing] Okay.

19 BARBARA BOWEN: --standardized  
20 implements, and the more those can be contracted out-

21 -

22 CHAIRPERSON BARRON: [interposing] Okay.

23 BARBARA BOWEN: --to a profit making  
24 company.

25

2 CHAIRPERSON BARRON: Okay. So the whole  
3 standardization process that is driven towards the  
4 test--

5 BARBARA BOWEN: [interposing] Can, yes.

6 CHAIRPERSON BARRON: --industry.

7 BARBARA BOWEN: Opens the door.

8 CHAIRPERSON BARRON: Opens the door.

9 BARBARA BOWEN: I won't say, you know,  
10 you know has the test happened yet--

11 CHAIRPERSON BARRON: [interposing] I  
12 understand.

13 BARBARA BOWEN: --but it opens the door.

14 CHAIRPERSON BARRON: [interposing] I  
15 understand.

16 BARBARA BOWEN: --to privatization, and  
17 profiteering out of a big sector in the economy--

18 CHAIRPERSON BARRON: [interposing] Yes.

19 BARBARA BOWEN: --that looks very  
20 appealing to the profit industry.

21 CHAIRPERSON BARRON: Right, and--and I  
22 plan in the future to have hopefully next month a  
23 hearing looking at the whole concept of the  
24 foundations, and what they do and the money that they  
25 give, and the impact that it has. So that might be a

2 correlation to that as well. My counsel reminds--  
3 indicates that perhaps you had a comment that you  
4 wanted to share, Dr. Sailor.

5 KEVIN SAILOR: Sure. In terms the  
6 general--you asked about the general education had  
7 there been changes--

8 CHAIRPERSON BARRON: [interposing] Right.

9 KEVIN SAILOR: --in--in terms of the kinds  
10 of course offerings and how has that affected  
11 faculty. A couple of the panel from CUNY kept  
12 mentioning how they were now offering minors at the--

13 CHAIRPERSON BARRON: Yes.

14 KEVIN SAILOR: --at my college, we used  
15 to require a minor for the BA. We--we were told that  
16 we could not require--require a minor. So actually  
17 participation in minors has gone down. That's not  
18 been--so in other words, it's not been our experience  
19 that the result has been an increase in a student's  
20 ability to take minors.

21 CHAIRPERSON BARRON: Okay. [pause] Okay,  
22 another point in point 5, Dr. Sailor, you talked  
23 about the fact that the--the Pathways program does not  
24 address the issue that you cite here, and the  
25 question then comes to the new--I understand that the

2 new initiative, which is implemented at-at Bronx  
3 Comm-Bronx Community College.

4 BARBARA BOWEN: [off mic] I think it is  
5 university wide.

6 CHAIRPERSON BARRON: University wide,  
7 which talks about transferring down, which you heard  
8 them talk about. It started this fall. So we will  
9 certainly want to see if that addresses the issue  
10 that you have with students who transfer with 60 ore  
11 more credits don't get acknowledgement or don't have  
12 the opportunity to get an associate's degree. But we  
13 want to see if, in fact, that addresses the issue  
14 that you've raised. The newest initiative called the  
15 Transfer so that students are transferring not just  
16 form community to senior, but also laterally between  
17 schools, and even from the senior college down. So  
18 that's an issue that we want to make sure we follow  
19 up on, and see how--

20 KEVIN SAILOR: In fact, that started at  
21 Lehman.

22 CHAIRPERSON BARRON: It started at  
23 Lehman?

24 KEVIN SAILOR: Yeah, the pro-the previous  
25 provost it was something that she initiated with the

2 two community colleges in the Bronx. [banging door]  
3 We had done that informally for a long time. I mean  
4 this is one of the other frustrating things about  
5 Pathways was that we kept telling people no we're  
6 doing these things, or no we do not do these things,  
7 and it just—we were not heard. Anyway, there is, if  
8 you look at the data, the structural problem where  
9 people get to their—they have to take 15 credits or  
10 12 credits to get financial aid. They hit a point  
11 and they have to make a choice whether to take them  
12 to a the community college or take them at the senior  
13 college. And I think that the reverse transfer, the  
14 notion that they can go ahead and start taking  
15 classes and then have them count and complete the  
16 associate's degree is a good idea, and I think it's  
17 going to have much greater impact than any of the  
18 things that have been, you know, part of Pathways.

19 CHAIRPERSON BARRON: Okay, that's  
20 interesting, and perhaps an iteration of that existed  
21 at Medgar Evers College, which you know, was  
22 community college, two-year college, had a four-year  
23 program, and I know that there was an opportunity for  
24 students there to also perhaps get them associates  
25 even though they had not completed all of—even though

2 they were in a program for a baccalaureate, they were  
3 able to get the associates. So an iteration of that  
4 may have existed before, and so I do want to thank  
5 you for your testimony, and thank you for your input  
6 and for your forward thinking as to what else might  
7 be coming down the line, and to put us on the alert  
8 to be on the lookout for that. Thank you so much. I  
9 appreciate you coming.

10 KEVIN SAILOR: Thank

11 BARBARA BOWEN: Thank you.

12 CHAIRPERSON BARRON: Okay, and our last  
13 panel John Adaromo (sp?). You may come forward. If  
14 there is anyone else who is here for testimony,  
15 please make sure you give your slip to the clerk  
16 because this is the last panel. No one else? Okay,  
17 great. Thank you. Counsel will swear you in.

18 LEGAL COUNSEL: Raise your right hand,  
19 please. Great. Do you affirm to tell the truth, the  
20 whole truth, and nothing but the truth in your  
21 testimony before this committee, and to answer the  
22 committee's questions honestly? Thank you.

23 CHAIRPERSON BARRON: Please give us your  
24 name, and then your testimony.

2 JOHN ADAROMO: Okay. Good afternoon,  
3 City Council Members of the Higher Education  
4 Committee, and members of the City University of New  
5 York. My name is John Adaromo. I'm a proud graduate  
6 of the Borough of Manhattan Community College, where  
7 I received a degree in computer science in 2015. I  
8 transferred to Hunter College in 2016 where all my 69  
9 credits were accepted, but most of my classes, my  
10 major classes were taken as electives. In a system  
11 that claims to be a university, it is important that  
12 my major classes that are already required of me to  
13 take prerequisites in particular colleges are not  
14 also—are not downgraded to electives forcing me to--

15 CHAIRPERSON BARRON: [interposing] Could  
16 you, Mr. Adaromo, could you speak a little slower  
17 because we don't have your testimony? We want to  
18 make sure that we get all your points.

19 JOHN ADAROMO: Oh, okay.

20 CHAIRPERSON BARRON: Thank you. [banging  
21 door]

22 JOHN ADAROMO: So I transferred to Hunter  
23 College to 2016 where all 69 of my credits were  
24 accepted. Most of my major classes were taken as  
25 electives. In a system that claims to be a

2 university, it is important that many of my major  
3 classes are required [banging door] that I already  
4 took at my previous college, and—and required  
5 prerequisites are not downgraded to electives in my  
6 new college where also I have to take prerequisites  
7 to prerequisites to the major classes that I have to  
8 take there. [pause] Furthermore, the addition of  
9 extra classes needed in each college curriculum makes  
10 it difficult for students to branch outside the  
11 majors and take classes across the board. I'm  
12 presently obtaining a baccalaureate for Unique and  
13 Interdisciplinary Studies, student concentration in  
14 computer science and math, but my own college is  
15 Hunter College. Ensuring that a graduate is equipped  
16 for the dovetail process of any university. I'll  
17 prefer taking classes required to advance my scope of  
18 understanding and make contributions to the field.  
19 After consulting with the Executive Officer at the  
20 Computer Science Department at City University of New  
21 York Graduate Center, I acknowledged that as a  
22 student at Hunter a profound understanding of my work  
23 (sic) concept. It is essential to be on the—to be on  
24 the upper core in graduate computer science degree.  
25 It is limited in creating the transition from a

2 graduate, on the graduates or doctoral level. The  
3 solution, however, would be to take classes outside  
4 our major and subsequently going over my required  
5 credits for graduation, and an extra semester to have  
6 a shot at any university doctoral classes. We've  
7 seen about doctoral program for Unique and  
8 Interdisciplinary Studies and all of its initiative  
9 and permits the flexibility in determining what will  
10 aid the actualization of my dream. It encourages  
11 students to take classes across all CUNY campuses  
12 while maintaining the rigor of bachelor's degree, and  
13 also [bell] affording the opportunity to take master  
14 classes for good standing students. To graduate with  
15 a degree, a mix of intermediate and advanced level  
16 classes must be taken in both concentrations or  
17 single concentration. Creating my own major gives me  
18 the freedom to study on my—study my interest in my  
19 own sense, and open endless possibilities to big  
20 barriers beyond the classroom. The baccalaureate  
21 program I believe is the future of post-secondary  
22 education, and ensures the value of one's decision to  
23 take charge of their education, and we will be  
24 rewarding that student. With all the benefits of  
25 this program, you would assume that a student—a lot

2 of students know where the program is or not a proper  
3 program at all. The program only has about 500  
4 students of the 500,000 in CUNY. That's less than  
5 0.001 of the population. The main problem that this  
6 program faces is a lack of funding. Even with the  
7 continued talk of tuition increase, the program is on  
8 a limited budget foregoing the amount of--foregoing  
9 interested students. Just to make it clear, the  
10 Pathways curriculum improves the program. The  
11 importance to tap the process cannot be overstated in  
12 serving a city that houses millions of people with  
13 various backgrounds and--and--and various different  
14 backgrounds in education. It would greatly benefit  
15 the city to fund the CUNY Unique and Anti-  
16 Disciplinary Baccalaureate Program, as serves the  
17 city greatly. And I just wanted to add to some of  
18 the issues voiced by the committee earlier. You have  
19 a question, Chair, Councilwoman Inez Barron, about  
20 what pops up for a student to note they have  
21 completed their required Pathways classes. The  
22 reply--the reply from the university was that Degree  
23 Works would show what--what classes students have--have  
24 taken, but the students--there is--there is no actual  
25 pop-up. Nothing alerts you. You just have to be a

2 very inquisitive student to find out. It took me my  
3 fourth semester at BMCC to understand I had a Degree  
4 Works work account. It is a good resource, but it's  
5 greatly underutilized. Actually, and it's just when  
6 I got it. So the—the amount of 250% increase since  
7 the Pathways extremely because students just do not  
8 bother with it at all. I challenge our  
9 administration to give a general survey and come back  
10 and report it to the City Council. For the question  
11 on remediation. I must commend the job being done by  
12 the University to tackle the issue, and especially  
13 with the improvement of the CUNY Start and CUNY  
14 Summer Start program, and also the ASAP program. In  
15 my time in the city government, and BMCC was a was a  
16 big issue, but now it's been greatly elevated by  
17 attention paid by the University. On the standard of  
18 BMCC as a—as a community college, even with the  
19 transfer of my classes, I—I believe BMCC was great,  
20 and used a lot of full-time professions unlike Hunter  
21 College that relies a lot on adjunct professors as a  
22 result of funding they do not have. On the topic of  
23 transfer students, I would like to mention that the  
24 transfer students at senior colleges receive  
25 especially at Hunter College, receive very little

2 attention or very little care when—when they come in  
3 the new college because they—they leave, the proceed  
4 to believe, to—because they already know the process  
5 of the City University of New York. And in reference  
6 to what the PSC President's view on Pathways, I  
7 partially—I partially agree that students have now  
8 reached it but what other version of the  
9 baccalaureate program because—but—but—but what the—  
10 what—what I do disagree with is the motif behind the  
11 difference of the change in—in the—in the—in the  
12 critical one. (sic) She mentioned how this is about  
13 privatization, but I completely disagree because I  
14 believe students that come in from all different  
15 programs should have a chance at getting a good  
16 education. But one solution I—I do—I do advise is  
17 the continuous increase and expansion of the CUNY  
18 baccalaureate and the Unique Interdisciplinary  
19 Studies. Another will definitely—definitely be to  
20 receive more funding, but from both the state and the  
21 city, and to better help students. We know previous  
22 experience of the American University Educational  
23 System. Months of delay and to deprive a generation  
24 of New Yorkers from getting the best possible  
25 education, and giving each student this—the benefits

2 of a rising tuition they are forced to pay. To get  
3 with the part right (sic) you have to come up with  
4 an—with a way to address the issues properly as  
5 addressed. I do have friends that graduated—that  
6 graduated from BMCC, pre-properly and post-properly.  
7 (sic) The ones that transferred even—even without  
8 graduating—even without graduating from BMCC with an  
9 estimate—with-with--with enough credits in computer  
10 science that all the credits—all their credits except  
11 that at—at Columbia University. The ones that  
12 transferred after Pathways was introduced lost a lot  
13 of Common Core credits. This might be a testament to  
14 the drop in quality for—for the degree. In response  
15 to the gentleman from Brooklyn College earlier, I  
16 personally believe the idea of imposing—imposing a  
17 language on a college level is a last ditch effort  
18 for students to speak a second language. This should  
19 be done at an earlier age when the students in  
20 elementary schools take them for the rest of the  
21 world. (sic) A two-year of languages is supposed to  
22 be taken in college. It doesn't really make you a  
23 good speaker of the language. All it does is make  
24 you get maybe a couple of seasons be in classes you  
25 probably only remember verbs in in the future. And I

2 believe especially of learning a language absolutely,  
3 you emerge in the area where the language is spoken.  
4 Thank you.

5 CHAIRPERSON BARRON: Thank you, Mr.  
6 Adaromo. I have just a couple of questions. So you  
7 were a student at BMCC and you transferred to Hunter?

8 JOHN ADAROMO: Yes.

9 CHAIRPERSON BARRON: And you're presently  
10 there?

11 JOHN ADAROMO: I'm still a Hunter  
12 student, but a CUNY baccalaureate a Unique  
13 Interdisciplinary student. I get to design my own  
14 major.

15 CHAIRPERSON BARRON: Okay. What year are  
16 you in at Hunter?

17 JOHN ADAROMO: I'm an upper junior.

18 CHAIRPERSON BARRON: An upper junior and  
19 did you—were you a participant of Pathways? Were you  
20 enrolled in Pathways?

21 JOHN ADAROMO: Yes, I'm a student in  
22 Pathways.

23 CHAIRPERSON BARRON: And were all of your  
24 credits accepted when you transferred to Hunter?

2 JOHN ADAROMO: Yes, they were all  
3 accepted.

4 CHAIRPERSON BARRON: [interposing] Did  
5 you graduate from the BMCC with--

6 JOHN ADAROMO: [interposing] I did.

7 CHAIRPERSON BARRON: --and associate?

8 JOHN ADAROMO: I did.

9 CHAIRPERSON BARRON: But I heard you say  
10 or I thought I heard you say that prior to Pathways  
11 students who graduated from BMCC and transferred to  
12 Columbia had all of their credits accepted at  
13 Columbia.

14 JOHN ADAROMO: [interposing] Yes, yeah.

15 CHAIRPERSON BARRON: And then subsequent  
16 to Pathways students who transferred to Columbia--is  
17 it still Columbia?

18 JOHN ADAROMO: Columbia University.

19 CHAIRPERSON BARRON: Did not have their  
20 credits. Now, you're saying that they had exactly  
21 the same transcripts, exactly the same classes--

22 JOHN ADAROMO: Exactly the same--

23 CHAIRPERSON BARRON: --and exactly the  
24 same grade?

25 JOHN ADAROMO: No, so--

2 CHAIRPERSON BARRON: Okay.

3 JOHN ADAROMO: --exactly the same process  
4 it's being--in fact after Common Core before pre-  
5 Pathways, it was completely different. So it  
6 required you take a--a couple of classes that were  
7 then accepted at Columbia University, but after  
8 Pathways they weren't accepted any more.

9 CHAIRPERSON BARRON: Okay.

10 JOHN ADAROMO: So, I--I think one thing  
11 that you might have missed is although my classes I--  
12 I--I've at BMCC or at Hunter Colleges all 69 of them.  
13 A couple of my major classes were taken as electives  
14 meaning now I have to spend the last maybe--maybe  
15 another three years if I stayed at Hunter College  
16 fully. It would be another three years just taking  
17 major classes, and probably the added classes given  
18 by Hunter College for their own requirements.

19 CHAIRPERSON BARRON: So you're not  
20 finding that Pathways is reducing the time or  
21 maximizing or as efficient in terms of the courses  
22 that you need to take--

23 JOHN ADAROMO: [interposing] Yeah.

24 CHAIRPERSON BARRON: --to help you  
25 graduate within the two years.

2 JOHN ADAROMO: It is not efficient if I  
3 stayed at Hunter College only, but I didn't stay at  
4 Hunter College. I'm now a CUNY baccalaureate  
5 student. So the baccalaureate students makes it  
6 efficient. It's the only program that makes it  
7 efficient.

8 CHAIRPERSON BARRON: Okay. So for you,  
9 Pathways has or has not been an advantage or benefit?

10 JOHN ADAROMO: So, but if you asked me  
11 those questions last semester when I was just a  
12 student at Hunter College, and I only just  
13 transferred back to being from BMCC, I would have  
14 told you now, but now as a CUNY baccalaureate and  
15 Interdisciplinary Unique student, I will tell you yes  
16 because all my credits are used with this.

17 CHAIRPERSON BARRON: Alright, I had one  
18 more question for you. What is it that you want to  
19 study? What area?

20 JOHN ADAROMO: Computer science.

21 CHAIRPERSON BARRON: Okay. I want to  
22 thank you for your testimony, and if you could give  
23 us a hard copy of what it is because I want to make  
24 sure that I don't miss any of the testimony that you  
25 wanted to share with us. So if you could give us a

2 hard copy that we could review, I would appreciate  
3 it.

4 JOHN ADAROMO: Okay.

5 CHAIRPERSON BARRON: Thank you. Seeing  
6 that there is no further testimony coming from  
7 forward, this hearing is adjourned. [gavel]

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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 November 28, 2016