

CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON HIGHER EDUCATION

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HELD AT: 250 Broadway - Committee Rm.  
14<sup>th</sup> Fl.

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

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

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

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

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

Vivek Upadhyay, Executive Registrar, CUNY Central Office

2 [sound check] [pause] [gavel]

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

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

2 academic rigor of the Pathways curriculum, its  
3 development process, and asserted that CUNY was  
4 putting a higher level of importance on graduation  
5 rates than the quality of its academic programs.  
6 Although the lawsuits were dismissed, CUNY faculty  
7 has persisted in its concern about Pathways responded  
8 with a vote of no confidence in the program in  
9 response to a survey conducted by the American  
10 Arbitration Association. These issues are very  
11 concerning CUNY by its own assessment in a September  
12 2017 Pathways Program review, acknowledged that it  
13 could do a better job ensuring that students  
14 understand Pathways, and the transfer process. It  
15 also acknowledged that there needs to be better  
16 communication with faculty with respect to the  
17 curriculum. Today, we intend to explore what the  
18 university is doing to address these concerns as well  
19 as to explore data that may shed light on program  
20 trends, needs and hopeful solutions. I want to  
21 acknowledge my colleagues who are there in the  
22 Education Committee with me today. We have Council  
23 Member Rodriguez and Council Member Holden. I also  
24 would like to thank Joy Simmons, my Chief of Staff,  
25 N'Digo Washington, my Director of Legislation and

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

12 LEGAL COUNSEL: Good morning

13 DR. LUCINDA ZOE: Good morning.

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

21 DR. LUCINDA ZOE: I do.

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

24 VIVEK UPADHYAY: Vivek Upadhyay.

25 Is this on?

2 CHAIRPERSON BARRON: Thank you. You may  
3 begin.

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

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

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

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

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

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

2 2.9. In psychology the main GPA went from 2.8 to 3.1  
3 from 2012 to 2016. Finally, preliminary data show  
4 that since Pathways, the three-year community college  
5 graduation rate among first time full-time fresh  
6 students has risen from 14.1% for the cohort that  
7 began in 2011 to 19.1% for those who began in 2014.  
8 This is a huge increase in graduation rates at the-at  
9 the three year mark.

10 Pathways and Remediation: Having spent  
11 10 years of my career at Hostos Community College in  
12 the South Bronx, the last two years as Provost, I  
13 have a particular interest and concern about our  
14 students that come to us with remedial needs. We  
15 have taken care to ensure that there are appropriate  
16 Pathways courses in math and English available to  
17 this cohort of students. Thanks to the city generous  
18 investment in our remedial reforms, remedial students  
19 are making particularly notable progress toward  
20 completion of their Pathways math and quantitative  
21 reasoning courses and their English composition  
22 requirements. We have been on implementation of  
23 improved more accurate placement practices, and fewer  
24 full-time freshmen, and our Associate Degree programs  
25 are taking traditional zero credit remedial courses

2 in their first term. We have preliminary outcomes to  
3 share. In English since 2014, we have reduced  
4 traditional zero credit remedial course enrollment by  
5 42% and in math we've reduced zero credit course  
6 enrollment by 37%. Since fall 2014, the percentage  
7 of students enrolled in a co-requisite credit bearing  
8 Pathways approved math Quantitative Reasoning Course  
9 has tripled and in English it has more than  
10 quadrupled. This progress is accelerating as we  
11 expand course availability and some campuses are  
12 really showing the power of these reforms. For  
13 example: At La Guardia Community College the  
14 percentage of students earning Pathways in QR math  
15 credit their first year has increased by nearly 50%  
16 since the fall. University wide, 22% more students  
17 are passing their math and Quantitative Reasoning  
18 Course in their first year of college. This is  
19 actually an extraordinary accomplishment. A word on  
20 system support and curriculum design for transfer.  
21 Let me step back and briefly describe the development  
22 and structure of the Common Core as it will be useful  
23 here to understand how the courses are transferring  
24 based on their requirement designation or the RD. As  
25 part of the design and implementation process, a task

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

2 to fulfill the Scientific World Common Core area.

3 This is how it works. My colleague Vivek Upadhyay

4 will provide more detail on this in his testimony on

5 how our systems work to ensure courses are

6 transferring properly. Pathways guarantees students

7 that each course they take in CUNY will transfer from

8 credits in any community college that any general

9 education course taken at CUNY will transfer for

10 general education credit to any other CUNY college,

11 and that Pathways measured Gateway courses will

12 transfer for major credit from one institution to

13 another. This is the Pathways promise. Given the

14 emphasis on a framework based on learning outcomes

15 rather than a distributed model based on academic

16 disciplines, concerns about how Pathways would affect

17 course taking patterns in certain disciplines have

18 also been monitored. Due to the flexibility of the

19 Common Core structure, colleges have maintained

20 consistent levels of course taking in most top

21 fields. In some fields, such as foreign language,

22 natural science and math, course taking for first

23 time freshmen has actually increased during the first

24 year. Among first time freshmen between 2012 and

25 2017 academic—these academic years, foreign language

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

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

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

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

2 and fall of 2017 semesters, CUNY admitted more than  
3 6,400 students who has previously attended SUNY  
4 including 4,600 to senior colleges, 1,200 to the  
5 community colleges, and close to 500 to the  
6 comprehensives. Students from each of SUNY's 64  
7 institution transferred to CUNY colleges. Similar to  
8 CUNY, SUNY also has a standardized 30-credit  
9 framework for general education requirements at their  
10 undergraduate institutions offering credit transfer  
11 guarantees for students who transfer within the  
12 system. Both SUNY and CUNY frameworks consist of 10  
13 three-credit courses distributed across areas. Those  
14 frameworks include a broad array of offerings across  
15 History, Humanities, Natural Sciences, Social Science  
16 and Foreign Languages. Again, both systems' faculty  
17 develop learning outcomes for general education  
18 requirements and the approval process was in place  
19 for general educational course offerings. Due to the  
20 close working relationship between our two systems,  
21 the frequency of student transfer between the two and  
22 the similarities between SUNY and CUNY General  
23 Education frameworks, in June, 2018, SUNY implemented  
24 a new policy to expand exiting transfer--Pathways  
25 transfer credit guarantees to students who

2 transferred to a CUNY college from a SUNY college.

3 SUNY's—CUNY's transfer guarantees ow include all SUNY

4 general education courses consistent with grade

5 requirements and residency rules. CUNY faculty will

6 continue to determine course equivalencies, which are

7 used to award academic credit for other degree major

8 requirements. This policy helps to streamline credit

9 transfers and ensure greater parity for students

10 across the university who transfer from SUNY.

11 Students will be able to complete their degrees more

12 efficiently saving them time and money and saving

13 taxpayer dollars. In conclusion, with the Pathways

14 Initiative, the university has clarified the path to

15 degree completion and put measures in place to ensure

16 that transferring does not set students back. We

17 believe that the best interest of students are being

18 served. Now, in our sixth year, both faculty and

19 students accept the Pathways framework as the vehicle

20 for delivering their own general education program.

21 It is simply general education, and it is thoroughly

22 integrated into each and every undergraduate degree

23 program. These ongoing analysis and the subsequent

24 actions taken to address issues are expanding

25 opportunities and enabling students to make more

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

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

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

2 to sustain and improve the curriculum. For example:

3 We created the position of the Director of General

4 Education to oversee curriculum development and

5 student learning in general education courses. We

6 created the Council of major coordinators with

7 representation from every academic department. We

8 have matched the curriculum to our justice mission

9 and our institutional goals, and we continue to hone

10 our processes for assessing students' learning and

11 general education. We are also invested in

12 supporting faculty teaching in general education by

13 cultivating the use of open access resources,

14 developing shared teaching materials and by creating

15 faculty coordinator positions to foster communities

16 of excellent course design, pedagogy, and assessment

17 for continuous improvement of student learning in key

18 general education courses. The Office of

19 Undergraduate Studies takes seriously the financial

20 barriers that often prevent our students from

21 completing their degrees on time. As is common

22 across CUNY, our students work to pay for all aspects

23 of their education including tuition, books, Metro

24 Cards, et cetera. Data shows that they miss out on

25 valuable opportunities to maintain academic momentum

2 and graduate on time because of their work schedules.

3 According to the most recent student experience

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

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

6 full-time. Faculty and academic advisors also report

7 student drop courses or drop out because they need to

8 work to pay bills and support their families. To

9 address this, we've been working with faculty to

10 reduce the high textbook costs often associated with

11 general education courses. With an investment from

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

13 open and alternative resources as a means of

14 providing every undergraduate--regardless of their

15 financial resources--access to education of the

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

17 annual textbook expense in general education courses

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

19 zero text cost pathway through the General Education

20 Curriculum to reduce financial obstacles to students'

21 success, an open source justice evander, and a

22 collection of assignments adaptable for just for use

23 of across our Justice core, cutting costs fro

24 students and enriching the conversation about justice

25 across the college and shared open access materials

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

2 and Queensborough. Launched in 2009 affectionately  
3 called the CJA, CJA students who do not meet entrance  
4 requirements at John Jay are accepted jointly by  
5 Community College and John Jay, and enter in justice  
6 related majors such as Criminal Justice, Forensic  
7 Science, Fraud Examination and Financial Forensics  
8 and Cyber Security. When they complete their  
9 Associate's-Associate's Degrees, these students move  
10 seamlessly to John Jay to pursue their Baccalaureate  
11 Degrees. Supporting our culture for transfer student  
12 success, Pathways helped us improve our Transfer  
13 Credit Review Process, and by extension improve our  
14 success pipeline. The number of credits transferred  
15 to John Jay increased from 59.4 credits in 2012 to  
16 63.5 credits in 2014. By contrast, the transfer  
17 credit opportunity gained via the CJA and Pathways  
18 have created a culture of openness to transfer  
19 students contributing to higher transfer enrollments.  
20 For example, the number of students transferred  
21 increased from 870 in 2012 to 1,092 by 2014. Today,  
22 there are approximately 8,800 students enrolled in  
23 the CJA far exceeding original projections of 1,475  
24 by 2015. The CJA was developed collaboratively by  
25 John Jay and Community College faculty and this

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

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

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

2 an online tool that tracks and displays degree  
3 requirements students have completed, having progress  
4 and still need to meet for their degree including  
5 general education, Pathways, major and minor if  
6 applicable. Degree Works informs students about  
7 prerequisite, helps students determine, which course  
8 for the list so far (sic) allows students to explore  
9 how they completing requirements would apply towards  
10 their degree if they change or add major or minor.  
11 Critically, DegreeWorks also provides data to certify  
12 students for the New York State Tuition Assistance  
13 Program, TAP eligibility, Excelsior Scholarship  
14 verification and certification, and provides data for  
15 their graduation. The university identified  
16 DegreeWorks as the optimal degree audit system after  
17 an extensive review of several such systems led by  
18 Brooklyn College and La Guardia Community College in  
19 1998. By Summer 2018, all of the university's  
20 undergraduate colleges have migrated to CUNY First,  
21 our university student information system, which I'll  
22 discuss next, and the Degree Work system has been  
23 implemented across all these campuses as well. In  
24 fall 2016, the University's Commuter Information  
25 Services, the CIS office upgraded our DegreeWorks to

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

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

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

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

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

11 COUNCIL MEMBER KALLOS: [off mic] Thank  
12 you.

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

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

24 CHAIRPERSON BARRON: Your sixth year?

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

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

6 DR. LUCINDA ZOE: 2013.

7 CHAIRPERSON BARRON: 2013. Okay.

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

12 CHAIRPERSON BARRON: Okay.

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

17 CHAIRPERSON BARRON: Okay.

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

22 CHAIRPERSON BARRON: [interposing] Okay.

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

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

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

8 CHAIRPERSON BARRON: Yes.

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

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

11 CHAIRPERSON BARRON: I think so.

12 DR. LUCINDA ZOE: Yeah.

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

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

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

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

2 CHAIRPERSON BARRON: I know.

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

5 CHAIRPERSON BARRON: I know.

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

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

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

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

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

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

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

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

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

4 CHAIRPERSON BARRON: Okay.

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

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

23 CHAIRPERSON BARRON: [interposing] Uh-hm.

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

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

5 CHAIRPERSON BARRON: Okay.

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

8 DR. DANA BYRNE: Can I just?

9 DR. LUCINDA ZOE: Yeah.

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

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

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

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

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

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

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

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

21 DR. LUCINDA ZOE: Yes, I am familiar.

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

24 DR. LUCINDA ZOE: Garbage In, Garbage  
25 Out.

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

4 DR. LUCINDA ZOE: You know what it means.

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

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

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

21 DR. LUCINDA ZOE: At every single  
22 university?

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

25 COUNCIL MEMBER KALLOS: That is aiming.

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

4 COUNCIL MEMBER KALLOS: Three or four  
5 solvent.

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

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

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

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

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

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

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

13 COUNCIL MEMBER KALLOS: Thank you.

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

2 having other students experience what you did, have  
3 180 credits that don't seem to count. One of those  
4 they have an ePermit system, and that allows a  
5 student from any college to take a course through  
6 ePermit at any other college, and it should transfer  
7 smoothly in. But a lot of this is based on what's-  
8 kind of course equivalencies, and so the more  
9 assistance, the more courses at every college, if we  
10 can get the faculty in every college to identify the  
11 course equivalencies of their courses across the  
12 system, then it-the course is so trans-they transfer  
13 for the major, they transfer really, really smoothly  
14 and, in fact, this is a very high priority, and I'm  
15 happy to have colleagues here from the University  
16 Faculty Senate. We're starting to work with the  
17 Faculty Discipline Councils to have these discussions  
18 about the course equivalencies. So that you have  
19 faculty and economics, faculty and accounting and  
20 different disciplines that are putting all their  
21 courses on the table and going, you know, at  
22 community college we have this, at senior colleges  
23 and agreeing where there are equivalencies, coding  
24 them in the system and then kind of thing happens.  
25 That's how it should work. It really should work.

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

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

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

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

12 DR. LUCINDA ZOE: Alright.

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

20 DR. LUCINDA ZOE: Thank you.

21 VIVEK UPADHYAY: Thank you.

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

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

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

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

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

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

19 COUNCIL MEMBER HOLDEN: Yes.

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

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

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

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

12 DR. LUCINDA ZOE: Yes.

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

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

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

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

24

25

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

5 DR. LUCINDA ZOE: [interposing] Right.

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

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

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

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

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

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

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

5 COUNCIL MEMBER HOLDEN: Right, right.

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

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

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

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

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

18 VIVEK UPADHYAY: With the requirement  
19 there is no cap.

20 COUNCIL MEMBER HOLDEN: There is no cap?

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

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

4 COUNCIL MEMBER HOLDEN: [interposing]

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

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

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

11 DR. LUCINDA ZOE: Yeah.

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

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

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

22 DR. LUCINDA ZOE: Right.

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

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

4 VIVEK UPADHYAY: It has been corrected.

5 COMMISSIONER HOLDEN: It has been  
6 corrected

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

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

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

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

21 VIVEK UPADHYAY: It had to be addressed.

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

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

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

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

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

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

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

9 CHAIRPERSON BARRON: [interposing] Okay.

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

12 CHAIRPERSON BARRON: [interposing] Right.

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

16 CHAIRPERSON BARRON: Okay.

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

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

22 CHAIRPERSON BARRON: [interposing] Uh-hm.

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

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

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

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

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

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

24 CHAIRPERSON BARRON: Right.

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

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

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

15 DR. LUCINDA ZOE: Uh-hm.

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

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

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

7 CHAIRPERSON BARRON: Yes.

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

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

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

20 CHAIRPERSON BARRON: Yes.

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

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

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

24 DR. LUCINDA ZOE: No, no.

25 CHAIRPERSON BARRON: No, okay.

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

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

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

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

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

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

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

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

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

20 STEVEN: If you'd hang on a second.

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

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

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

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

6 CHAIRPERSON BARRON: [interposing] Okay.

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

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

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

14 CHAIRPERSON BARRON: [interposing] That's  
15 fine.

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

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

2 half of the graduates in senior colleges were  
3 transfer students.

4 DR. LUCINDA ZOE: Yeah.

5 CHAIRPERSON BARRON: Okay, so we--

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

8 CHAIRPERSON BARRON: From community  
9 colleges, yes.

10 DR. LUCINDA ZOE: Yeah.

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

14 DR. LUCINDA ZOE: Right.

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

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

19 CHAIRPERSON BARRON: Yes.

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

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

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

4 DR. LUCINDA ZOE: We do.

5 CHAIRPERSON BARRON: We do?

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

8 CHAIRPERSON BARRON: Okay.

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

11 CHAIRPERSON BARRON: Thank you.

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

14 CHAIRPERSON BARRON: And--and finally--

15 DR. LUCINDA ZOE: --that we can.

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

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

4 CHAIRPERSON BARRON: Okay.

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

10 CHAIRPERSON BARRON: Right.

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

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

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

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

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

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

7 DR. DANA BYRNE: So, for-for

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

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

13 CHAIRPERSON BARRON: Okay.

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

22 CHAIRPERSON BARRON: Okay.

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

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

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

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

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

15 DR. LUCINDA ZOE: Mandatory, yes.

16 CHAIRPERSON BARRON: So--

17 DR. LUCINDA ZOE: Yes.

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

20 DR. LUCINDA ZOE: [interposing] Right.

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

23 DR. LUCINDA ZOE: Right.

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

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

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

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

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

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

19 CHAIRPERSON BARRON: Okay, thank you.

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

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

2 testify on this issue, on this topic? None others?

3 Sergeant-at-Arms, you don't have any other slips?

4 SERGEANT-AT-ARMS: No.

5 CHAIRPERSON BARRON: Great. Okay, thank  
6 you. So, I assume that means that those who are here  
7 are satisfied or pleased with the information that  
8 they've gotten about Pathways and don't have any  
9 other questions. So, we will adjourn this hearing.  
10 Thank you very much. [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 October 25, 2018