

**Office of the Hunter College Senate**  
**MINUTES**  
**Meeting of the Hunter College Senate**  
**23 February 2000**

1 The 388th meeting of the Hunter College Senate was convened at 4:15 PM in Room W714.

2  
3 **Presiding:** Pamela Mills, Chair

4  
5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.

6  
7 **Agenda:** The agenda was adopted as presented.

8  
9 **Minutes:** The Minutes of November 17<sup>th</sup> and December 8<sup>th</sup> were approved as distributed.

10  
11 **Report by the** Professor Mills read the following statement by President Caputo:  
12 **President:**

13 I regret I could not be with you today, but a family health situation requires me to be out of  
14 town. I am looking forward to your next meeting as there are several important matters I  
15 need to discuss with you. As you know, I will be leaving in mid-July and there is a variety  
16 of important projects we will be advancing between now and then. Your continued support  
17 will be important to their success. In addition, I look forward to the State of the College  
18 address during your March 8, 2000 meeting.

19  
20 **Report by the** A summary statement of Provost Gizis' report to the Senate follows:  
21 **Provost:**

22 **RE: PRELUDE TO SUCCESS.**

23 This program was planned for students who meet the admissions requirements of Hunter  
24 College, have not passed one or two assessment tests, but have scored high in the tests they  
25 failed. The program was planned by Hunter College and BMCC. The purpose of the  
26 program is to allow for seamless transfer of students who have a high chance of completing  
27 the one semester program with full credit for the non-remedial courses they are enrolled in.

28  
29 The Prelude to Success required extensive planning for issues related to appropriate coding  
30 of the students in SIMS, financial aid, bursaring, withdrawal from classes, completion of  
31 incomplete grades, grade appeals, and status on Hunter College campus. Assistant Provost  
32 Eija Ayravainen is the person who administers the program. Many people, chairpersons,  
33 directors of Admissions, Financial Aid and Testing, the Registrar and the Bursar, OICIT  
34 personnel, Student Services personnel, adjunct professors have contributed to the success of  
35 the Prelude.

36  
37 The Prelude has been sanctioned by the New York State Regents as part of CUNY's 1999  
38 master plan amendment.

39  
40 Our experience with the program until now is positive.

41  
42 The table that follows summarizes requirements, enrollment, and courses offered in this  
43 program in the spring 2000 semester.

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50 REQUIREMENTS:

51 CRAT: Minimum 22  
52 CWAT: Minimum 5  
53 CMAT: Minimum 9 (Part 1)  
54 Limited to 1 or 2 Subjects  
55

56 PARTICIPANTS:

57 Freshman: 25  
58 Transfers: 22 [In Prelude]  
59 Transfers 13 [Remedial in Prelude Content Courses on Permit]  
60

61 CONTENT COURSES:

62 Sociology  
63 Film and Media  
64 Philosophy  
65 Political Science  
66 English Composition  
67  
68

69 RE: BLOCK PROGRAM

70 The purpose of the Block Program is to:

- 71 --Provide new students with a campus community experience;
  - 72 --Facilitate advisement, course selection, and registration during first semester of study;
  - 73 --Improve retention and graduation rate.
- 74

75 All evidence indicates that the program has met the objectives of creating a campus commu-  
76 nity experience, and facilitating advisement during the first semester. The objective of  
77 improving retention and graduation requires at least six years for evaluation, and statistical  
78 analysis to determine the effect of the block. The Block Program was initiated in the fall  
79 1996 semester, and it has been in operation each fall semester since then. Although courses  
80 and instructors change each year, the basic design of the program has remained the same. In  
81 the fall 1996 cohort, some Block participants might not have registered in all four courses.  
82 Since fall 1997, the Block Program is administered by Assistant Provost Eija Ayravainen.  
83

84 The tables that follow (Appendix II) summarize background information on the students,  
85 skills proficiency, and retention data. The logistic regression analysis was performed by Dr.  
86 David Adams, Director of the Office of Institutional Research.  
87

88 Control variables used in this analysis include college admissions average, SAT scores,  
89 equated credits attempted in the first semester, GPA at end of first semester, and English  
90 course. The control group included non-block students enrolled in ENGL 110 and ENGL  
91 120.  
92

93 Since Block and NonBlock students may differ on a variety of factors that are related to the  
94 likelihood to return to the College, it is desirable to control for these factors when compar-  
95 ing the retention rates of the two groups. A logistic regression analysis was performed  
96 where selected academic variables were controlled for to compute the adjusted retention  
97 rates.

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The variables included as controls were:

Fall 1996--college admissions average, ESL status, full- time/part-time status in Fall 96, cumulative GPA Fall 96, and math proficiency at the beginning of the Fall 96 semester.

Fall 1997--college admissions average, Math SAT score, ESL status, equated credits attempted Fall 97, cumulative GPA Fall 97, and math proficiency at the beginning of the Fall 97 semester.

Fall 1998--college admissions average, Math SAT score, ESL status, equated credits attempted Fall 98, cumulative GPA Fall 98, and math proficiency at the beginning of the Fall 98 semester.

Fall 1999--college admissions average, Math SAT score, equated credits attempted Fall 99, GPA Fall 99, math proficiency at the beginning of the Fall 99 semester, and English course.

The adjusted rate is interpreted as the retention rate for a student who is average on each of the control variables.

Tables for "Comparison of Block and NonBlock Freshmen Enrolled in English 110 and English 120 for Fall 1996, Fall 1997, Fall 1998, and Fall 1999 are attached as Appendix II.

**Conclusions:**

- There is a significant improvement in the retention rate as usually calculated [unadjusted].
- The adjusted retention rate, the rate for a student who is average on each of the control variables, tends to be significantly higher for the block than for the non-block students, but this increase is not as predictable as for the unadjusted rate.
- Assuming that these trends continue, it is reasonable to expect a 3 to 5 percentage point improvement in the graduation rate of the block program students.

In summary, I am convinced that the Block Program is making a modest but significant contribution towards the much needed improvement of the graduation rate of our students.

Thank you.


**Report by the**  
**Administrative**  
**Committee:**

Professor Mills presented the following nominations for seats currently vacant on the Senate:

- Students: Alice Feinberg (Graduate)
- Hyon Kim (Graduate)

It was moved that the nominees be elected. The motion carried by voice vote.

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:10 P.M.

Respectfully submitted,  
  
Barbara L. Hampton  
Secretary

## APPENDIX I

*The following members were noted as absent from the meeting:*

### **Faculty**

Anthropology	Timothy Bromage	Special Education	Nivia Zavala
Art	Jeffrey Mongrain Katy Siegel Nari Ward Peter Dudek	Student Services  Theatre	Terry Wansart  Ian Calderon Barbara Bosch
Biological Sciences	Augustin Pita "E"	Urban Affairs	Lynne McCormick
Chemistry	William Sweeney Claus Grohman		
		<b>Students</b>	
Curriculum and Teaching	Mary Lefkarites "E" Arlene Seguire "E"	Olga Sabino Juliet Chin Carlo Casulo Rebecca Brown Jillian Murray Karan Foti Lia Lynch Sara Herrera David Garibaldi Mark Weinstock Glenda Thuener Faisal Yousaf Gretchen Johnston "E" Raymond Loverso Tim Schiavone Johane Romage Lisa Susan Skittone "E"	
Economics	Howard Chernick Theresa Osborne Avi Liveson		
Educational Foundations	Linda Perkins Jeanne Weiler "E"		
English	Sylvia Roshkow		
Film & Media	Joel Zuker Tammy Gold Ivone Margulies Dave Monahan		
Geography	Ines Miyares		
Health Sciences	Kathryn Rolland		
History	Bernadette McCauley		
Mathematics & Statistics	Sandra Clarkson		
Nursing	Gloria Essoka Marie Mosley "E"		
Political Science	Charles Tien Christopher Malone		
Romance Languages	Marta Bermudez Cecile Nebel		
SEEK	William Wimberly Phyllis Rubinfeld "E"		
Social Work	Harriett Goodman Malka Sternberg		
Sociology	Sharon Sassler		

**APPENDIX III:**

FALL 1996		
A Comparison of Block and Non-Block Freshmen Enrolled In English 110 and English 120		
	Non-Block	Block
<b>Background</b>		
College Admission Average	82.8	82.4
SAT Verbal	481	505*
SAT Math	480	493
(Missing SAT's)	64%	54%*
<b>Skills Proficiency</b>		
Reading	89%	95%*
Writing	75%	84%*
Math	88%	98%*
<b>First semester Percent Full-Time Cumulative GPA</b>	91%	100%*
	2.48	2.49
<b>Retention Rates</b>		
<b>Spring 1997</b>		
Unadjusted	90%	94%*
Adjusted	94%	97%*
<b>Fall 1997</b>		
Unadjusted	76%	79%
Adjusted	81%	84%
<b>Spring 1998</b>		
Unadjusted	69%	75%**
Adjusted	73%	78**
<b>Fall 1998</b>		
Unadjusted	58%	63%
Adjusted	61%	65%
<b>Spring 1999</b>		
Unadjusted	55%	59%
Adjusted	55%	60%
<b>Fall 1999</b>		
Unadjusted	50%	54%
Adjusted	50%	53%
<b>Spring 2000</b>		
Unadjusted	49%	51%
Adjusted	49%	52%
<b>Number of Students</b>	587	444

\*Statistically significant difference between Block and NonBlock students at the .05 level.  
\*\*Statistical significance less than .06.

FALL 1997		
A Comparison of Block and Non-Block Freshmen Enrolled In English 110 and English 120		
	Non-Block	Block
<b>Background</b>		
College Admission Average	82.6	82.4
SAT Verbal	489	495
SAT Math	489	494
(Missing SAT's)	53%	42%*
<b>Skills Proficiency</b>		
Reading	88%	90%
Writing	69%	68%
Math	90%	99%*
<b>First semester Equated Credits Cumulative GPA</b>	12.9	13.6*
	2.48	2.56
<b>Retention Rates</b>		
<b>Spring 1998</b>		
Unadjusted	91%	94%*
Adjusted	96%	97%
<b>Fall 1998</b>		
Unadjusted	71%	80%*
Adjusted	83%	88%*
<b>Spring 1999</b>		
Unadjusted	66%	76%*
Adjusted	70%	79%*
<b>Fall 1999</b>		
Unadjusted	54%	62%*
Adjusted	55%	61%**
<b>Spring 2000</b>		
Unadjusted	53%	60%*
Adjusted	53%	58%
<b>Number of Students</b>	673	638

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FALL 1998			
A Comparison of Block and Non-Block Freshmen			
Enrolled in English I 110 and English 120			
	Non-Block	Block	
<b>Background</b>			
College Admission Average	83	82.2*	
SAT Verbal	461	505*	
SAT Math	493	504*	
(Missing SAT's)	48%	35%*	
<b>Skills Proficiency</b>			
Reading	87%	96%*	
Writing	69%	79%*	
Math	89%	96%*	
<b>First semester</b>			
Equated Credits	12.9	13.9*	
Cumulative GPA	2.51	2.46	
<b>Retention Rates</b>			
<b>Spring 1999</b>			
Unadjusted	90%	94%*	
Adjusted	93%	96%*	
<b>Fall 1999</b>			
Unadjusted	73%	78%**	
Adjusted	76%	81%*	
<b>Spring 2000</b>			
Unadjusted	67%	74%*	
Adjusted	68%	75%*	
Number of Students	516	881	

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FALL 1999			
A Comparison of Block and Non-Block Freshmen			
Enrolled in English 110 and English 120			
	Non-Block	Block	
<b>Background</b>			
College Admission Average	82	82.2	
SAT Verbal	469	491*	
SAT Math	478	490*	
(Missing SAT's)	6%	3%	
<b>Skills Proficiency</b>			
Reading	96%	98%*	
Writing	83%	91%*	
Math	93%	97%*	
<b>First semester</b>			
Equated Credits	13.1	13.7%*	
Cumulative GPA	2.40	2.42	
<b>Retention Rates</b>			
<b>Spring 2000</b>			
Unadjusted	90%	94%*	
Adjusted	95%	97%	
Number of Students	541	937	

Statistically significant difference between Block and NonBlock students at the .05 level.

## APPENDIX II:

**FALL 1996**  
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**Enrolled in English I 10 and English 120**

	Non-Block	Block
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