

REPORT ON ASSOCIATE DEGREE  
PROGRAMS AT JOHN JAY COLLEGE OF  
CRIMINAL JUSTICE

BY  
THE PRESIDENT'S ADVISORY  
COMMITTEE ON CRITICAL CHOICES

December 2005

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## **I. Executive Summary**

John Jay's decision to admit associate degree students to its criminal justice programs is a reflection of its commitment to the dual mission of providing excellence in education and educational access. As John Jay enters its fifth decade, the College community is engaging in a frank and open discussion about its associate degree programs and whether current offerings best serve John Jay students, New York City, and the criminal justice community. The goal of this document is to provide the College community with the background information necessary to examine these concerns.

### **Associate Degrees at John Jay College: A First Step Toward the Baccalaureate**

John Jay's four Associate of Science programs are qualitatively distinct from traditional associate degree programs. Instead of offering terminal degrees in the area of criminal justice, John Jay's programs are designed primarily to prepare students for transition to a four-year course of study.

In fall 2004, 3,184 (or 26%) of John Jay's 12,059 undergraduates were designated as associate degree students. Of those students in two-year programs, 52% were enrolled in Police Studies, 43% in Criminal Justice, 2% in Correction Administration and 2% in Security Management.

Few students, however, apply to John Jay with the intention of pursuing an associate degree. In fact, only 13% of John Jay's fall 2004 enrollees applied directly for admission to the College's associate degree programs, even though 56% of entering freshmen were enrolled in the College's two-year programs.

Although associate degree students are required to take a series of sequenced specialized courses, of the 60 credits required for a two-year degree, between 21 and 35 are earned through the multidisciplinary general education requirements – the backbone of the College's liberal arts program. Not only are these courses a requirement for all undergraduates at the College, associate degree students at John Jay take their general education courses alongside baccalaureate degree students in the same classroom. Given this structure, many of those enrolled in two-year programs are not associate degree students in any meaningful sense, nor do they self-identify as such.

Of the associate degree students who entered the College in 2000, 40% transferred to a baccalaureate program within their first five years of study at the College.

### **Racial and Ethnic Representation at John Jay**

Early in the College's history, only 10% of John Jay students were Black or Hispanic. Today, the majority of John Jay undergraduate students are members of traditionally underrepresented groups.

In fall 2004, Hispanic students represented 37% of undergraduates, while White and Black students comprised approximately equal shares of the population, at 29% and 28%, respectively.

Asians and Pacific Islanders made up 6%, and American Indians or Native Alaskans comprised less than 1%.

A larger percentage of traditionally underrepresented groups are enrolled in the College's associate degree programs. In fall 2004, 45% of students enrolled in associate degree programs were Hispanic, 28% were Black, 21% were White, 6% were Asian or Pacific Islander, and less than 1% were American Indian or Native Alaskan.

### **Academic Characteristics of Associate Degree Students:**

#### **1. Academic Preparedness**

The academic profile of entering baccalaureate students differs significantly from that of entering associate degree students. For example:

- The mean high school average for baccalaureate degree students entering the College in fall 2004 was 79.3. For associate degree students entering that year, the mean high school average was 74.6.
- Approximately 82% of baccalaureate degree students entering the College in fall 2004 had high school averages at or above 75 as compared to 48% of associate degree students.
- In 2004, the combined mean SAT score of entering associate degree students was 809. The average score of the baccalaureate cohort was 932.
- In fall 2003, 82% of entering baccalaureate students, and 21% of entering associate degree students, passed all three CUNY Skills Assessment Tests on their first try. Approximately 0.3% of entering baccalaureate students, and 13% of entering associate degree students passed none of the tests.

#### **2. Academic Performance**

Although there have been significant gains in the academic performance of our associate degree students, there are still areas of concern. For example:

- Approximately one in every three associate degree students was placed on academic probation in fall 2004. The share of associate degree students on academic probation that year was almost three times as great as the share of baccalaureate degree students.
- From 1999 to 2004, the average GPA of baccalaureate students rose from 2.4 to 2.6, while the average GPA of associate degree students rose from 2.07 to 2.3.
- Roughly a third (32.6%) of all baccalaureate students enrolled at the College in fall 2004 had cumulative indices at or above a B average (3.0 GPA). The comparable statistic for associate degree students in fall 2004 was 16.2%. The largest share of associate degree students (32%) earned between a 2.0 and 2.49 GPA. For baccalaureate students, the greatest single share (30%) earned between a 2.5 and 2.9.

- Of the 81 John Jay associate degree students who took the CUNY Proficiency Exam (CPE) in spring 2005, 76.5% qualified for advanced course work. In comparison, 82.4% of the College's 1,316 baccalaureate degree students who took the exam passed.

### **Student Retention**

The one-year retention rate of first time full time students at John Jay has increased significantly over the past decade. The 2004 one-year retention rate for associate degree students was 69% -- surpassing the CUNY-wide average.

Approximately 68% of associate degree freshman who entered the College in fall 1998 had not graduated and were no longer enrolled at CUNY after six years. The rate for the baccalaureate degree cohort was 44%.

### **Student Graduation Rates**

The number of associate degrees conferred has steadily increased from 62 in 2002 to 126 in 2005. Approximately 75% of associate degrees awarded in 2004 were in Criminal Justice, 12% were in Police Studies, 7% in Correction Administration, and 6% in Security Management.

The overall six-year graduation rate for associate degree students who first enrolled at the College in fall 1997 was 18.5%, as compared to the CUNY average of 27%. Of these students:

- 3.6% graduated with an associate degree after six years. The CUNY-wide associate degree rate of graduation for this cohort was 19.1%. The CUNY comprehensive college rate of graduation was 9.5%.
- 15.5% graduated with a baccalaureate degree after six years. The CUNY-wide average for this cohort was only 8.4%. John Jay also outpaced the comprehensive colleges' 11.8% graduation rate for this cohort.

Approximately 36% of baccalaureate degree students entering John Jay in 1997 graduated within six years. Only 18.5% of associate degree students reached that goal within the same timeframe. Of the freshman admitted into the baccalaureate degree program in 1998, 35.5% graduated within six years as compared to 22.2% of associate degree students in that cohort. This gap in graduation rates has persisted for years.

### **Associate Degree Programs: Options and Alternatives**

Any choice the College makes with regard to its associate degree programs will have a serious impact not only on the students who attend John Jay, but also on criminal justice education. Changes in programming may also have serious fiscal consequences for the College. To assist in the deliberations, the Advisory Committee has generated a number of options for the College community to consider:

- Keep the associate degree programs without changes.
- Keep the associate degree programs but enhance student services and academic support.
- Make programmatic changes to the associate degree programs.
- Raise the admissions standards for incoming associate degree students.
- Eliminate the associate degree program.

- Use the Baruch Model of affiliation agreements to influence the quality of criminal justice degree offerings at community colleges.

### **Conclusion**

The decision about the future of John Jay College's associate degree program is clearly a decision with far-reaching consequences. Whichever option is pursued from those listed above – or others not included in this report – the future policy direction will reflect decisions about the kinds of students who should be admitted to the College, the support services that should be provided at the College, the relationship between John Jay and other institutions within CUNY, and the role of John Jay College in preparing students for careers in a wide variety of public service and private sector professions.



## II. Introduction

John Jay's decision to admit associate degree students in its criminal justice programs is a reflection of its commitment to the dual mission of providing excellence in education and educational access. No other institution in its class shares the College's preeminence in criminal justice education, nor offers the breadth of criminal justice courses and degree offerings – including masters and doctorate programs. John Jay also functions as a bridge between the City's urban community and its criminal justice professions. It is viewed as an accomplishment that John Jay is educating segments of the City's population that have been historically underrepresented in certain public sector jobs.

Enrolling associate degree students raises very important questions related to the College's mission and the allocation of its resources. At different points in the College's history, the pros and cons of offering two-year programs have been debated openly and directly; at other times, both the concerns about and advocacy supporting associate degree enrollees have been articulated with considerable nuance. The context of this debate, however, has changed significantly in recent years. For decades John Jay had a monopoly over criminal justice education within the City University of New York ("CUNY") system. This is no longer the case. Two years ago, CUNY authorized community colleges to offer degrees in criminal justice. Criminal justice programs have also proliferated throughout private institutions in the metropolitan area.<sup>1</sup>

As John Jay enters its fifth decade, the College community is engaging in a frank and open discussion about its associate degree programs and whether current offerings best serve John Jay students, New York City, and the criminal justice community. Over the course of the deliberations of the President's Advisory Committee on Critical Choices, the following questions were raised:

- What are the programmatic, pedagogical and ethical implications of admitting students with varying degrees of academic preparedness?
- What has John Jay done to understand and meet the needs of its diverse student body? How well does the College understand the population it serves?
- To what extent does John Jay facilitate the academic success of the associate degree students it enrolls? How effective are the services provided to associate degree students?
- Are there factors that have meaningfully differentiated amongst John Jay's associate degree enrollees in terms of their relative academic success, and if so, how should those factors be taken into account in setting academic standards and policies?
- Does associate degree enrollment put undue pressure on, or provide relief to, the College's under funded operating budget?

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<sup>1</sup> Mercy College, St. John's University, Pace University, Interboro Institute, Nassau Community College and St. Joseph's College offer certificates or associate degrees in criminal justice-related disciplines.

- Have the most recent changes in the college’s admissions criteria resulted in improved academic outcomes for associate degree students? Have those changes had an effect on enrollment growth? Have they affected the representation of minority students at John Jay?
- All other things being equal, might some students who enroll as associate degree students at John Jay receive a more appropriately tailored educational experience by at least pursuing pre-baccalaureate courses of study at CUNY’s community colleges?
- What effect does the ability of CUNY community colleges to offer degrees in criminal justice have on John Jay’s associate and baccalaureate degree programs?
- What are the implications of raising, lowering, or otherwise changing admission standards for John Jay’s associate degree programs?

These are difficult questions that involve debates about John Jay’s mission, responsibilities, and capacity. The answers to these questions, and to the larger question regarding whether John Jay should offer associate degrees as they are currently provided, will have tremendous implications for John Jay’s future, its role in the CUNY system, and for John Jay students and prospective students. The goal of this document is to provide the College community with the background information necessary to examine these concerns.

### **III. Associate Degrees at John Jay College: A First Step Toward the Baccalaureate**

There are, in academia, four types of associate degrees. Associate of Science (AS) and Associate of Arts (AA) degree programs are usually designed to facilitate a student’s transfer to a four-year undergraduate course of study. Four-year undergraduate programs generally accept all or some share of AA and AS degree credits toward the baccalaureate. The more traditional Associate of Applied Science (AAS) and Associate of Occupational Science (AOS) degrees are considered terminal two-year degrees designed to prepare students for career entry or advancement in a job or within a specific occupational grouping.

John Jay College has been authorized by CUNY and the New York State Education Department to offer non-terminal Associate of Science degrees in four areas. The following excerpts from the 2004-2005 John Jay College Bulletin describe the labor market utility associated with each associate degree offering, as well as its connection to analogous baccalaureate majors at the College:

- “Correction Administration is appropriate for students preparing for entry level positions in institutional or community corrections as well as for correctional professionals who wish to improve their skills and add to their knowledge. It can be used as a foundation for the Baccalaureate degree in Correctional studies.”
- “Criminal Justice provides a broad foundation for careers in any part of the criminal justice system. It is appropriate for students who have not yet made a specific career choice. This...degree can also be used as a stepping stone for a bachelor’s degree.”

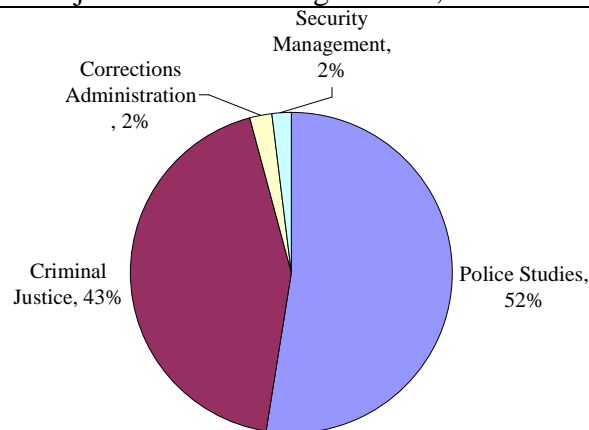
- “Police Studies is designed for those students interested in careers in law enforcement. It contains courses related to the professional knowledge and skills inherent in law enforcement. It can be used as a stand alone degree...to enhance employability; or, in addition, as a specific...accomplishment en-route to the baccalaureate...”
- The “Security Management associate degree student is prepared to enter and advance in a variety of occupational opportunities...Degree recipients are encouraged to pursue their studies through the Bachelor of Science degree.”

In fall 2004, 3,184 (or 26%) of John Jay’s 12,059 undergraduates were designated as associate degree students. Of those students in two-year programs, 52% were enrolled in Police Studies, 43% in Criminal Justice, 2% in Correction Administration and 2% in Security Management. (See figure 1.) Enrollment in two-year programs, however, does not correspond to the number of degrees conferred. For example, of the 126 associate degrees awarded in 2005, 75% were in Criminal Justice, 12% in Police Studies, 7% in Correction Administration, and 6% in Security Management.

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Figure 1: Associate Degree Majors For All Undergraduates, Fall 2004

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Source: Fall 2004 Fact Book, Table 20, Page 31

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John Jay’s two-year programs are qualitatively distinct from traditional associate degree programs. Instead of offering terminal degrees in the area of criminal justice, John Jay’s programs are designed primarily to prepare students for transition to a four-year course of study. Although associate degree students are required to take a series of sequenced specialized courses,<sup>2</sup> of the 60 credits required for a two-year degree, between 21 and 35 are earned through the multidisciplinary general education requirements – the backbone of the College’s liberal arts program. Not only are these courses a requirement for all undergraduates at the College, associate degree students at John Jay take their general education courses alongside

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<sup>2</sup> See the 2003-2005 John Jay College of Criminal Justice Bulletin for a list of the course requirements for each of John Jay’s four associate degrees.

baccalaureate degree students in the same classroom.<sup>3</sup> Credits for all courses taken in fulfillment of the associate degree are applicable to the College's baccalaureate degrees; but not all courses are applicable toward the fulfillment of the requirements in a major.<sup>4</sup>

In contrast, CUNY's three other comprehensive colleges – Medgar Evers College, New York City College of Technology and the College of Staten Island – offer many more terminal degrees that train students for career entry. For example, New York City College of Technology offers associate of applied science degrees in twenty-six diverse career-oriented fields including accounting, computer-aided drafting and design, dental hygiene, microcomputer business systems, radiological technology and medical imaging. Although John Jay's associate degree offerings are connected to a functioning and well-defined labor market related to occupations in policing, corrections, security management, and other criminal justice fields, the course requirements reflect the College's longstanding interest in achieving the appropriate balance between an undergraduate liberal arts education and the attainment of competencies often associated with professional education.

Given the structure and goals of John Jay's two-year programs, it is no surprise that the overwhelming majority of students who enter its associate degree programs do so in the hope that they will be able to pursue a baccalaureate degree. Consequently, many of those in two-year programs are not associate degree students in any meaningful sense, nor do they self-identify as such.

Administrative practices support the notion that, for the most part, John Jay's two-year programs are really gateways to a four-year course of study. For example:

- Associate degree students are actively encouraged to transfer to a baccalaureate program as soon as they qualify. The three eligibility criteria for transfer are: skills certification in reading, writing and mathematics; completion of 12 credits; and, a minimum 2.0 cumulative index. Students may qualify to change their program after their first semester freshman year. Therefore, freshman orientation and the pre-matriculation and second semester academic programming sessions emphasize program transfer criteria and procedures.
- As associate degree students become eligible for transfer to a baccalaureate degree program, the Registrar's Office automatically notifies them of their eligibility and mails them a change of program form.
- Associate degree students interested in pursuing a baccalaureate at John Jay are not required to "graduate with" or otherwise complete the associate degree.

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<sup>3</sup> A pilot program is being developed to set aside targeted sections for associate degree students. However, the majority of these students will continue to take most general education requirement classes with baccalaureate degree students.

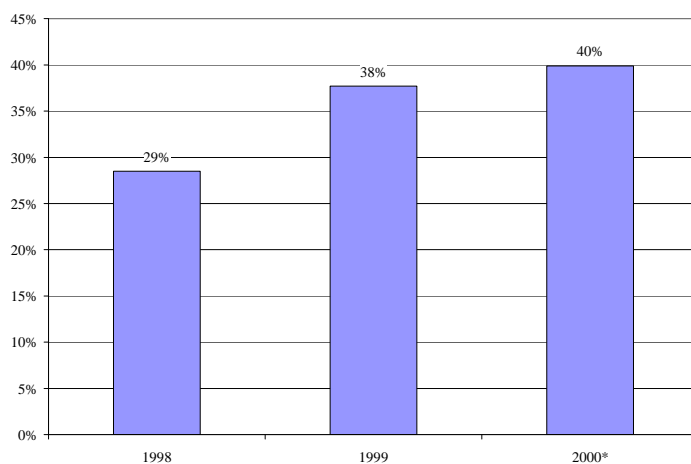
<sup>4</sup> Only students in the associate of science program in Criminal Justice, however, may apply all of their credits to a bachelor's degree at the college without having to take additional core courses.

That a large segment of John Jay associate degree students have ambitions to complete a baccalaureate degree is evidenced by the data documenting those who actually transfer into a four-year program. As can be seen in figure 2, slightly less than a third (29%) of the students who entered the College as associate degree students in 1998 transferred to the baccalaureate program within their first six years of study. For the freshmen class entering in 2000, that share increased to 40% over their first five years of study.<sup>5</sup>

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Figure 2. Transfers to Baccalaureate Program by Entering Class, Fall 1998 – Fall 2000

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Note: Entering classes of 1998 and 1999 are recorded for 12 terms (six years); class of 2000 recorded for 10 terms (5 years) Source: CUNY Institutional Research Database

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Given these factors, it is no surprise that John Jay College is the only comprehensive college in the CUNY system at which there are more baccalaureate students than associate degree students. Data compiled by CUNY’s Office of Institutional Research and Assessment (OIRA) shows that there were 8,875 baccalaureate students and 3,184 associate degree students enrolled at John Jay College in fall 2004. In contrast, at Medgar Evers, New York City College of Technology, and the College of Staten Island, associate degree student enrollment outnumbered baccalaureate enrollment by significant amounts. (See figure 3.)

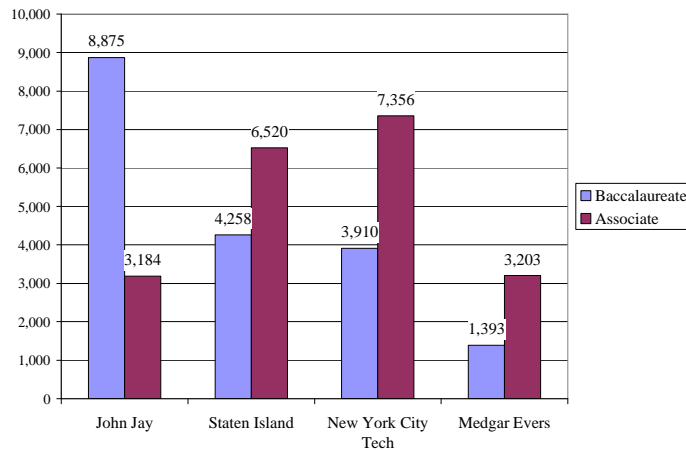
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<sup>5</sup> This is the share of the entering class who transferred from a John Jay associate degree program to a John Jay baccalaureate degree program. A number of other students transferred from a John Jay associate degree program to another baccalaureate program.

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Figure 3: Baccalaureate and Associate Degree Enrollment at CUNY Comprehensive Colleges, 2004

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Source: Fall 2004 CUNY Data Book, Table A02.01

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Associate degree students are also integrated into the College's broad range of support service programs. The following are available to all John Jay students – baccalaureate or associate – who have completed fewer than thirty credits: targeted orientation sessions; advising; preparation for CUNY Assessment tests; and, supplemental instruction. Support for the families of all entering first-year students is available through the Parent and Partners program. In addition, all freshmen and first semester sophomores are assigned an upper division Dean's list student as a peer tutor-mentor. Under the supervision of a project director, the peer mentors assist with registration, academic advisement, and course selection, and serve as a referral source for extracurricular activities and College resources.

Perkins III funding from the U.S. Department of Education, plays an important role in the development of critical academic support service programs for associate degree students. For example:

- The Learning Enhancement Center, with one-on-one and online tutorials, assists students with the mastery of essential academic skills. During the 2004-2005 academic year, a total of 357 associate degree students used these tutoring services, mostly in math.
- The Writing Center aims to help students develop this essential skill. During the 2004-2005 academic year, 1,045 associate degree students participated in tutoring sessions. In addition, 1,013 associate degree students were exposed to in-Center and classroom workshops.
- Supplemental Instruction provides services targeted at traditionally difficult academic courses. Approximately 442 associate degree students were enrolled in Supplemental Instruction during the 2004-2005 academic year.

- The ESL Resource Center provides language specific instructional and tutorial services for Limited English Proficient students at the College. Over 350 associate degree students were served during the 2004-2005 academic year.<sup>6</sup>

#### **IV. CUNY and John Jay College: The Admissions Process**

As discussed above, few students apply to John Jay with the intention of pursuing an associate degree. In fact, only 13% of eventual John Jay enrollees in fall 2004 applied directly for admission to the College's associate degree programs, even though 56% of entering freshmen enrolled in the College's two-year programs.<sup>7</sup> The disparity between the number of students who apply to John Jay's associate degree programs, and those who are actually enrolled in those programs, is a function of the admissions standards established by John Jay and CUNY. Set forth below is a description of how that process works.

Baccalaureate and associate degree candidates seeking admission to John Jay, and any of CUNY's other 16 colleges, must complete a standardized application and submit it to CUNY's centralized University Application Processing Center (UAPC). The standardized application permits candidates to select, in rank order of preference, up to six CUNY schools and programs for which they would like to be considered for admission. John Jay candidates can specifically seek admission to a baccalaureate program, an associate degree program or both. In addition, candidates list a preferred major or program for each college chosen on the application.

CUNY has established a revolving admissions process in which allocations of admitted students are made in 14 phases, beginning in December and ending in August each academic year.<sup>8</sup> Upon submission of each completed application, UAPC assesses a candidate's eligibility for their preferred schools according to the admission criteria established by each college. Applicants are offered admission to the first three choices for which they meet the academic admissions requirements. They are then asked to select which of these three colleges they would like to attend. UAPC then allocates students to particular colleges based on this selection.<sup>9</sup>

John Jay's admissions criteria have evolved over the years. Between 1990 and 1997 applicants with a high school grade point average of at least 75 were admitted to the baccalaureate program. All other applicants were admitted to the associate degree program if they were high school graduates. In 1998, and again in 2001, the College raised its admission standards. Applicants must satisfy at least one of a number of criteria to qualify for admission to John Jay's baccalaureate programs. The following is a summary of the major factors in the admissions grid used by UAPC to allocate freshmen baccalaureate degree students to John Jay:

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<sup>6</sup> Final Report Perkins III 2004/2005

<sup>7</sup> CUNY Fall 2004 CAS file and Fall 2004 Fact Book.

<sup>8</sup> John Jay College administrators and faculty most familiar with enrollment data agree that most students who are better prepared academically—that is, those who have higher SAT scores and high school averages—are accepted to the College during the first four allocation phases. For this reason, in 2005 the College made the decision not to accept the last two allocations.

<sup>9</sup> If a student does not select a college, UAPC allocates him or her to the highest choice on the original application to which he or she was admitted.

- Evidence of having received either:
  - a high school diploma from an accredited institution; or
  - an equivalency diploma.
- Baccalaureate degree applicants must also meet one of the following criteria:
  - a minimum SAT score of 1020; or
  - a high school grade point average equal to or greater than 80 with at least 12 academic units including a combined total of four units in English and Math; or
  - a high school grade point average equal to or greater than 77 with at least 13 academic units including a combined total of four units in English and Math; or
  - a high school grade point average equal to or greater than 75 with at least 14 academic units including a combined total of four units in English and Math.

Applicants who do not meet the admissions requirements for the College's baccalaureate degree programs, but do meet the admissions requirements for its associate degree programs, are admitted to one of the two-year programs. It is important to note that to be admitted, an applicant is not required to list a two-year John Jay program as a preference on their application. All baccalaureate degree applicants who do not meet the criteria for the four-year programs, as well as those who apply directly to associate degree programs, are considered for placement.<sup>10</sup> Associate degree candidates must meet the following criteria:

- Evidence of having received either:
  - a high school diploma from an accredited institution; or
  - an equivalency diploma.
- In addition, associate degree applicants must also meet one of the following criteria:
  - a minimum SAT score of at least 900<sup>11</sup>; or
  - high school grade point average equal to or greater than 72; or
  - high school grade point average equal to or greater than 70 with at least 10 academic units, one in English and one in Math; or

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<sup>10</sup> Students admitted to the associate degree without having applied directly for admission to a two-year program were unable to declare a major on their applications. For admission purposes, UAPC has traditionally assigned an associate degree program to those students. Until 2001, UAPC used the Police Studies associate degree as the default program for the overwhelming majority of applicants falling within this category. During the pre-matriculation academic programming session, and during freshman orientation, associate degree students receive specific information about each associate degree concentration and are given an opportunity to change their program. However, as discussed above, UAPC's practice resulted in 96% of the College's first-time associate degree freshmen enrolling in Police Studies. After 2001, UAPC agreed to John Jay's proposal encouraging the use of the Criminal Justice associate degree as the default. Consequently, enrollment in that two-year program increased steadily to 42% in 2004. Commencing in 2006, UAPC applications will not require that associate degree applicants select a major. The UAPC default major for John Jay associate degree students will be "undeclared."

<sup>11</sup> Unlike baccalaureate degree students, associate degree students are not required to take the SAT.



- 14 high school academic units including two in English and one in Math, or
- a GED score of at least 300.<sup>12</sup>

At the time of admission, UAPC also makes an assessment as to whether students allocated to baccalaureate programs meet CUNY's required minimal competency standards in reading writing and mathematics. Applicants who meet these standards -- based on SAT, ACT or New York State Regents test scores -- are classified as "skills exempt." Baccalaureate applicants who meet the admission criteria for four year programs, but do not present evidence that they are "skills exempt," are allocated to the College as "conditional baccalaureate" students. As discussed in more detail below, these students can register for a baccalaureate program only if they pass the CUNY Skills Assessment Test (CSAT) prior to enrollment. "Conditional baccalaureate" students who do not pass the CSAT are reclassified as associate degree students based on their test performance.

John Jay's multi-tiered admissions grid, and CUNY proficiency standards, result in students with a wide range of qualifications being admitted to baccalaureate and associate degree programs. For example, students who score at least 1020 on the SAT and are skills certified will be admitted to a baccalaureate program even if their high school grade point average is below 70. Students who apply to a baccalaureate degree program with a high school average of 80 or above will be required to enroll in an associate degree program if they are not "skills exempt" and are not able to pass the CSAT.

UAPC also determines freshman eligibility for the Search for Education, Elevation and Knowledge Program (SEEK). SEEK, a four-year college assistance program designed to help students overcome educational, economic, and social disadvantages, was established by CUNY's senior colleges to help provide equal higher education opportunity to students who would otherwise not have such access. The program provides concentrated and specialized counseling, remedial instruction, tutorial services, and financial aid. Students must meet certain residence, academic, and financial criteria for admission to the program. These criteria are established by the New York State Education Law, and differ from John Jay's admissions standards for degree programs.

For admission in fall 2004, a total of 9,336 students applied to John Jay.<sup>13</sup> Based on John Jay and CUNY criteria, for fall 2004 UAPC admitted 6,104 freshmen to John Jay College.<sup>14</sup> Of these students, 2,218 were designated associate degree students, 2,112 baccalaureate degree

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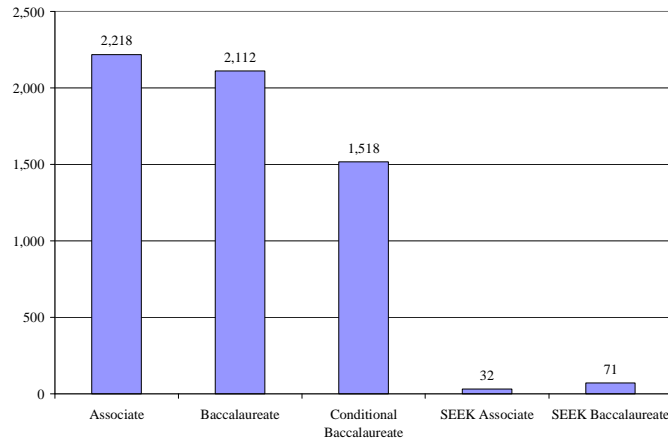
<sup>12</sup> It should be noted that John Jay has higher admissions standards for its associate degree students than do the CUNY community colleges.

<sup>13</sup> However, this number also includes 125 students who did apply through UAPC (considered direct admits), and another 30 who applied through UAPC, did not select John Jay as one of their 6 choices, but who later appeared in the allocation file for John Jay.

<sup>14</sup> These include all first-time freshmen, including those who eventually enrolled as part-time students. Another three students enrolled in non-degree programs as certificate students.

students, 1,518 conditional baccalaureates, 32 SEEK associate degree, and 71 SEEK baccalaureate.<sup>15</sup>

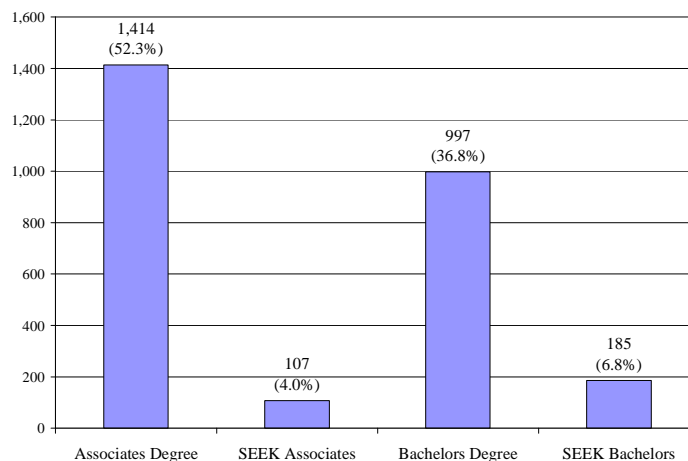
Figure 4. Freshman Admissions, Fall 2004



Source: Fall 2004 Combined Phase Files

After students were asked about their preferences, 4,551 were allocated to John Jay. Of these, 2,706 enrolled at John Jay for the fall 2004 semester: 1,414 enrolled as associate degree students, 107 enrolled as associate degree students in SEEK, 997 enrolled as baccalaureate degree students, 185 enrolled as baccalaureate degree students in SEEK.<sup>16</sup>

Figure 5. Freshmen Enrollment, Fall 2004



Source: CUNY Institutional Research Database and CUNY Fall 2004 CAS file

A significant number of transfer students are also admitted to John Jay every year. To transfer, John Jay applicants must have a minimum overall grade point average of 2.0. For

<sup>15</sup> The SEEK students in the allocation provided documentation of their financial eligibility for the program. As illustrated below, the number of students admitted to SEEK increases, however, as eligible students present their documentation later in the process.

<sup>16</sup> These include all first-time freshmen, including those who eventually enrolled as part-time students.

students with less than 24 college credits, their admission will be based on high school grade point average and SAT scores. All transfer students must be skills exempt to be accepted to a four-year program. In 2004, 1,046 students transferred into John Jay. This total represents 28% of all newly admitted students who enrolled that year. Fifteen percent – or 157 students – transferred as associate degree students.<sup>17</sup> As can be seen in the table below, 40% of 2004 transfer students attended other CUNY colleges prior to enrolling at John Jay. Another 12% attended a SUNY institution. More than one-third of these incoming students transferred from a two-year college. Eleven percent came to John Jay from another public institution, and 16% came from a private college. The remaining 21% joined John Jay from institutions such as the New York City Police Department.<sup>18</sup>

CUNY 2-Year	SUNY 2-Year	CUNY 4-Year	SUNY 4-Year	Other Public	NYS Private	Other Private	Other
25%	10%	15%	2%	11%	10%	6%	21%
Source: Fall 2004 Fact Book, Table 21							

Between 1998 and 2004, the largest number of John Jay transfer students came from:

- Borough of Manhattan Community College
- The Police Academy/NYPD
- Kingsborough Community College
- Nassau Community College
- Bronx Community College

Significant numbers of students also joined John Jay from the New York City Department of Corrections, LaGuardia Community College, New York City Technical College, Suffolk County Community College, and Queensborough Community College.

Overall, the number of students transferring to John Jay has increased by almost one third since 1994. This growth, however, has not been consistent. As illustrated in figure 6, the College has experienced some years of declining transfer enrollment.<sup>19</sup>

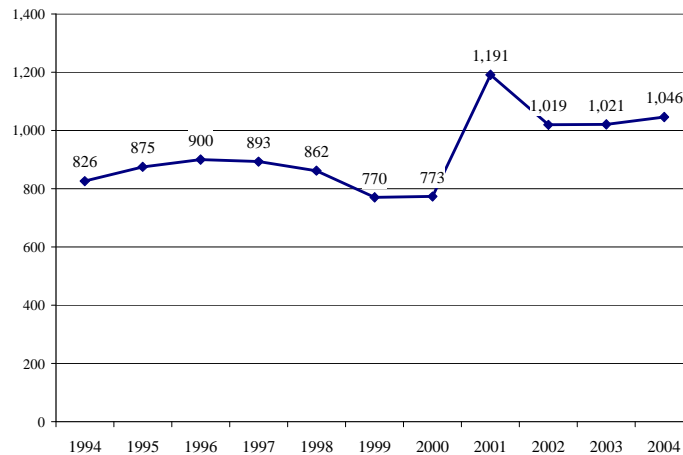
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<sup>17</sup> CUNY OIRA Institutional Research Database

<sup>18</sup> This category is mostly comprised of enrollees in the New York City Police program.

<sup>19</sup> The spike in enrollment of transfer students between 2000 and 2001 was likely due to the establishment of the Police Studies Certificate Program; many of these students entered as transfer students.

Figure 6. Entering Transfer Student Enrollment, Fall 1994 – Fall 2004

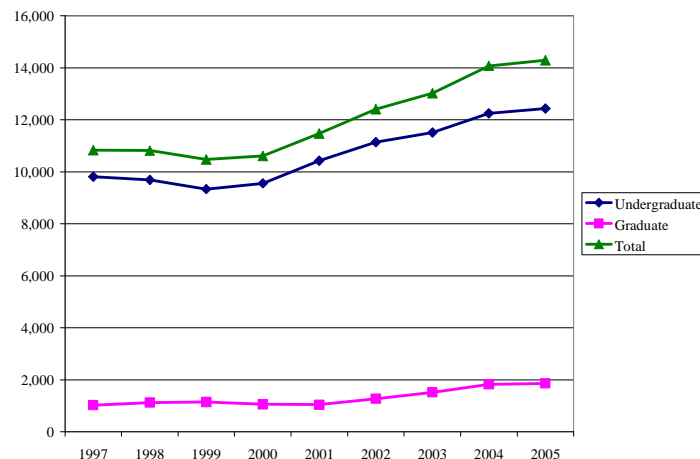


Source: CUNY OIRA Institutional Research Database

## V. John Jay College Freshmen and Undergraduate Enrollment: Changes Over Time

As can be seen in figure 7, John Jay’s total enrollment has increased steadily since 1997, growing 32% by 2005, from 10,834 in fall 1997 to 14,295 in fall 2005. Graduate enrollment climbed 82%, rising from 1,019 to 1,859. Total undergraduate enrollment rose 27% since 1997, from 9,815 to 12,436, with full-time students accounting for most of the increase. This growth in undergraduate enrollment is particularly interesting because much of it occurred after the College raised its admissions standards in 1999, presumably limiting the pool of eligible students.

Figure 7. Enrollment, Fall 1997 – Fall 2005

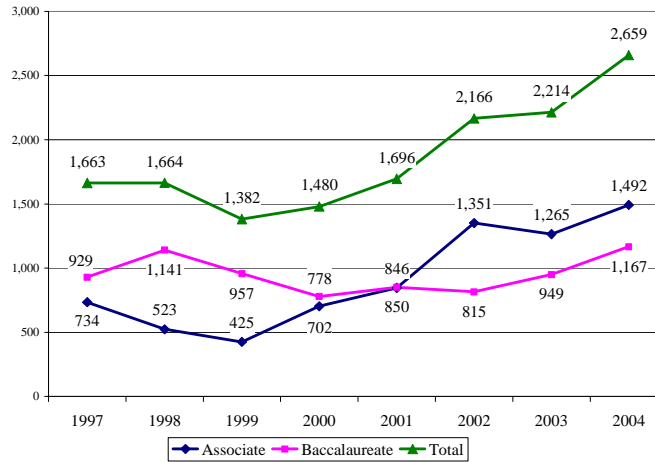


Source: CUNY OIRA Institutional Research Database

Undergraduate enrollment increased during this period in part because of the increased enrollment of first-time freshmen, increases in the retention of students into their second and later years of study, and increases in the number of entering transfer students. Between 1997 and

2004, the enrollment of freshmen increased by 60%, from 1,663 to 2,659 (see figure 8).<sup>20</sup> Freshmen associate degree enrollment grew faster than baccalaureate enrollment during this period, more than doubling from 734 to 1,492. Freshmen baccalaureate degree enrollment also increased, but more slowly, rising by 26% from 929 in 1997 to 1,167 in 2004.

Figure 8. Freshmen Enrollment by Degree Program, Fall 1997 – Fall 2004



Source: CUNY OIRA Institutional Research Database

Throughout John Jay’s history, baccalaureate degree students have outnumbered associate degree students, and freshmen cohorts have long been comprised of a larger share of baccalaureate degree than associate degree students. As can be seen in figure 8, this changed in 2001. That year, the number of associate degree freshmen almost equaled the number of baccalaureate freshmen for the first time. Beginning in 2002, associate degree freshmen have consistently outnumbered baccalaureate degree freshmen. By fall 2004, associate degree students comprised 56% of the freshman class, with baccalaureate students making up the remaining 44 percent. However, John Jay’s total undergraduate student body is still comprised of a greater share (75%) of baccalaureate students than associate degree students.

### A. Racial and Ethnic Representation at John Jay

John Jay’s criminal justice focus and public service mission, coupled with the CUNY-wide commitment to academic excellence and improved access to higher education for New York residents, elevates the significance of the student body’s demographic characteristics. Early in the College’s history, only 10% of John Jay students were Black or Hispanic. Today, people of Hispanic descent are the single largest ethnic group at John Jay. In fact, John Jay was recognized in 2005 for having the highest Hispanic enrollment of any college in the Northeast.<sup>21</sup> There is a concern that changing the associate degree program will reduce access to John Jay for traditionally underrepresented groups. Clearly, the associate degree, as presently constituted, is a major point of entry into the College for Black and Hispanic students. The following section offers recent demographic trends at John Jay.

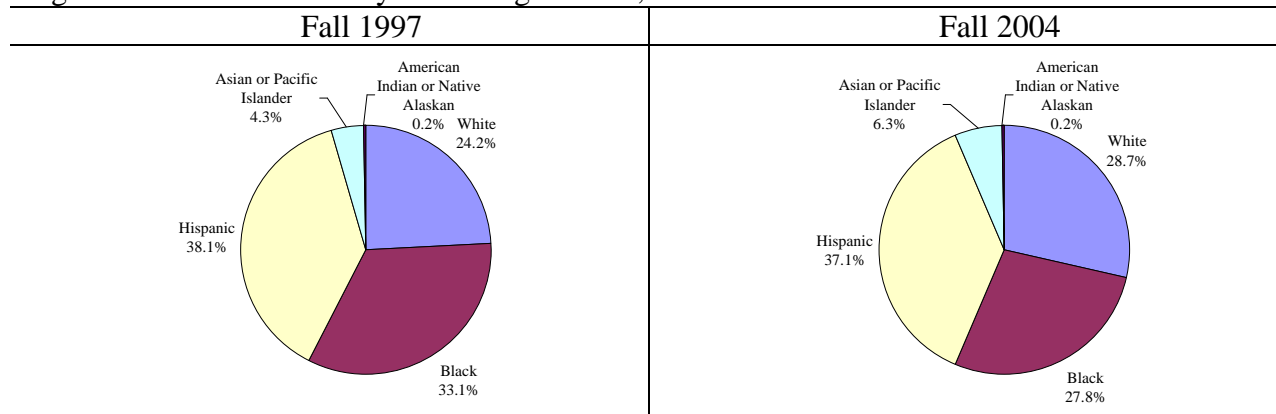
<sup>20</sup> Unless otherwise indicated, the term “freshmen” includes first-time, full-time students who have not previously matriculated at a college, who are not entering with transfer credits and who are enrolled in at least 12 hours of coursework the first term of attendance at John Jay College.

<sup>21</sup> Hispanic Outlook, 2005

## 1. Total Undergraduate Population

The majority of John Jay undergraduate students are members of traditionally underrepresented groups. Hispanic students were the largest group at John Jay, representing 37% of undergraduates in Fall 2004. White and Black students comprised approximately equal shares of the population, at 29% and 28%, respectively.<sup>22</sup> Asians or Pacific Islanders made up 6%, and American Indians or Alaskan Natives comprised less than 1%. As can be seen in figure 9, the racial and ethnic composition of John Jay undergraduates has changed somewhat since 1997.

Figure 9. Race and Ethnicity of Undergraduates, Fall 1997 and Fall 2004



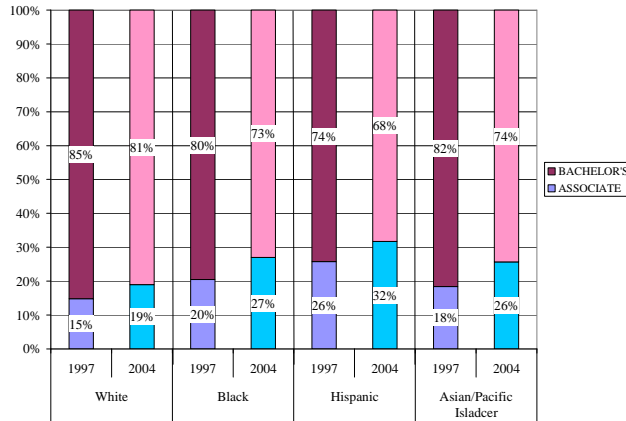
Source: CUNY OIRA Institutional Research Database

## 2. Program Enrollment Within Ethnic and Racial Groups

A larger percentage of traditionally underrepresented groups are enrolled in the College's associate degree programs. While 81% of White students were enrolled in baccalaureate degree programs in 2004, 73% and 68% of Black and Hispanic students, respectively, were baccalaureate students. Among Asian and Pacific Islander students, 74% were baccalaureate students in 2004. In all four groups, the share enrolled in baccalaureate programs decreased between 1997 and 2004. The largest decrease was among Black students, from 80% to 73%.

<sup>22</sup> Only non-Hispanic Blacks and Whites are included in these categories.

Figure 10. Racial and Ethnic Groups by Degree Program, Undergraduates, Fall 1997 and 2004

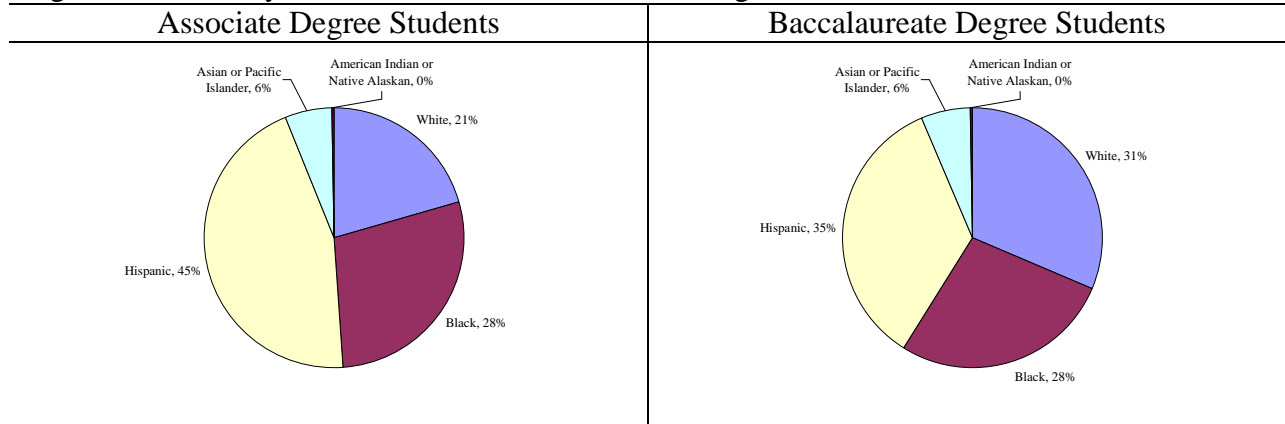


Source: CUNY Institutional Research Database

### 3. Ethnic and Racial Profile of Associate and Baccalaureate Degree Students

Figure 11 compares the fall 2004 ethnic and racial composition of students enrolled in both the College's associate degree and baccalaureate degree programs. This data supports the conclusion that the baccalaureate degree student cohort is generally comprised of a larger share of White students, and a smaller portion of Hispanic and Black students, than the associate degree student cohort. However, it is important to note that 35% of baccalaureate degree students are Hispanic while 31% are White.

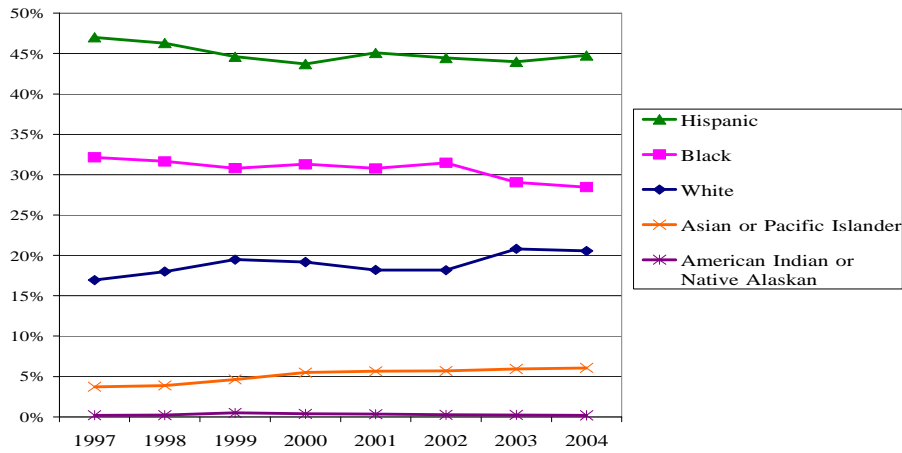
Figure 11. Ethnicity of Associate and Baccalaureate Degree Students, Fall 2004



Source: CUNY OIRA Institutional Research Database

This enrollment trend, with some variation, has persisted for a number of years. In fall 1997, 47% of associate degree students were Hispanic, 32% were Black, 17% were White, with Asians or Pacific Islanders comprising 4%, and American Indians or Native Americans at less than 1%. By fall 2004, the share of Hispanics had fallen slightly to 45%, Blacks had decreased to 28%, and Whites had increased to 21%. Asians or Pacific Islanders had increased slightly to 6%, with American Indians or Native Americans remaining at less than 1%. (See figure 12.)

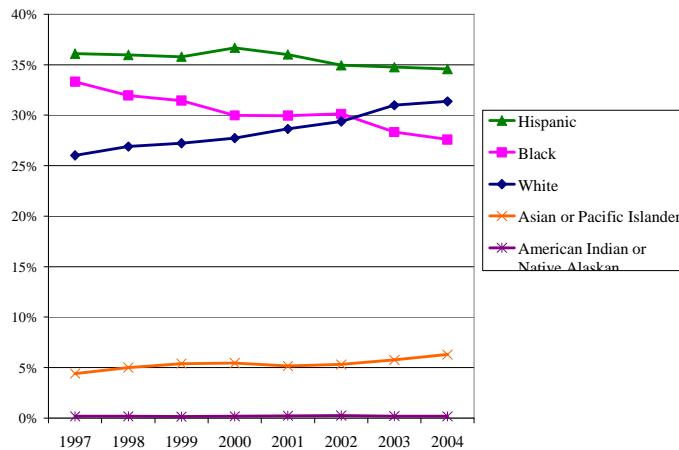
Figure 12. Ethnicity of Associate Degree Undergraduates, 1997 – 2004



Source: CUNY OIRA Institutional Research Database

In fall 1997, 36% of baccalaureate degree students were Hispanic, 33% were Black, 26% were White, with Asians or Pacific Islanders comprising 4%, and American Indians or Native Americans less than 1%. By fall 2004, the share of Hispanics had fallen slightly to 35%, Blacks had decreased to 28%, and Whites had increased to 31%. Asians or Pacific Islanders had increased slightly to 6%, with American Indians or Native Americans remaining at less than 1%. (See figure 13.)

Figure 13. Ethnicity of Baccalaureate Degree Undergraduates, 1997 – 2004



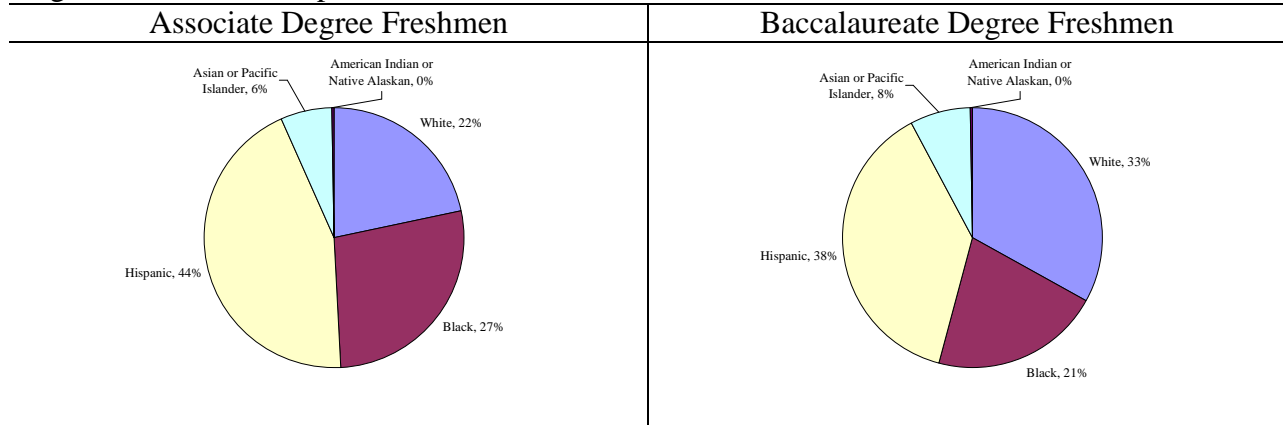
Source: CUNY OIRA Institutional Research Database

#### 4. Ethnic and Racial Profile of Freshmen

The racial and ethnic composition of freshmen entering the College in 2004 varied only slightly from that of the College’s total undergraduate population. (See figure 14).



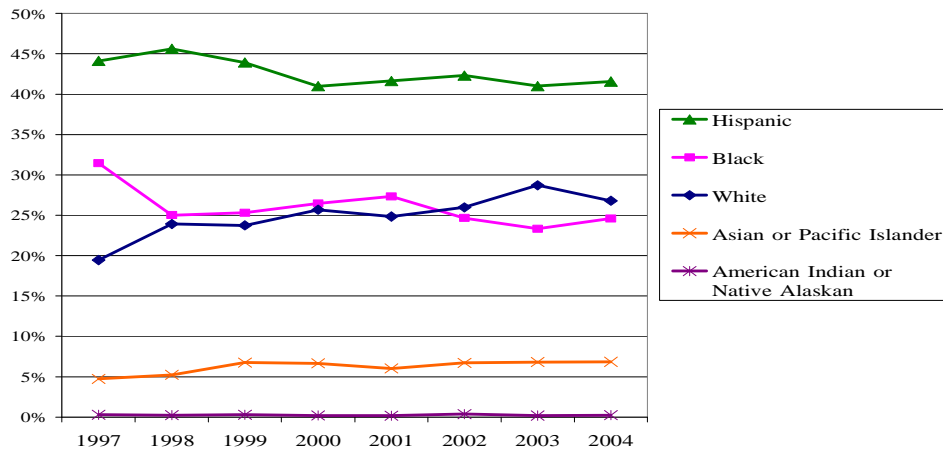
Figure 14. Ethnic Composition of Associate and Baccalaureate Freshmen, Fall 2004



Source: CUNY OIRA Institutional Research Database

Since 1997, however, the changes in the racial and ethnic composition of freshmen classes at John Jay have been slightly greater than the changes in the total undergraduate population. As can be seen in figure 15, the share of the freshmen class that is comprised of Hispanic students has decreased slightly, from 44% in 1997 to 42% in 2004. The proportion of freshmen who are Black students decreased from 31% to 25% over that period. White students increased from 19% to 27% during this period, while Asian or Pacific Islanders grew from 5% to 7%. American Indians or Alaskan Natives remained at less than 1% during this period.

Figure 15. Race and Ethnicity of All Freshmen, 1997 – 2004



Source: CUNY OIRA Institutional Research Database

## B. Academic Characteristics of Associate Degree Students at John Jay

### 1. Academic Preparedness

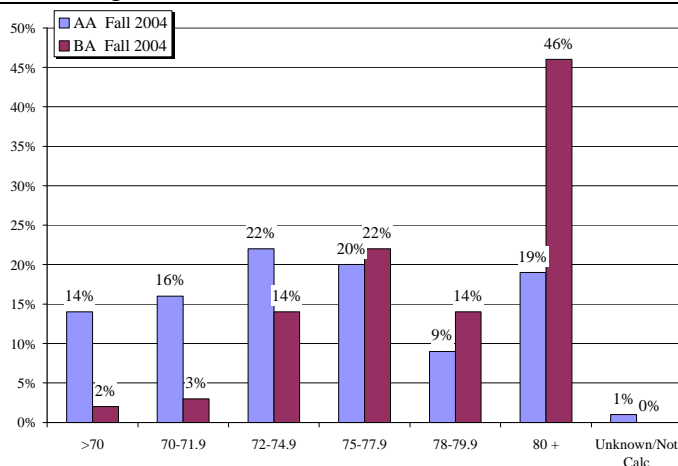
Student success depends on an institution's ability to build on the skills of its entering class. The flexible admissions grid used to admit students to John Jay's baccalaureate and associate degree programs results in a class with a diverse range of academic preparedness.

The high school averages of entering freshmen illustrate this point. Approximately 14% of first-year associate degree students who entered the College in fall 2004 had a high school average of less than 70; 16% had a high school average between 70 and 71.9; 22% had a high school average between 72 and 74.9; 20% had a high school average between 75 and 77.9; 9% had an average between 78 and 79.9; and 19% had a high school average over 80. The high school grade distribution of associate degree students has remained relatively constant over the past five years.

Approximately 2% of baccalaureate students entering as freshmen in fall 2004 came to John Jay with high school averages below 70; 3% had averages between 70 and 71.9; 14% had averages between 72 and 74.9; 22% had averages between 75 and 77.9; 14% averaged between 78 and 79.9; and 46% had averages above 80. The percentage of baccalaureate students entering the College with a high school average of 80 or above increased eight points over the past five years.

As these data indicate, the profile of entering baccalaureate students differs significantly from that of associate degree students. For example, 19% of baccalaureate students entering the College in fall 2004 had high school averages of 74.9 or below as compared to 52% of associate degree students. Approximately 82% of baccalaureate degree students entering the College that year had high school averages at or above 75 as compared to 48% of associate degree students.

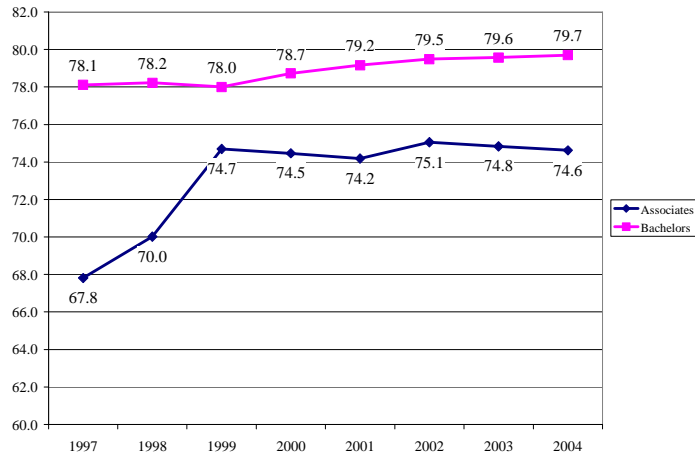
Figure 16. High School Average of Freshman, Fall 2004



Source: Fact Book 2004, Tables 16 and 18

Despite these differences, it is interesting to note that since 1997, the mean high school average of associate degree students has increased significantly more than that of baccalaureate degree students. The mean high school average for baccalaureate degree students was 78.1 in 1997 and 79.3 in 2004. The mean high school average for associate degree students was 67.8 in 1997 and 74.6 in 2004.

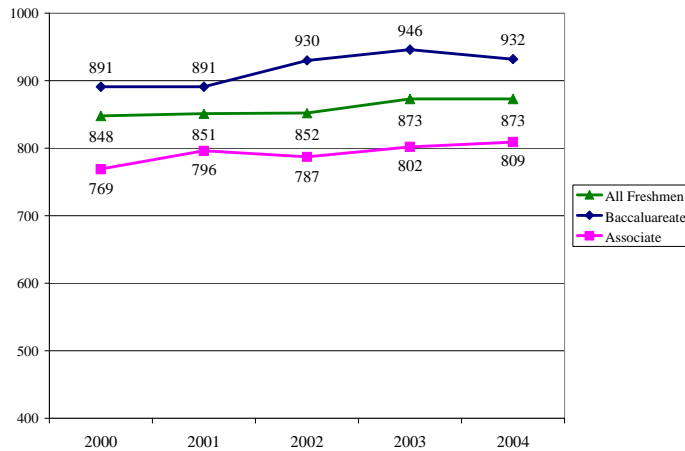
Figure 17. Mean High School Average of Entering Class, Fall 1997 – Fall 2004



Source: CUNY Institutional Research Database

In general, the combined mean SAT score of John Jay freshmen has risen from 848 for those entering the College in fall 2000, to 873 for those entering in fall 2004. This rate of increase is almost evenly distributed between students enrolled in associate and baccalaureate programs. The combined mean score of associate degree students increased 40 points from 769 in 2000 to 809 in 2004. The combined mean SAT score of baccalaureate students rose 39 points from 891 in 2000 to 932 in 2004. While both groups experienced gains, the combined mean SAT score for baccalaureate students in 2005 was 123 points higher than the mean score for associate degree students.<sup>23</sup>

Figure 18. Mean Total SAT Score, Freshmen, Fall 2000 – Fall 2004



Source: Fact Book 2004, Tables 13, 16, and 18

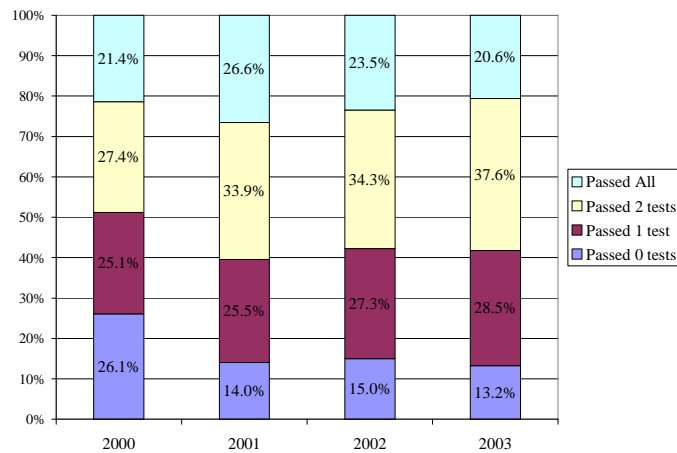
The varied skill levels of the College’s first year students are also quantified by the results of CUNY placement tests. These tests are administered prior to freshmen registration to determine whether a student is ready to take college level courses. Many students establish their

<sup>23</sup> The SAT is not required for admission to associate degree programs.

proficiency in reading, writing and mathematics by passing the CUNY Skills Assessment Tests (CSAT). Students who do not pass these assessment tests are registered in an associate degree program – regardless of their high school qualifications and original allocation designation. All associate degree students must pass these tests to change their status from associate to baccalaureate degree.

Data on the CSAT exams taken by entering associate degree freshmen in 2003 indicate that approximately 21% passed all three assessment tests on their first try; 38% passed two tests; 29% passed one test; and 13% passed none. The share of associate degree students who were not able to pass any of the skills tests mandated by CUNY on their initial try decreased from 26% in 2000 to 14% in 2001. This reduction in the “passed none” category was maintained in the freshmen classes entering in 2002 and 2003. The percentage of associate degree students able to pass all three tests, however, has fluctuated unevenly during this timeframe.

Figure 19. CUNY Exam Outcomes, Associate Degree Students, Initial Attempt, Fall 2000 – Fall 2003

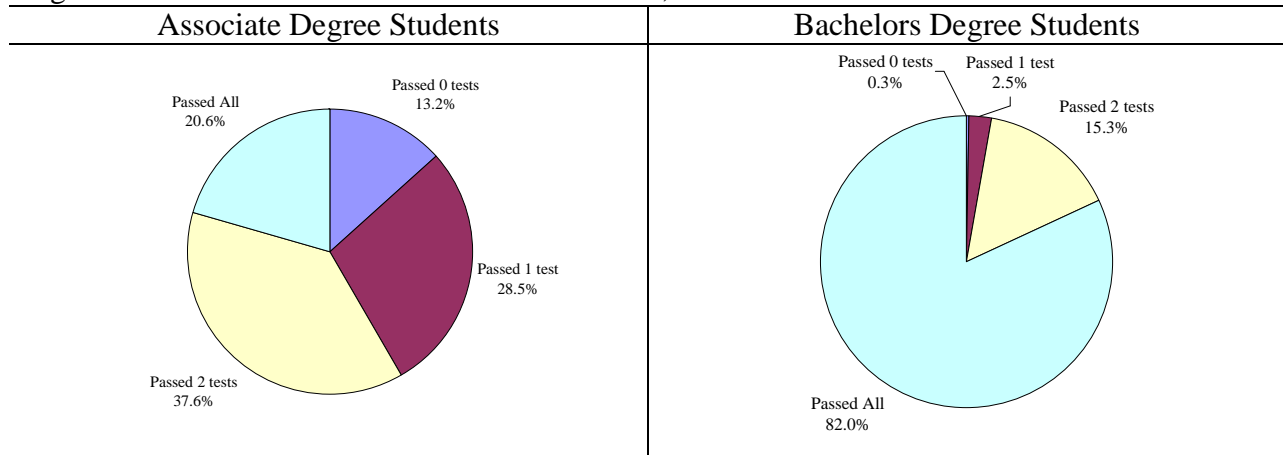


Source: CUNY Office of Assessment and Testing

In general, baccalaureate students pass CSAT exams at a much higher rate. In fall 2003, 82% of first-time full-time baccalaureate students passed all three exams on their first try. Only 0.3% of baccalaureate students passed none of the exams and 2.5% passed only one of the three tests.<sup>24</sup>

<sup>24</sup> SEEK students are not required to pass CSAT tests prior to matriculation as baccalaureate degree students.

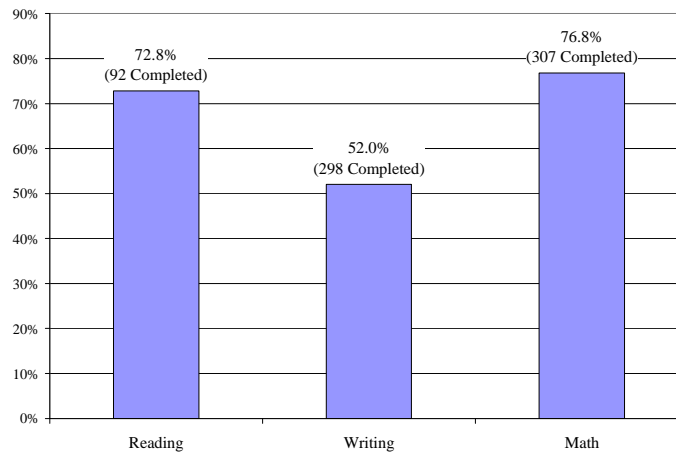
Figure 20. CUNY Skills Placement Exam Results, Fall 2003



Source: CUNY Office Of Assessment and Testing

In 1993, John Jay redesigned its Basic Skills Program to focus on CSAT preparation. During the summer prior to matriculation, students who do not pass the placement tests are encouraged to enroll in review sessions which are held prior to freshman registration. These intensive courses have had a positive impact on the number of students able to pass CUNY's placement exams. For example, during the summer of 2004, 777 designated associate degree students enrolled in the Basic Skills Program. As indicated in figure 21, over 70% of participants were successful at passing the reading and math CUNY placement retests at the conclusion of the instructional period.

Figure 21: Pass Rates of Associate Degree Students in Summer Basic Skills Program, 2004



Source: Office of Academic Support Services

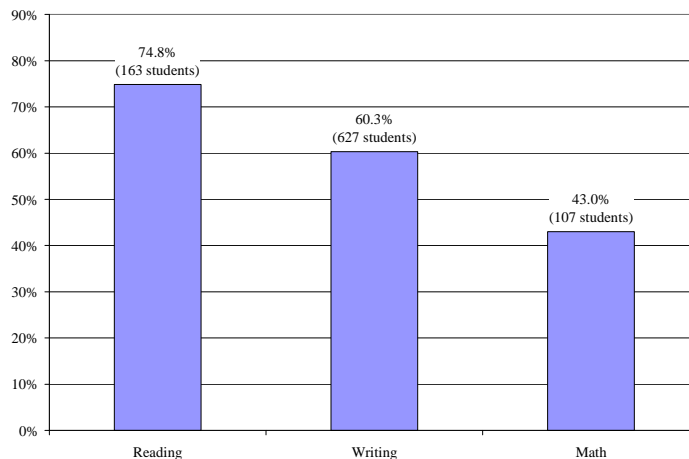
Students who do not pass a CUNY assessment test before freshman registration are required to enroll in remediation or developmental courses for the substantive area in which they did not establish basic competency. The first level courses are pre-college level remediation classes. These non-credit bearing classes are designed to build basic academic skills. The second level courses are designated as developmental classes: one credit courses that offer CSAT preparation in addition to some college level work. Students who do not pass the final examination in these

courses, but performed throughout the rest of the course at a satisfactory level of mastery, can enroll in a Basic Skills Extension Program upon the recommendation of their professor. This program provides additional instruction, as well as tutorials and counseling support. It is likely that these academic support services help to prepares students for college level work. The majority of students taking the Reading and Writing CSAT retests (74.8% and 60.3%, respectively) pass these tests. Slightly less than half (43%) pass the retest of the Math CSAT.<sup>25</sup> The majority of these students were enrolled in remediation or developmental courses.

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Figure 22: Exit From Remediation After One Year, Fall 2004

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Source: CUNY OIRA Institutional Research Database

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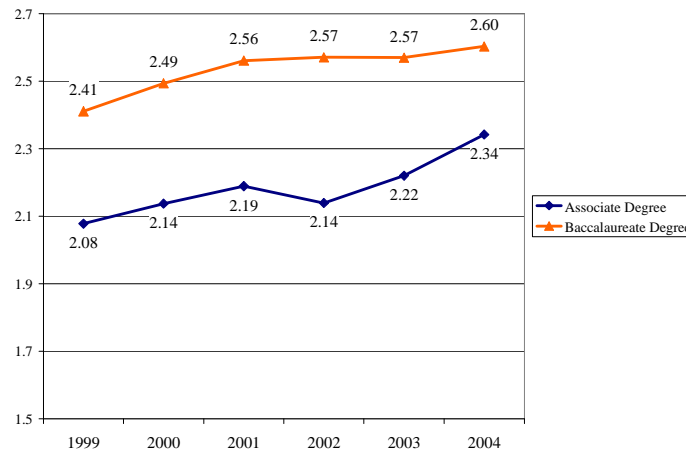
## 2. Academic Performance

The combination of changed admission standards and targeted academic support has had a positive impact on students' academic performance. The data in figure 23 show a clear upward trend in first term mean GPA for freshmen. Specifically, the GPA of baccalaureate students rose from 2.4 to 2.6 over this six-year period, while the GPA of associate degree students rose from 2.07 to 2.3. Overall, the difference between associate and baccalaureate degree students' first term mean GPAs narrowed slightly between 1999 and 2004.

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<sup>25</sup> In 2004 the math pass rate dropped significantly from previous years. However, this is attributed to a change in the reporting methodology whereby only those students who took and passed part 2 of the COMPASS math test during the exit period are shown; in the past, the math pass rate included students who passed either part of this 2-part test. When calculated in this way, the math pass rate has been as high as 75%.

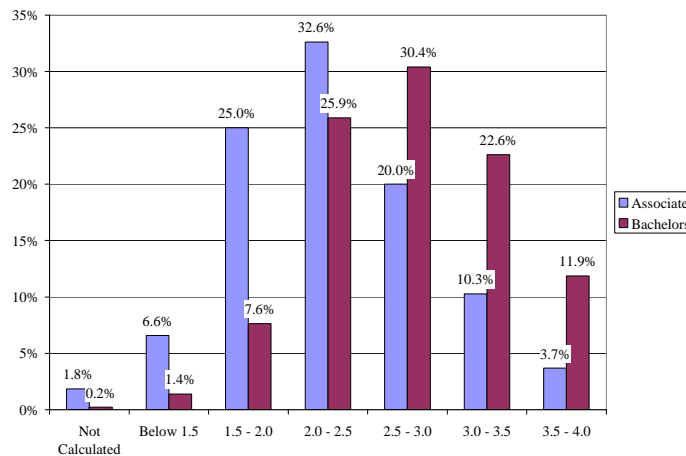
Figure 23. First Term GPA, Freshmen, Fall 1999 – Fall 2004



Source: CUNY OIRA Institutional Research Database

Grade distribution is also a relevant indicator of academic performance. Roughly a third (32.6%) of all baccalaureate students enrolled at the College in fall 2004 had cumulative indices at or above a B average (3.0 GPA). The comparable statistic for associate degree students in fall 2004 was 16.2%. More than half of the baccalaureate degree (56%) and associate degree students (53%) had indices between 2.0 and 2.9. The largest share of associate degree students (32%) earned between a 2.0 and 2.49 GPA. For baccalaureate students, the greatest single share (30%) earned between a 2.5 and 2.9.<sup>26</sup>

Figure 24. Cumulative GPA of Returning Students, Fall 2004



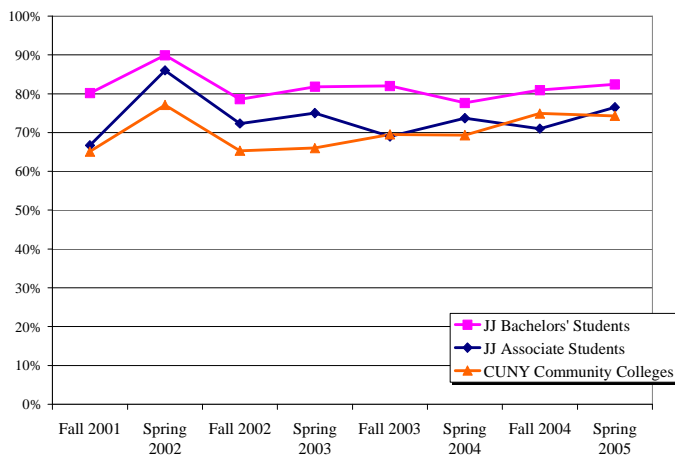
Source: OIR Fall 2004 Show Registration file

Some academic progress has also been evidenced by John Jay’s success at preparing students for advanced course work. All CUNY students who have earned between 45 and 60 credits must demonstrate their readiness for upper level studies by passing the standardized CUNY Proficiency Exam (“CPE”). Figure 25 charts the CPE pass rate of both baccalaureate and

<sup>26</sup> Fall 2004 Registered File

associate degree students at the College. Of the 81 John Jay associate degree students who took the test in spring 2005, 76.5% passed – slightly higher than the 74.3% pass rate for students attending community colleges. In comparison, 82.4% of the College’s 1,316 baccalaureate degree students passed.

Figure 25. CPE Pass Rates, John Jay Undergraduates and CUNY Community Colleges, Fall 2001 – Spring 2005



Source: CUNY Office Of Assessment and Testing

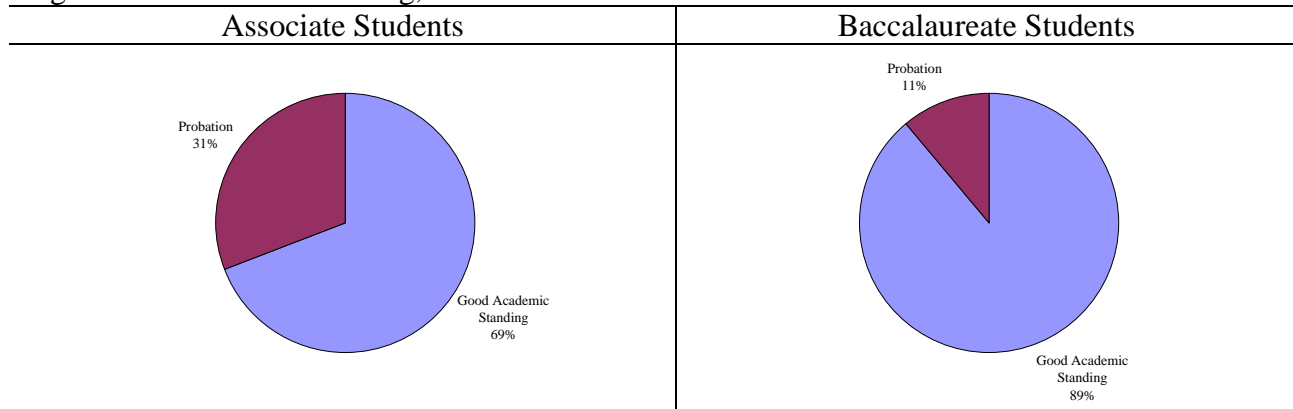
Despite some progress, associate degree students in particular continue to face academic challenges at John Jay. For example, in fall 2004, 88.8% of all baccalaureate degree students were in good academic standing as compared to only 69.2% of all associate degree students.<sup>27</sup> Although both the number and proportion of associate degree students placed on probation has declined, one in every three associate degree students was placed on academic probation in fall 2004. The share of associate degree students on academic probation in fall 2004 was almost three times as great as the share of baccalaureate degree students that fall.

<sup>27</sup> Whether a student is “in good academic standing” is determined by the following combination of credits completed and a minimum cumulative GPA:

- 0 to 12 credits attempted; 1.5 required minimum cumulative GPA;
- 13 to 24 credits attempted; 1.75 required minimum cumulative GPA; and
- 25 or more credits attempted; 2.0 required minimum cumulative GPA.



Figure 26. Academic Standing, Fall 2004

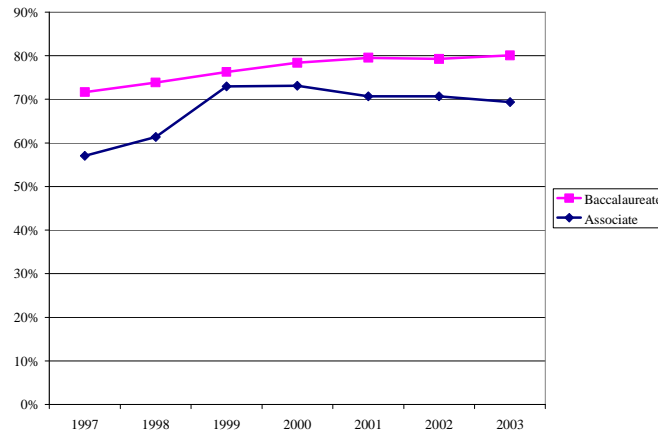


Source: Office of Academic Support Services

### 3. Retention

CUNY's Office of Institutional Research and Assessment determines retention by the percentage of students who did not earn a degree and are still enrolled in any CUNY program the subsequent fall term. The one-year retention rate of freshmen at John Jay has increased significantly over the past decade. Figure 27 shows that of those who entered as freshmen in 1997, 71.1% of baccalaureate degree students, and 57.1% of associate degree students, returned to the college after one year.

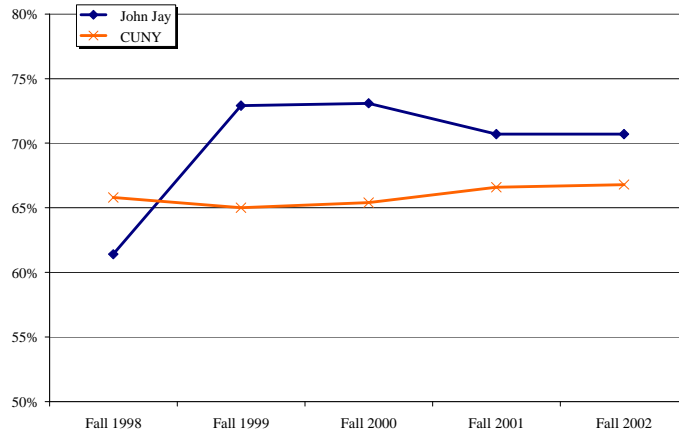
Figure 27. One-year Retention Rates, by Degree Program, 1997 – 2004



Source: CUNY Fall 2003 Data Book, Tables D02.05 and D01.05

This baseline year proved to be a springboard for many initiatives. Academic support continues during the academic year by assigning students to peer mentors, offering tutoring services in the Learning Enhancement Center, providing Supplemental Instruction, and monitoring student progress. As a result, during the last ten years there has been a significant and steady improvement in the retention of both baccalaureate and associate degree students at John Jay. In 1999, the one-year retention rate of John Jay's associate degree students surpassed the CUNY-wide rate; John Jay's associate degree retention rate has remained higher than CUNY's ever since.

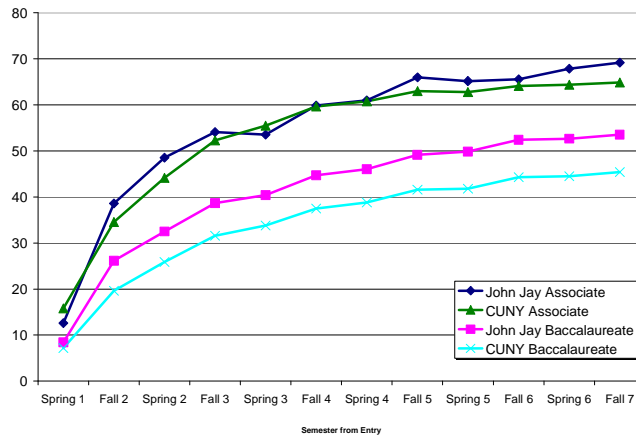
Figure 28. One-year Retention Associate Degree Students, Fall 1998 – Fall 2002



Source: CUNY Fall 2003 Data Book, Tables D01.01 and D01.05

Figure 29 shows the drop-out/stop-out rate for John Jay and CUNY students. This rate represents the percentage of students who are no longer enrolled at CUNY and did not graduate. When compared to their counterparts in similar programs at other CUNY schools, John Jay’s associate and baccalaureate degree students cease taking college courses at higher rates.

Figure 29. Percent of Freshman No Longer Enrolled and Did Not Graduate, Fall 1998 Cohort



Source: CUNY OIRA Institutional Research Database

#### 4. Graduation Rates<sup>28</sup>

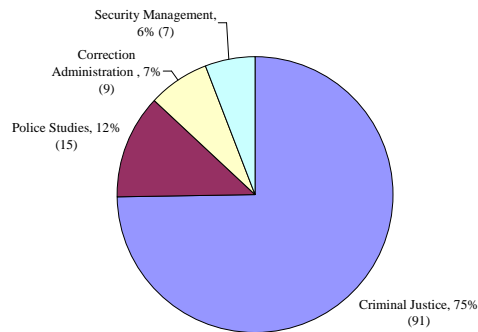
John Jay’s graduation rates clearly reflect that the overwhelming majority of its associate degree students intend to earn a baccalaureate degree. As a result, John Jay students enrolled in two-year programs rarely obtain an associate degree. In fact, over the past ten years John Jay has

<sup>28</sup> Graduation rates are calculated as the percentage earning a degree at any CUNY college any time prior to the start of the subsequent fall term(s). Students earning a degree, even if lower than that originally pursued, are counted for that degree, even if they are still enrolled the following fall.

conferred only 691 associate degrees. A comparative analysis of the rate at which these degrees were conferred sheds further light on the nature of the College's two-year programs.

The data show that the number of associate degrees conferred has steadily increased from 62 in 2002 to 126 in 2005. As can be seen in figure 30, the vast majority of associate degrees awarded in 2000 (75%) were in Criminal Justice; 12% were in Police Studies, 7% in Correction Administration, and 6% in Security Management.

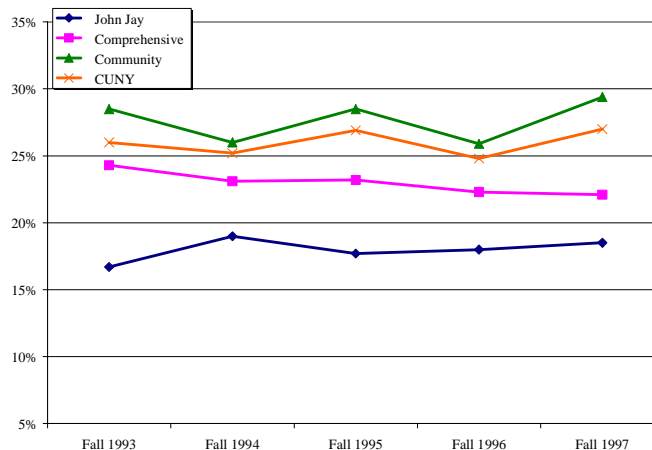
Figure 30. Associate Degrees Awarded by Major, 2004



Source: Fall 2004 Fact Book, Table 25

The six-year graduation rates of John Jay associate degree students are considerably lower than comparable rates at CUNY's other comprehensive and community colleges. As illustrated in figure 31, the six-year graduation rate for associate degree students who first enrolled at the College in fall 1997 was 18.5% as compared to the CUNY total of 27%.<sup>29</sup>

Figure 31. Six-year Graduation Rates of Associate Degree Freshmen, Fall 1993 – Fall 1997

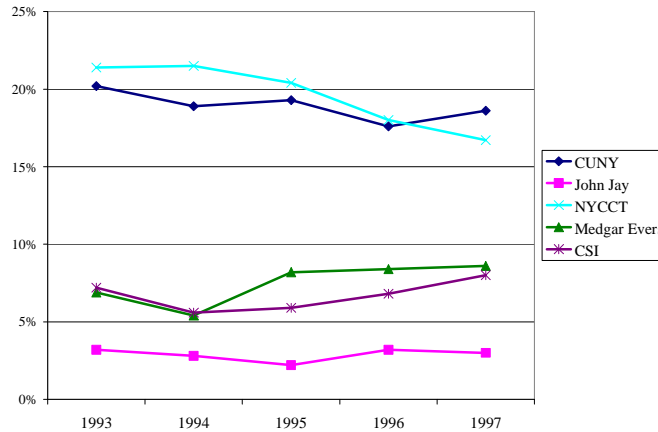


Source: CUNY OIRA Institutional Research Database

<sup>29</sup> As discussed in more detail above, many students intent on pursuing a BA or BS at John Jay do not apply or petition for the associate degree they have earned. As a result, there may be an inadvertent underreporting of the number of people earning, as opposed to graduating with, an associate degree in any given year.

For John Jay freshmen who enrolled in associate degree programs in 1998, 3.6% graduated with an associate degree after six years. The CUNY-wide associate degree rate of graduation for this cohort was 19.1%. The CUNY comprehensive college rate of graduation was 9.5%.

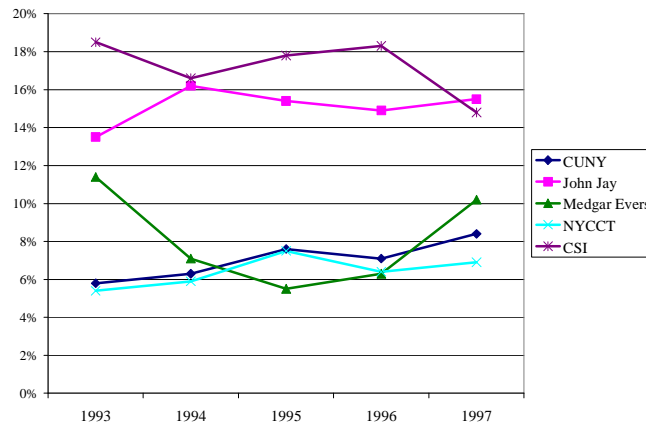
Figure 32. Percent of Associate Degree Freshmen Attaining Associate Degrees in Six Years, Fall 1993 – Fall 1997



Source: CUNY OIRA Institutional Research Database

Given the design of John Jay’s associate degree programs, and the intent of its students, it is not surprising that the percentage of John Jay associate degree students who earn a baccalaureate degree is almost twice as high as the CUNY average. After six years, 15.5% of associate degree freshmen who enrolled at John Jay in 1997 earned a baccalaureate degree. The CUNY-wide total for this cohort was only 8.4%. John Jay also outpaced the comprehensive colleges’ 11.8% graduation rate for this cohort. For John Jay freshmen who enrolled in associate degree programs after the stricter admissions standards were implemented, the six-year rate of graduation rose to 18.5% after six years. The CUNY-wide associate degree rate of graduation for this cohort was 8.9%. The CUNY comprehensive college rate of graduation was 13%.

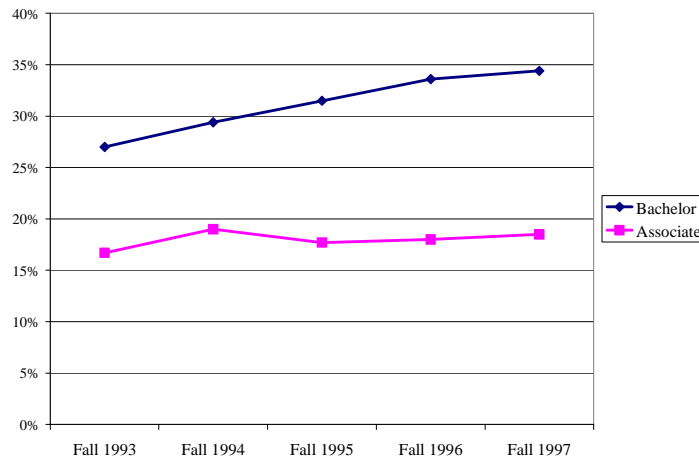
Figure 33. Percent of Associate Degree Students Attaining Baccalaureate Degree in Six Years, Fall 1993 – Fall 1997



Source: CUNY OIRA Institutional Research Database

Although the rate at which John Jay associate degree students obtain a baccalaureate degree is high when compared to other associate degree students at CUNY, that lead disappears when compared to baccalaureate degree students at the College. Approximately 36% of baccalaureate degree students entering John Jay in 1997 graduated within six years. Only 18.5% of associate degree students reached that goal within the same timeframe. Of the freshman admitted into the baccalaureate degree program in 1998, 35.5% graduated within six years as compared to 22.2% of associate degree students in that cohort. This gap in graduation rates has persisted for years.

Figure 34. Six-year Graduation Rates, Fall 1993 – Fall 1997



Source: CUNY OIRA Institutional Research Database

An analysis of data obtained from the Office of Institutional Research supports the conclusion that the discrepancies in graduation rates between baccalaureate degree and associate degree students are, at least to some degree, a function of a student's academic preparedness. Among 64 associate degree students entering the college in 1998 with a high school average under 76, and who required course placement in three remedial areas, 8% had graduated within six years. Among students in that cohort who required placement in two or three remedial classes, 13% graduated from CUNY after 6 years. Of the students in that cohort who needed zero to one remedial courses, 22% graduated after 6 years. In contrast, of the associate degree students in the 1998 cohort with high school averages of 76 or above, and who needed zero to one remedial course, 43% graduated.

## VI. Associate Degree Programs: Options and Alternatives

Any choice the College makes with regard to its associate degree programs will have a serious impact not only on the students who attend John Jay, but also on criminal justice education. To assist in the deliberations, the Advisory Committee has generated a number of options for the College community to consider:<sup>30</sup>

- A. Keep the associate degree programs without changes.

<sup>30</sup> It should be noted that not all committee members agree with all statements made in support, or in opposition to, each option.

- B. Keep the associate degree programs but enhance student services and academic support.
- C. Make programmatic changes to the associate degree programs.
- D. Raise the admissions standards for incoming associate degree students.
- E. Eliminate the associate degree program.
- F. Use the Baruch Model of affiliation agreements to influence the quality of criminal justice degree offerings at community colleges.

***A. Keep the Associate Degree Programs Without Changes***

Proponents of this option believe that John Jay’s four associate degree majors are deeply rooted in a tradition of access and equal opportunity to quality education. Each major provides associate degree students with a distinctive pedagogical experience that combines criminal justice courses with a liberal arts focus. This broad approach nurtures critical thinking and an understanding of issues beyond specialized areas of study. This is particularly true for traditionally underrepresented groups who comprise approximately 70% of students in these programs. In fact, John Jay’s associate degree programs are a point of entry for many of these students.

The College’s unique structure is also an important gateway for associate degree students who wish to continue their education by earning a baccalaureate degree. For example, after six years, 15.5% of associate degree students who entered the College in 1997 earned a baccalaureate degree. Only 8.4% of all associate degree students attending CUNY colleges realized that achievement. For students who started at community colleges, this rate of achievement was even lower – only 6.1%. This educational experience is unlikely to be replicated at a community college. Research findings indicate that associate degree students whose intention it is to earn a bachelor’s degree are between 11% and 19% more likely to succeed if they begin their studies in a four-year college. This difference is attributed to a number of factors having to do with student characteristics as well as institutional characteristics; but one researcher notes that a key institutional factor is the community college’s “weaker ability to integrate its students into the academic and social life of the institution.”<sup>31</sup>

Although it is clear that the overall graduation rate for its associate degree students needs significant improvement, John Jay continues to make significant strides in this regard. For example, since John Jay changed its admission standards in 1998, associate degree indicators such as CSAT and CPE results, GPA, and retention rates have been steadily on the rise. The benefits of these two-year programs, and the steady improvement in associate degree student performance, warrants that these programs be maintained.

***B. Keep the Associate Degree Programs and Enhance Services***

For a number of committee members, discussion of the future of the associate programs at John Jay raises concerns about the extent to which the college honors both its legal and ethical responsibilities to its associate degree students by providing them with effective support.

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<sup>31</sup> Dougherty, Kevin J. “Community Colleges and Baccalaureate Attainment.” *The Journal of Higher Education*, Vol. 63, No. 2 (March/April 1992): 192.

Proponents of this option believe that the College has a responsibility to address these students' special academic needs.

The achievement of SEEK students may help to illustrate how additional support services can benefit associate degree students. According to program data, many students in SEEK are fundamentally indistinguishable from those associate degree students not in the program. Yet, interestingly, SEEK students perform better along a number of measures. Consider the following data outcomes for comparative cohorts of students entering the College's SEEK program and associate degree program in 1998.

The 270 students who entered John Jay as SEEK baccalaureate students in Fall 1998 had a one year retention rate of 69.6%; the three year retention rate for this cohort was 41.1%. After six years, 11% were still enrolled at a CUNY college, and 32% had earned a degree, for a total persistence rate of 43%. For a comparable group – the 506 Fall 1998 non-SEEK associate degree students, the one year retention rate was 60.7%. After three years, 39.1% were still enrolled and 1.2% had graduated; after six years, 8% were still enrolled and 22% had graduated, a total persistence rate of 30%. In other words, students participating in the SEEK program exhibit better outcomes than similar non-SEEK students.

Even among the least prepared John Jay SEEK students, outcomes exceed those of similarly prepared non-SEEK students. The students in one 1998 cohort had high school averages under 76, and required placement in two to three remediation courses. After six years, 26% of these students who participated in SEEK had graduated as compared to only 13% of the non-SEEK associate degree students.<sup>32</sup>

Similarly, after three years, the SEEK students entering John Jay in 2001 out-performed associate degree students in terms of continued enrollment in, or graduation from, CUNY. Indeed, for both the 1998 and 2001 cohorts, SEEK outcomes resemble the outcomes of baccalaureate students more than they resemble the outcomes of associate degree students with similar degrees of apparent preparation.<sup>33</sup>

To better serve John Jay's associate degree students, and to improve their chances for academic success, the College might consider increasing and targeting supplemental instruction in conjunction with establishing learning communities. In recent semesters, the Office of Freshmen Services has implemented a pilot program through which supplemental learning instructors are placed in classrooms to assist students in learning content. These instructors can also conduct tutoring sessions for the students. The cost for each supplemental instructor is \$1,800 for the classroom and tutoring work, plus an additional \$200 for hours spent in training. If a fall class has 1,200 associate degree students and each supplemental instruction section enrolls an average of 25 students, 48 supplemental instructors would be required for a typical fall semester. This

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<sup>32</sup> OIR

<sup>33</sup> It is important to note that the numbers in the SEEK cohort are small, that students are not randomly assigned to the program and that SEEK students receive financial assistance that might not be available to others. Still, one can reasonably conclude from the above that SEEK services and support has some positive effect on student outcomes, even for the most poorly prepared students.

arrangement would cost approximately \$96,000 per fall semester and somewhat less for the spring semester.

The following options might also be beneficial for associate degree students:

1. Form an academic center for teaching and student learning and charge it with ensuring that summer and intersession basic skills courses, as well as other interventions, are both rigorous and well-integrated with existing offerings in departments such as communication skills, English, and mathematics.
2. Require all departments offering pre-college-level courses to provide ongoing faculty development in effective and appropriate instructional methodology for such courses.
3. Encourage full-time faculty to teach these courses so that they will remain aware of the challenges involved in crafting effective strategies for helping students succeed.
4. Monitor curricula of these courses for signs that instructors are substituting test-taking workshops for carefully developed courses that prepare the students for more advanced work.
5. Develop greater opportunities for underperforming students to undergo rich academic experiences that foster their intellectual growth and fulfill their desire to participate in college-level studies while they are cultivating their abilities to succeed in college-level reading, math, and writing courses.
6. Manage enrollment in the freshman class so that departments can predict as accurately as possible the number of course sections and assign experienced and properly trained instructors.
7. Reduce maximum class size in remedial or developmental courses under the premise that smaller class size increases the chances for student success. A review of the fall 2004 course file indicates that there were approximately 110 sections that semester which together enrolled 2,441 students.<sup>34</sup> The average class size for these sections was 22.2 students. If class size were to be reduced by 25%, as proposed, section enrollment would drop to eighteen students per section. This proposal would require the addition of approximately twenty-four sections at a cost of \$72,000.
8. Develop more deeply collaborative relationships with the most successful CUNY colleges and with 80<sup>th</sup> Street-sponsored initiatives and task forces in order to keep pace with innovations in teaching and student success strategies.

### ***C. Make Programmatic Changes to the Associate Degree Programs***

Many believe that a serious reevaluation of John Jay's associate degree offerings is needed. Close consideration should be given to the enrollment levels of each of the four two-year programs. As set forth in more detail above, 1% of associate degree students are currently enrolled in Correction Administration and less than one percent are enrolled in Security Management. Whether these programs should be sustained at these levels requires serious consideration.

An assessment of whether John Jay should also offer terminal two-year degrees in the criminal justice field should also be made. Those associate degree offerings with direct or

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<sup>34</sup> These are sections on the course file with course number less than 101 and the MATH 103 course.



more transparent connections to occupations or advancement within well-defined labor markets greatly influence graduation rates, especially when compared to the non-terminal associate degree offered by John Jay. Special attention should be paid to associate degree programs tailored to forensic laboratory work.

#### ***D. Raise Admissions Standards for Incoming Associate Degree Students***

Proponents of this option state that there are a number of reasons for raising admissions standards for the College's two-year programs:

1. There is evidence that on the average more poorly prepared associate degree students—that is, students with high school averages below 76 and students who have serious deficits in more than one skill—do poorly at John Jay. These students might well fare better, at least initially, at CUNY community colleges, which have far more dedicated resources to assist them.
2. Even if intensive support services do improve the performance of the most poorly prepared students, those services are more available at—and more affordable to—CUNY's community colleges.
3. As long as John Jay maintains a liberal admissions policy for transfer students, the opportunity to obtain a John Jay degree—including an associate degree—can remain readily available to all students who are capable of successfully participating in the College's programs.
4. Having better prepared students would enable the college to maintain high standards in its classrooms. The most poorly prepared students usually do not develop their academic skills to college levels before they have to take regular college courses. And in general, the higher the average level of student abilities in a class, the higher the standards that can be maintained and, perhaps, the more attractive the College's programs will be to better-prepared students.
5. Raising admission standards would be in line with other changes at CUNY institutions. For example, New York City College of Technology raised admissions standards for its Associate Degree programs by requiring certain levels of achievement on CUNY's placement tests.

There are, of course, fiscal implications which would need to be explored. For example, if John Jay had not admitted any associate degree students with a high school grade point average below a 72, there would have been a loss of approximately 453 students in fall 2004. Raising the high school average requirement to 75 would result in the loss of an additional 333 students. The loss of almost 800 freshmen in fall 2004 would have resulted in an estimated net revenue loss of \$2,720,000; 453 fewer freshmen would have led to a net revenue loss of \$1,540,200.

#### ***E. Eliminate Associate Degree Programs***

The associate degree programs at John Jay have not lived up to the College's promise of maximizing each student's potential for success. Although performance indicators for associate degree students continue to show progress, too few are able to fulfill their academic goals of obtaining a college degree. The following indicators are especially troubling:

- The six year graduation rate of 18.5% for the class entering in 1997 compares poorly with the CUNY average of 27%.
- On average, approximately 75% of entering associate degree students do not pass the three basic CUNY skills tests in reading, writing and math on the first attempt.
- One in three associate degree students was placed on academic probation in fall 2004—almost three times as great as the share of baccalaureate degree students on academic probation.
- Approximately 32% of baccalaureate degree students have a GPA of 3.0 or higher. For associate degree students that number is only 16.2%.

Significantly, the scope of degrees offered at John Jay, including baccalaureate and graduate degrees, dilutes the College's efforts and leaves little resources to address the specific academic needs of associate degree students. Given these circumstances, it may be in the best interest of these students to begin their college education at a community college.

The financial implications of eliminating – or even significantly reducing – such a large percentage of the College's student body must be acknowledged. A decrease of 1,500 full-time undergraduate students in fall 2004 would have led to a tuition revenue loss of approximately \$7,757,100. After taking into account the cost saved by eliminating remediation programs for associate degree students, the College would have suffered a net revenue loss of \$5,168,000. The College is likely to lose more tuition revenue as currently enrolled associate degree students leave the College or graduate without being replaced. These fiscal consequences, however, could be mitigated by a number of factors. For example, when the enrollment at other CUNY Senior Colleges dropped as a result of not admitting students who required remediation, they lost tuition revenue but did not suffer further reductions in their CUNY base budget allocation. If programmatic changes resulted in lowering enrollment to what the College's base budget can accommodate, and CUNY did not significantly reduce our base budget, fiscal consequences might be limited or avoided.

***F. Use the Baruch Model of Affiliation Agreements to Influence the Quality of Criminal Justice Degree Offerings at Community Colleges***

The community colleges are pressing CUNY for permission to offer criminal justice associate programs, and there is a general sense that this will happen in the near future. Whether or not John Jay maintains its own two-year programs, the College might consider positioning itself to assume a leading role in the development of criminal justice associate programs across CUNY. John Jay would benefit from an effort like that of Baruch to negotiate a pre-BBA program—a first step toward the Bachelor of Business Administration, Baruch's signature degree program.

In order to smooth the transfer of students from the community colleges to Baruch's business program, Baruch is working out a carefully articulated effort to allow the students enrolled in the pre-BBA program to transfer to the college with guaranteed admission to the BBA program and the assurance that all of their coursework will be applied toward Baruch's course requirements. As part of this process, Baruch is working with interested community colleges to coordinate their coursework with that required by Baruch, ensuring that students have the expected knowledge

for higher-level work in the business school. This includes synchronizing the course curricula at the community colleges with Baruch's, and collaborating across campuses on examination criteria.

Applied to John Jay, a pre-baccalaureate degree program would:

1. Allow the College to guide the development of criminal justice programs at the community colleges as a means of insuring the easy transfer of well-prepared students to John Jay's four-year degree programs.
2. Encourage the College to periodically reflect upon what it expects of well-prepared lower-division students as they make the transition into the college's criminal justice majors.
3. Cultivate a transfer population within CUNY that is well-equipped for success in the College's signature criminal justice baccalaureate programs.
4. Provide more opportunities for students throughout New York City to pursue criminal justice studies during the first two years of their education, thereby increasing the potential transfer population to John Jay in one of its most important mission areas.

## **VII. Conclusion**

The decision about the future of John Jay College's associate degree program is clearly a decision with far-reaching consequences. Associate degree students make up a large percentage of the students currently enrolled at John Jay College – about 30% – and, for the most part, they are fully integrated into college life. In fact, most of them applied to John Jay College to complete a baccalaureate degree. Compared to associate degree students in other CUNY campuses, they are significantly more likely to receive baccalaureate degrees. However, along many dimensions, they are different from their counterparts at John Jay who were admitted into the baccalaureate program. Their level of academic preparation is significantly lower. They have greater difficulty passing the required skills tests. They are more likely to be on academic probation, and less likely to graduate. The decision about the future of the associate degree becomes, then, a decision about the future of John Jay. Whichever option is pursued from those listed above – or others not included in this report – the future policy direction will reflect decisions about the kinds of students who should be admitted to the College, the support services that should be provided at the College, the relationship between John Jay and other institutions within CUNY, and the role of John Jay College in preparing students for careers in a wide variety of public service and private sector professions.