

Division of Student Affairs & Enrollment Management
Report to the General Faculty
March 2012

Services to students at Baruch College have been challenged given the budget crisis over the past three years to the point of infrastructure erosion that has impaired student support services and decreased student satisfaction in critical areas. Furthermore, some institutional student support systems are vulnerable to external review entities that have the capacity to damage the institution's reputation and impose disallowances. Given that student support services are funded at varying levels from varying allocating sources, some departments are more strained than others. Student Affairs and Enrollment directors have contributed to this report of the status of their respective areas and the impact on students at Baruch.

Transfer Students

The majority of transfer students came from community colleges within the CUNY system (46%). Approximately 29% of the students transferred with an Associate's degree in the liberal arts, science, or technology. Most transfers come from community colleges, and from CUNY CCs. Within CUNY community colleges most students transfer from BMCC, LaGuardia, and Queensborough Community College.

Transfer Center. In May 2008, student services for transfers was consolidated in one location and staff members from various offices that serve transfers were reassigned to the new Center. Transfers have unique needs: academic requirements for admission, credits evaluation needs, financial aid transfer issues, what level courses to take, testing/placement requirements, residency requirements, and immunization transfer issues, to name a few. While a number of our offices serve transfer students, the Transfer Center (with the staff support of the Registrar's Office, Admissions and Advisement), opened several years ago to address these important transitions. It was created to provide comprehensive services to transfers from admissions to credit evaluations to orientation to advisement. Some actions included:

- Moving the transfer evaluation unit into the Undergraduate Admissions Office in fall 2008, improved the transfer evaluation process by linking it to enrollment needs.
- Creation of a Transfer Service Center within leading to improved communication & collaboration among varying offices, staff, students and faculty.
- Development of a transfer evaluation database to track syllabi and course descriptions from various institutions to decrease the number of evaluations sent to departments.

Our efforts along with collaborations with faculty produced results for transfer students. When compared to the Fall of 2007, 19% of new transfer students had transfer credits that needed to be sent to department for evaluation. By Fall 2010, 9% of new transfer students had transfer credits that needed to be sent to department for evaluation. Likewise, in Fall 2007, 40% were completed within one semester; compared to Fall Of 2010 when 70.5% were completed within one semester.

After only one year, however, the Transfer Center was forced to reduce part-time and full-time staff by one half.

The College is in dire need of additional transfer evaluation advisors in this office to aid this important population. The latest information from Institutional Research shows that transfer student retention and graduation rates have dropped. First year retention dropped from 88% to 87% while four year graduation rates dipped from 67% to 66% and 6 year graduation rates of transfer students dropped from 73% to 72%.

Transfer evaluation advisors advance the academic progress of our transfers and assist in academic acculturation to Baruch. A useful measure of academic progress is the proportion of students who have met the pre-professional core course requirements to gain acceptance to the business school. The expectation is that students complete the requirements by the end of their sophomore year, by which time a typical full-time student has earned 60 or more credits. In examining the academic progress of transfer students, we found that only 69% of those who obtained junior status and intended to pursue a BBA had completed the pre-business curriculum compared to 90% of native freshmen. This finding suggests that transfer students need far more advisement from our offices early on in their Baruch career.

Furthermore, when transfer academic progress findings are disaggregated by ethnicity, disparities are apparent as Black and Hispanic students have far lower rates. Further understanding Black and Hispanic graduation rates and the gap of almost 20% between Asian students and 12% between white students must be reviewed and evaluated so that appropriate educational and student support service interventions can be designed and implemented. Clearly transfers need more assistance; advisement and guidance in our Transfer Center as they arrive enroll at Baruch.

Academic Advisement

With just (six) 6 full-time and three (3) part-time academic advisers the Center for Academic Advisement is responsible for providing integrated academic advisement to Baruch's 14,000 undergraduate students from orientation through to graduation. This comprehensive and holistic academic advisement model focuses on the areas of academic planning, strategies to improve academic standing and the management of personal concerns that can affect college performance. The staff regularly engage students on such issues as major exploration, change of major or school, review of course performance, the rules governing grades and degree completion, academic standing and appeals, and a wide variety of other concerns.

Meager staffing due to cuts over the past three years in the department reduced our ability to serve students. Though there are three part time advisers, their hours have been incrementally reduced over the last two years, making it a considerable challenge for the Advisement Center to appropriately serve students and fulfill its responsibilities. In addition to walk-in advisement for Baruch students, the Advisement Center is actively engaged in targeted and special programming to address student needs. With a wide range of needs to be met, and less staff to meet those needs, the Center has had to spread its staff as thinly as possible to continue to provide a full complement of services. In addition to conducting more than 17,000 walk-in advisement appointments last year alone, the Center staffed 35 freshman and transfer orientation programs (approximately 4,500 students attending), conducted numerous special

events including the annual Majors/Minors Fair and Freshman Seminar Advisement Sessions, among others, and ran a variety of targeted advisement programs that ranged from one session to a series of workshops for re-entry students, transfer students, students on probation, student-athletes. The Center works closely with the Honors and SEEK programs at Baruch and though both SEEK and the Honor's College students have dedicated counselors, the staff of the Center for Academic Advisement also provides advisement to both cohorts of students.

In collaboration with the academic departments from our three schools: Zicklin School of Business, Weissman School of Arts and Sciences and School of Public Affairs, undergraduate students were invited to attend the Center sponsored Majors and Minors Fair in the Fall 2011. Over 300 students attended the fair and only two academic departments were not represented at the event. We surveyed the students who attended the fair and received 110 responses. The survey showed that over 75% of the respondents were introduced to a major they were previously unaware of and that over 80% of them used the fair to speak to several faculty members to learn about multiple majors and minors. As a result of the positive feedback from faculty and students, the Center will sponsor a Spring Major and Minors Fair on March 1, 2012.

The Center continues its three targeted advisement programs for students who are academically at-risk: (1) The six-week *Students Towards Success Program* for second semester freshmen; (2) The six-week *Transfer Transition Program* for second semester transfer students; and (3) The 10-week *Getting In Gear for College Program* designed for students recently reinstated into the College after academic dismissal.

This Spring, the Center will offer walk-in advisement from 9:00 a.m. – 1:00 p.m. each Saturday, beginning on Saturday, February 25, 2012, until May 19, 2012. Two academic advisors will be available on a walk-in basis for general advisement questions, worksheet updates and Degree Works reviews. The Saturday availability is in response to the needs of our evening and weekend students, who find it difficult to visit the Center from Monday through Friday. At the end of the semester we will assess student response, available resources, funding and advisor availability to determine if it will be possible to continue with Saturday hours in future semesters.

Career Counseling

The STARR Career Development Center is busier than ever at a time of reduced budgets and a decrease in the number of staff. This academic year brought an end to most Starr Foundation grant funding and a budget reduction of 40%. This has impacted our ability to launch or supplement special programs or even to continue to provide the same level of service to prepare students for a dwindling number of employment opportunities.

Since we were granted the Starr funding in 2006, we ramped up our staff and programming and have launched several special programs including the Financial Leadership Program, the Rising Starr Sophomore Program, and the Starr Sub Program, expanded our workshops from 60 to over 120 per year, have enhanced our social media offerings to include not just Facebook and LinkedIn but a Twitter account and a blog, have developed 11 online PowerPoint guides and videos. As a result of our programming and outreach, the number of

students utilizing our services has increased dramatically as has our success. Walk in counseling went from 164 to 498 students during a four month period from one year to the next. During the fall, 2011 semester, the Starr Career Development Center conducted over 70 workshops and hosted three career fairs including the CPA Fair, the Fall 2011 Career Fair, and the Diversity Job Fair. In addition, the Starr Sub Program provided career development workshops to 752 students in 19 Zicklin and Weissman classes, many of whom had never visited the Starr Career Development Center.

One concrete indicator of our success in preparing Baruch students to obtain not just more but better employment outcomes, is the increase in the number of students obtaining front office employment offers (i.e., investment banking, Sales and Trading, Asset Management) which went from six (6) in 2006 to 66 in 2011. Despite this success, there is less money to hire additional adjunct career counselors and staff to facilitate an operation that meets student demand and those adjuncts that have been hired are not being extended through the winter or summer despite the need for their assistance given the budget reductions. There is only a slight decrease in the number of students who come to the SCDC for service during the winter and summer times. There is rarely any downtime in the Center.

To make matters even more challenging, we are experiencing the retirement of a senior staff member who cannot be replaced until December at the earliest and three regular full time staff members are taking family medical leaves lasting from 8 weeks to 6 months during this calendar year.

We are hoping for some relief from the new monies flowing into the college designated specifically for career services so that the Starr Career Development Center will not lose the momentum it has achieved and the excellence for which it has become known by students, faculty, staff, and the community of employers we serve.

Classes and Student Financial Aid Compliance

Baruch has been servicing a record number of students. The demand for individualized TAP (Tuition Assistance Plan) auditing has risen accordingly. This function is housed in the Registrar's office, where each student receives an individualized degree review at least one time in the process prior to certification. However the area has been hampered by cuts. The result has been a strain on the affected area in the Registrar's office. One staff member has traditionally audited all the BA candidates, while one Staff member from Advisement has assisted with BBA student audits. Each transaction takes approximately 20-30 minutes to process, with likely follow ups from the students in the way of visits, emails, phone calls.

In Fall 2009, after Baruch was assessed a \$1.3 million disallowance for TAP findings, a process was set up that included a number of offices at the college that was responsible for performing the initial and follow up TAP audits, along with a newly hired TAP coordinator in Administration and Finance. TAP audits require extensive review of a student's entire current course load to determine if the student is making progress toward degree. The process is cumbersome and manual which requires skills in multiple systems and offices, knowledge of degree programs, waivers, and an understanding of common exceptions. At issue for both registrar and

advisement are a lack of adequate staffing to handle this manual function. The time intensive nature of this activity cannot be underestimated.

The Registrar's office is in dire need of hiring a full time TAP Advisor to oversee BBA auditing. Because of the high risk posed by this process, this position is a necessity.

Student Testing and Their Evaluation of Faculty

On December 27, 2011, CUNY Office of Academic Affairs notified Baruch that there were changes to the Borough Centers that would impact Baruch. (BMCC) was eliminated as one of the Borough Centers and the BMCC work load would now be relegated to Baruch. The work load represents two additional college campuses (BMCC and Hunter), with an estimated increase of 18,000 CUNY Assessment Tests in writing booklets. Baruch's Feeder Schools and Programs now consist of Baruch, BMCC, CSI, Hunter, John Jay, Central Office's Special Initiatives and Programs with an estimated 32, 000 examinations to be read, scored and processed. As one of the university's borough-wide centers for the reading and scoring of the CUNY Assessment Test in Writing, a total of 45 reading and scoring sessions were conducted during the period July 1st 2011 – December 31st 2011. A minimum of 7, 490 examinations were read, scored and processed.

The Office has been in need of an additional full-time staff member for three years, and now with the additional responsibilities, it is crucial to support the office.

The office regularly addresses a number of critical functions for the college. During the period July 1st 2011 – December 31st, 2011 a total of 1,010 students took the Simnet exam. The pass rate for the first attempt was 65.2%, for the second attempt it was 79.4% and for the third attempt was 99.84%. The pass rate for first attempt increased slightly from 2010, when it was 64.4%. The third attempt pass rate, already at a very high rate of 99.81 in 2010, was 99.84 in 2011. The use of Simnet Examination as a prerequisite requirement for CIS and STA Courses, as well as a degree requirement for graduation ended on September 30, 2011.

The Student Course and Faculty Evaluations are currently administered five times per year (fall, winter, spring, Summer Session I and Summer Session II). During the period between July 1st 2011 and December 31st 2011, 2,632 evaluation packets were prepared. 18,000 scan forms were processed and 12,043 forms were scanned. 685 evaluation reports were generated and distributed. Electronic data files were also created and distributed to academic departments and administrative offices.

A total of 90 skills assessment tests were given for 2349 students during the period July 1st 2011 – December 31st 2011. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generated between 4,798 – 7,000 course placements.

Student Counseling Center

In the fall of 2011, the Counseling Center was awarded a grant from the Van Ameringen Foundation to support current and expanded staffing to meet Baruch students' growing

demands for psychological services. We are working towards increasing the access to our services by adding an online appointment request function. Students may be more open to using web based means of gathering information and signing up for services. We believe the ease with which students can research our services and request counseling will help reach a broader segment of the population that may otherwise not take that first step towards seeking help. We anticipate that this will increase the visibility of the Center and help students make appointments more efficiently. The development and support of the programming and resources via the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Ally (LGBTQIA) Community Resource Center is ongoing. The initial semester was a successful one for the Resource Center, and plans are currently underway to apply what we learned and feedback we received to improve offerings there this semester.

The Counseling Center is continuing its efforts in the area of psychotherapy research. Two papers based on the research conducted at the Counseling Center were presented at various professional conferences last year: "Relationship indices in time-limited psychotherapy," at the 119th Conference of the American Psychological Association in Washington, DC, and "An analysis of real relationship, working alliance, and transference/countertransference in six therapy dyads," at the international meeting of the Society for Psychotherapy Research, in Bern, Switzerland.

Student Parents and their Children

The Early Learning Center has 39 children with seven new families enrolled for spring 2012 semester. In January, families joined together for a Potluck Lunch as well as a trip to see the "Paper Bag Players" at the La Guardia Performing Arts Center.

During the first week of February parents assisted staff with taking a group of older children to see a dance performance of "Nai Ne Chen" celebrating Chinese New Year. The children are eagerly awaiting the arrival of spring and closely observing the planting box which they filled with bulbs just before Christmas in St. Gauden's Playground.

The Center is participating in the TRANSFER TUESDAYS program to welcome new transfers and make them aware of the availability of early childhood care at Baruch. Additionally, all staff will be attending the "Alliance for Children" Conference held at City College in March.

Student Health and Wellness

As consistent and long-term programming brings about the greatest increase in behavior change, Health and Wellness plans to focus the Spring 2012 semester on expanding its weekly programs. Health and Wellness will continue to offer students a meditation class on Tuesdays, back rubs on Thursdays and yoga class on Thursdays. Additionally, a second meditation class will be offered on Thursdays as well as a Running Club on Thursdays and Fridays. The Running Club will have leaders from P.A.W.S. (Peers Advocating Wellness Services), Health and Fitness Club, and Absolute Adrenaline walking and running each week.

Additional Health and Wellness programs include the Heart Fair on February 16, Blood Drive on March 6 and 7, P.A.W.S. workshops on stress management, sleep management, test anxiety, and breakfast, positive body image workshop, relationship workshops, exercise classes, trips to the farmer's market, cooking classes, farmer's market demonstrations in the cafeteria, positive psychology crafting activities, and finals week relaxation events. Similar to the fall semester, Health and Wellness' goal is to continue to increase its visibility through weekly and monthly programs. Health and Wellness also has also developed a new evaluation system for measuring behavior change and increased visibility with pre and post-program surveys.

For the spring, Health and Wellness will promote the services of the Student Health Center (SHC). To increase awareness, Health and Wellness is creating new posters for the SHC and plans to display them prominently in various locations on campus. A Health Services map will be created that shows the Health and Wellness Suite, Student Health Center, and Counseling Center at Baruch. The SHC services will also be advertised in the campus media and advertised at each P.A.W.S. event.

Student Disability Services

During the fall 2011 and winter 2012 semesters the number of newly identified students with disabilities doubled. Last year during this period of time 60 new students identified themselves to the Office of Services for Students with Disabilities; this year the number was 120 students. We believe that this increase is due to our faculty who are increasingly referring students to the office. In addition, we find that the faculty is working harder than ever with students with disabilities to support their success.

We continue to see increases in numbers of students on the Autism Spectrum. In addition, we are seeing increases in students with severe concentration problems (for varied reasons) and students with serious chronic psychological disabilities. These students are particularly challenging for our office and faculty to serve. In an effort to increase our understanding of what types of accommodations might help these students in their areas of difficulty – concentration, time management, organization, social interaction, sensory overload, study skills and information processing - we provided particular supports and carefully tracked what was helpful. So far, the results have been excellent. By providing an “academic coach” and other kinds of support, at least once a week, these students' GPAs have increased dramatically. The support offered contributes to the 91% retention rate for students with disabilities.

During this period of time outreach activities took place with the Counseling Center, Committees on Academic Standing, Financial Aid, Veterans Affairs, SACC, and high school counselors. An exciting outreach event took place with The Ruderman Jewish Special Needs Funding Organization. This organization held its funding conference at Baruch and allowed several students to attend. Each student was mentored by a funder. Presentations by Marlee Matlin and Tim Shriver were moving, informative and inspiring.

Our Linking Employment, Academics and Disability Program (LEADS) counselor continues to motivate and assist students with planning for a career in which they can succeed. She also is

extremely active in finding internships, making connections with Human Resource professionals, and learning the ins and outs of opportunities specific to individuals with disabilities. Services include in-depth intakes to understand the student, tracking of academic targets, resume and cover letter reviews, job search techniques and coordination with the Starr Career Development

The “Access Room” in the Library was renovated. Screen enlargement software was installed in 2 computer labs belonging to the office of Testing and Evaluation. There are now a total of 9 installations for students who are visually impaired in the Office of Testing and Evaluation. An exciting development in the area of access is the improved camera feature on cell phones which allows students to take photographs of the blackboard. This is especially important in providing access in classes with equations, charts and graphs. During this period of time, 32 Livescribe pens were loaned to students. 19 new students were trained in the use of this technology. Use of this pen promotes independence. In addition, students report that it increases learning. Finally, this technology saves money because it decreases the number of note takers we need to hire.

Student Orientation

The Office of Orientation & New Student Programs conducted 1 freshman and 8 transfer orientation program days for the spring 2012 entering undergraduate class orienting 19 incoming freshmen and 930 incoming transfers. New efficiencies and accuracy in the flow and communication of programs, reservations, check in, and servicing of new students were accomplished through the creative technology contributions of the newly expanded student aide and CUNYCAP staff working in the Office of Orientation & New Student Programs. Overall coordination between the various offices participating in the orientation process also continues to improve, leading to a greatly improved welcome and orientation experience for students and participating staff. This spring, the Vice President charged the office to embark on a collaborative pilot program offering a pre-orientation welcoming experience for incoming students when they come to Baruch for placement testing. We hope that this effort will lead to a more welcoming and seamless entry experience for our students. We will be tracking outcomes of this experience as they impact student engagement, retention, and performance.

SEEK

During the month of January 2012, the SEEK Program ran three inter-session initiatives. The first was a mandatory math support program for SEEK freshmen who did poorly in or dropped their math class in the fall semester. Incoming SEEK transfer students also had the opportunity to attend. They were required to attend a three-week program focused on strengthening math skills. The second initiative provided support in communications skills to ESL students. The third initiative was a precept course on cost accounting.

The spring semester of SEEK’s yearlong freshmen seminar (FRO 2000S) will focus on career exploration, counseling and technology. This year SEEK is piloting a leadership course which will focus on leadership and emotional intelligence.

The second cohort of students in the Percy E. Sutton SEEK Urban Male Leadership Academy started this academic year and is currently in their second semester. Students from the first and second cohort will assist SEEK staff to select students for next year. A program to lend graphic calculators to SEEK and non-SEEK students enrolled in math 2003, 2205, and 2007 remains in place this semester as well as our laptop lending program. This year's Percy E. Sutton SEEK Awards Ceremony is scheduled for Friday, May 6.

Student Life

The new year got off to a running start with the annual TEAM Baruch leadership training during the month of January. Approximately 65 students participated in a four day intensive leadership training program which culminated in an overnight retreat in Westbrookville, New York. Baruch's first ever Winter Carnival on February 2 experienced a good turnout of students; 25th Street was closed to traffic, and students were encouraged to go outside and enjoy music, winter games and hot chocolate. The spring semester will celebrate Black History Month, Women's History Month, as well as Asian Pacific American Heritage Month. Additionally, Student Life will lead two service learning trips for students during Spring Break in April as well as the second Adventure Weekend (the first one was in December). Student Government Elections will take place in late April with campaigning due to begin in March. Finally, Baruch College's 47th Commencement Exercises is slated to take place on May 30 at the Jacob Javits Center North. Details are now available on the Baruch College website.

Student Life at Baruch College continues its commitment to the development of a campus environment that challenges students to enrich their educational experiences and develop a spirit of civic and community engagement. By encouraging students to participate in active and ethical leadership opportunities, engaging with students on social responsibility, fostering active and responsible student clubs and organizations and embracing a diversity of programs that celebrate Baruch's rich multicultural heritage, the Office of Student Life at Baruch College can contribute toward the physical, emotional and spiritual development of students.

International Student Services

As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has enrolled 1,796 international students in F-1 status (302 graduate students, 927 undergraduates and 217 ESL & Certificate students). In addition, 362 students currently have received approval or are awaiting approval for Optional Practical Training after completion of their degree and 77 students have received approval to participate in internships for the Spring Semester 2012. Furthermore, there are 56 exchange students in J-1 status enrolled at Baruch College, from which 14 are degree seeking students, 42 non-degree exchange students, and 4 engaged in academic training.

During the month of January 2012 the staff of ISSC conducted several new student orientations for both graduate and undergraduate students. A total of 88 students attended very successful orientations on January 9th, 23rd, 25th, and February 23, 2012. Students were very appreciative that the office held an orientation that addressed the specific needs of international students. Participants included the Office of Academic Advisement, the health

Center, the Starr Career Office and the Counseling Center, as well as the participation of Student Government and the One-to-World non-profit organization. The International Student Service Center continues to organize and conduct monthly informational workshops for our students on a variety of topics such as: applying for internships, travel, taxes, applying for graduation, optional practical training and obtaining a social security number.

The International Student Services Center, in conjunction with the Office of Admissions, is working towards recruiting International students already in attendance at a CUNY Community College. They are in the process of programming campus visits to attract and establish a relationship with these potential Baruch students.

ISSC is working together with the Office of Study Abroad, and under the direction of Dean Jeffrey Peck, to prepare our campus to host exchange programs with Brazil as part of the International Academic Partnership Program (IAPP) by The Institute of International Education.

Lastly, ISSC will represent Baruch College during the Call-In event sponsored by CUNY Citizenship Now Project and the Daily News in May 2012. At this event, CUNY/NYC Citizenship Now volunteers provide assistance to permanent residents who wish to become citizens of the United States of America.

Student Financial Aid

The Financial Aid Office has changed its processing so that student cases are divided by alphabet for each counselor. This assures greater ownership and attention to detail for review of all FAFSAs. Additionally, the staff has been actively completing outreach to students on error reports received from UAPC. The error reports consist of students' records selected for verification that have comments on the Student Aid Report (SAR) that require resolution by the Office of Financial Aid Services. They include but are not limited to citizenship, selective service, federal loan default issues, and incomplete TAP applications. They are proactively reviewing Need and Packaging segment errors. This effort is a departure from the reactive management and correction of student records in the past.

The Work study coordinator in the Financial Aid office now holds mandatory orientation sessions to all students wishing employment. She is also working to create a website for approved student workers to search for available jobs. Financial Aid staff has represented and continues to support enrollment efforts by attending Transfer Tuesday, Admissions Open Houses, Orientations and Zicklin Graduate events. They work collaboratively with the Office of the Bursar reaching out to lenders in an effort to transition from paper loan checks disbursements to an electronic funds transfer (EFT) process. This will alleviate the need for students to physically come to campus and sign check for disbursement to their accounts.

Student Athletes

Our five Fall sports' teams have all completed their seasons. Women's Volleyball won the CUNY Tournament and received an NCAA bid. Men's and Women's Cross Country both finished in 2nd place in the CUNY's. Our Men's Soccer team lost in the CUNY Finals on penalty kicks.

In our Winter Sports, both Men's and Women's Swimming won the CUNY Championships for the third consecutive year. In Women's Basketball, the Bearcats (19-9) won their fifth straight CUNYAC Championship and NCAA berth, while winning their sixth all-time championship in team history. Head Coach Machli Joseph improves his CUNYAC Tournament record to an outstanding 20-1. Our Men's Basketball team was defeated by the College of Staten Island, in a CUNYAC Championship Tournament semifinal game. Men's Volleyball is still in season. To upgrade our athletic profile nationally, our Women's Basketball team played Yale this year, and our Men's Volleyball team will be playing Princeton in April.

Academically, our teams (183 athletes, 13 teams) continue to maintain a GPA just short of 3.0 (2.927). Five of our 13 teams have GPAs over 3.0 and 39% of our student-athletes (63) have a GPA of 3.2 or better. We anticipate another successful year with the goal of recapturing the Commissioner's Cup, and gaining additional regional and national recognition for the College. The Commissioner's Cup, which Baruch won last year, is emblematic of athletic excellence in CUNY.

Student Enrollment

A total of 14,005 undergraduates and 3589 graduate students (17,594) registered for the spring 2012 semester. Fall 2011 graduation: 933 undergraduate + 422 graduate = 1,355 total.

The Registrar's Office is currently working on the summer 2012 and the fall 2012 course offerings for the Schedule of Classes. Posting to the WEB is expected by early March for Summer offerings and early April for Fall offerings. Summer Registration begins on March 12, almost one month earlier than the previous year and Fall Registration begins on April 16, two weeks earlier than in 2011.

An online application for non-degree students has been deployed that allows students to complete most of the process online. New this year, non Baruch students may also pay the application fee online.

The Registrar's office staff regularly participates in all orientations helping to check in and register the new students. Members of the Registrar's office staff participate in the curriculum committees and the committees on Academic Standing. The search for a new Associate Registrar is currently underway and its conclusion is expected very soon.

For the spring 2012 semester the overall goal for the college was to gradually begin to decrease enrollment. As planned, we decreased our overall enrollment by enrolling 988 new students for the spring 2012 semester. The number of freshmen was decreased to 61 from the 127 freshmen who registered in spring 2011. The number of transfers also decreased to 927 from 1493 in spring 2011. This semester the average age of the incoming transfer student was 24 a slight decrease as compared to last year's average age of 21. Our two largest feeder colleges continue to be BMCC and LaGuardia.

Throughout the year, admissions counselors visit high schools and attend college fairs all over New York and northern New Jersey where they speak to students about opportunities offered at Baruch. We then follow these students closely throughout the year by email and direct mail. The admissions counselors visit over 200 high schools throughout the year to provide students with information about Baruch and CUNY. In the spring, the Office hosts welcome receptions for accepted students and we begin recruiting high school juniors.

Not only are we meeting students in person, but we are also reaching them through several media outlets such as YouTube, the Admissions Office's Facebook and website, College Week Live (virtual college fair for domestic and international students) and e-mail campaigns. We have also used phone calls to communicate with students to keep their interest in Baruch strong.