

**General Faculty Report**  
**Student Affairs and Enrollment Management**  
**Spring 2013**

**Academic Advisement**

The Center for Academic Advisement continues its mission to provide comprehensive and holistic academic advisement to Baruch undergraduates. The Center's services focus on the areas of academic planning, implementing strategies to improve academic standing and the management of personal concerns that can affect college performance. Below are some highlighted activities.

Spring 2013 **Transfer Week Two** was designed to target specific transfer student groups with particular focus on first semester transfer students. The programming included group and individual advisor-to-student contacts. Collaborating with the Center's Peer Advisor Program, group advisement included three targeted workshops. The first was designed to introduce students to tutoring services. The second targeted a subset of liberal arts majors as well as ACC majors, and was designed to introduce students to the process of preparing for internships. The third group workshop was designed to focus on the Academic Advisement peers. All first semester transfer students were invited to these events. Attendance improved with each program. Two students attended the SACC workshop, 9 students attended the Internship workshop, and 26 students attended the peer workshop.

To improve individual advisor contacts, we offered special "walk-in worksheets" to intended ACC and FIN first semester transfers. Over the course of three days, targeted students were invited to have an Academic Worksheet completed without an appointment. This walk-in worksheet service served as an incentive to get new transfer students to come to the Center for Academic Advisement and be "reoriented". Additionally, advisors were instructed to take this opportunity to provide these students with a place to talk—something that first semester transfer students often report lacking. Forty-nine (49) walk-in worksheets were completed and advisors reported positive interactions with students.

*Hobsons Mid-Semester Assessment Pilot*

The Fall 2012 Hobsons pilot went well. Seventeen professors were selected to participate. Of the seventeen, two faculty members did not respond to the online survey. The Hobsons system manages student communications and all students who were flagged by professors for academic difficulty received letters via email; transfer students were required to meet with an advisor. All faculty survey feedback was positive. Faculty reported that they would like to have a means to communicate with Advisement regarding concerns they may have about students. We intend to include the comment box function on the survey as soon as technical issues with Hobsons are resolved.

### *Peer Advisors*

The peer advisement program has been successfully expanded this year. The peers have been an integral part of all targeted CAA programming. They have been working closely with the advisors to design the liberal arts focused bulletin boards. Currently, the bulletin board outside of the Center is promoting Liberal Arts majors and minors; the interior bulletin boards focus on both SPA and Math/Actuarial Science majors, and the last bulletin board of the semester will highlight Philosophy. Peers continue to compose the Peer Newsletters and meet one-on-one with freshman students. In April, peers will present a workshop for freshmen focused on liberal arts majors and career “fit.”

### *Advisor/Faculty Collaborations*

In February 2013, the Center hosted a reception for faculty advisors in several of the liberal arts departments. Additionally, this spring the Center is co-sponsoring workshops with faculty from Journalism and Graphic Arts. The Center continues to sponsor the “Majors and Minors Fair” each semester. The fair gives students an opportunity to learn about the majors and minors offered at Baruch College. It also gives students the opportunity to meet faculty from each of the departments. In the fall semester 286 students attend the Fair. The spring 2013 Fair is scheduled for March 14, 2013.

### **Athletics**

Consistent with the mission of Baruch College, the Department of Athletics operates a broad-based program of sports and physical activities that reflect to the extent possible, the interest of the student body, the ethical principles of the college, and the desires of its internal and external constituents. The level of athletic and academic excellence continues to grow and the reputation of the program is reaching regional and national expectations.

The Athletic Department has established mandatory individual team meetings during their preseason period. At these meetings, staff reviews with the student-athletes department policies and procedures as they are representing Baruch College (compliance, eligibility, Facebook, Sports Information, Athletic Training and injuries). The spring mandatory compliance meeting for all coaches will take place in April 2013. The meeting covers various relevant topics including recruitment protocol and NCAA Compliance. The department also invited, separately, a speaker to address the coaching and athletic staff on sexual harassment. Dr. Marshall Mintz spoke at Baruch on September 5, 2012. This program was in addition to the three hour CUNYAC mandated Sexual Harassment seminar held last year. These initiatives enhanced the sense of community among student-athletes and strengthened the identity of the athletic community.

Athletics continued with its traditional co-sponsorship and support of a wide variety of campus events including large scale Career Development events, Relay for Life, Convocation, the annual Battle of Lexington VI and others.

As of March, 2013, three student-athletes (Mickey Abattiello of Men's Basketball, Jeffrey Wong of Men's Swimming and Posey Wilson of Women's Volleyball) were named Honorable Mention for the CUNY Scholar-Athlete of the Year in May, 2012. At this moment, selection is in the nominating stage for CUNY for 2012-2013. Five student-athletes are in the Baruch Honors Program. Four of our 13 teams had an athlete selected as the best player in CUNY, Julia Sung (2012 and 2013)-Women's Swim, Jessica Duleba (2012 and 2013) - Women's Basketball, Guy Goren (2012) - Men's Tennis, Thomas Daly (2012) -Baseball).

Our five Fall varsity sports teams have all finished. Women's Volleyball and Men's Soccer each won the CUNY Tournament and received an NCAA bid. Women's Cross Country finished first at the CUNY Finals, while the men's team was seventh. Women's Tennis Team advanced as far as the semifinal round of the CUNY Tournament. In our Winter sports, Women's Swimming won the CUNY Finals for the fourth consecutive year, while the men's team finished in second place. Women's Basketball won their sixth straight CUNY Title and NCAA bid. They also were nationally ranked as high as #22 in the Women's Basketball Coaches Association (WBCA)/USA Today Div. III poll. Men's Basketball reached the CUNY Semifinals and played in the ECAC Metro Postseason Championship. Men's Volleyball is currently in season and continues to be ranked nationally at #9 in the American Volleyball Coaches Association (AVCA) Div. III Poll. Last year, Baruch College won the CUNY Commissioner's Cup for the 4<sup>th</sup> time in the past 6 years. The Commissioner's Cup is emblematic of athletic excellence in CUNY.

Academically, our teams (179 athletes, 13 teams) continue to maintain a GPA just short of 3.0 (2.953). 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 Counseling Center**

The Counseling Center continues to benefit from grant funding from the Van Ameringen Foundation. With this support, we have been able to maintain our current staffing to meet our students' growing demands for psychological services. We increased access to our services by expanding our outreach initiatives and making functional upgrades to our online Care Management System. These updates included enabling the system to report on detailed traffic data so that we can better project future trends in service requests. This temporary grant funding in combination with support from the College has allowed us to maintain a full-time licensed staff person. Our online service request form continues to be a successful and simple way for students to gather information

about and sign up for services. We believe the ease with which students can research our services and request for counseling will help us reach a broader segment of the population that may otherwise not take that first step towards seeking help. This online feature has helped to increase the visibility of the service and help students make appointments more efficiently. We have also expanded and improved upon our Triage and Disposition System and have reduced the wait time for students requesting a first appointment.

The Counseling Center staff members also continue to collaborate and outreach to various student groups, including Baruch's student veteran's, SEEK students, Honors students, student paraprofessional staff such as PAWS, Team Baruch, Residence Advisors, and International Students. These efforts have helped to inform students about the benefits of psychotherapy and have led to increased requests for services from members of these diverse student populations. Additionally, the Counseling Center facilitated 8 sections of Freshman Seminar. With well over 200 students in attendance, Counseling Center staff were central in the presentation of a workshop focusing on the harmful effects of stereotypes and discriminatory behavior at school or in the workplace, and especially with regards to LGBTQIA individuals. The Center also continues to develop and support the programming and resources via the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Ally (LGBTQIA) Community Resource Center. A representative from the Center has been actively involved in two very productive campus initiatives, the Advising Alliance and the Dare to Engage Working Group. By providing a clinically- and research-minded perspective, we hope our current and continued involvement in these initiatives will contribute to our successful contribution to campus programming, student outreach/engagement, staff support and professional development.

In order to support the holistic health of our students, the Counseling Center has implemented a mind-body initiative on campus and now offers weekly meditation classes in collaboration with Health and Wellness. Research has shown that participation in salubrious activities such as meditation helps alleviate stress, and serves to effectively manage mental health symptoms such as anxiety and depression. Finally, despite space limitations, we have been able to maximize the use of our physical capacity by creatively organizing our staff and room assignment schedules. As a result, we were able to expand our training program to accommodate more trainees and provide more clinical service hours for students. We currently supervise and support three full-time pre-doctoral interns, two part-time post-doctoral fellows, three part-time pre-doctoral fellows, and six part-time pre-doctoral externs. An in-house initiative is currently underway to enhance our pre-doctoral intern training program by applying for accreditation from the American Psychological Association. Having such a designation would grant us access to internship program development opportunities as well as identify our program among others nationwide as one of exemplary quality and distinction.

### **Disability Student Services**

During the fall 2012 and winter 2013 semesters, 68 new students identified themselves to the Office of Services for Students with Disabilities. Overall the population of students with disabilities continues to increase. These increases are due to our Faculty who are increasingly referring students to us as a new generation of students who have been getting accommodations during their elementary and secondary school years and entering higher education. Often 504/ADA accommodations are increasingly challenging to meet, because students with disabilities are aiming higher than ever before.

During this period of time students with disabilities have remained in good academic standing. When we notice students' performance falling off, we immediately meet with these students in an attempt to identify what is interfering with greater success and accordingly offer referrals and interventions. Some of these students were also referred to a cohort of students who receive "academic coaching" and mentoring. Students who came in for regular coaching/mentoring sessions increased their grade point averages, whereas those who did not keep appointments experienced decreases in their grade point averages.

Professionally, staff members attended a conference at Cornell Medical College which offered professional training concerning students on the Autism Spectrum. We are also currently assessing learning outcomes in two areas: effective resume writing and effective assistive technology training. Our Assistant Director became the student advisor to the CUNY Coalition of Students with Disabilities (CCSD). During the fall and winter semesters, this group focused on increasing student leadership. This group also created a mentoring pilot program to engage students on the Autism Spectrum Disorder through: (1) engaging and recruiting these students into CCSD; (2) partnering with Project Reach (a CUNY Program to build capacity to better serve the growing population of college students with Autistic Spectrum Disorders) to create social events where students can work on networking with one another and practice social engagement; and (3) partnering with CUNY LEADS to effectively transition students on the Spectrum into the workforce and independent living.

#### *LEADS Program (Linking Employment, Academics and Disability)*

The LEADS Advisor's line has been converted from a CUNY research line to a HEO line at the College. The Advisor reports to both the CUNY Project Manager of the LEADS Program as well as the Director of Disability Services. The LEADS Advisor plays a key role for students with disabilities in assisting them to choose a major and career which will not be impacted by their deficits, as well as learning if and when to disclose their disability and request accommodations in the world of work. Our LEADS Advisor has been very successful in finding internships which match well with students with whom she is working. She has demonstrated an ability to make connections with Human Resource professionals and learn the specifics of opportunities related to individuals with disabilities. She also created mentoring days for students at the Federal Reserve

Bank. Through participation in the Starr Career Development Center's fall 2012 Career Fair, the LEADS Advisor made meaningful contacts with several companies. She was successful in recruiting a large number of students to participate in the three major work programs for students with disabilities and in working with students to enhance their interview skills.

#### *Assistive Technology*

We completed the renovation of the "Access Room" in the Library. Screen enlargement software was installed in 2 additional computer labs in the Office of Testing and Evaluation. We are training students to use their cell phones to take photographs of the blackboard. This allows students with visual impairments to have access to graphs, equations, and other visual material. During this period, 32 Livescribe pens were loaned to students and 19 students were trained in the use of the Livescribe pen. This technology increases independence and students report that use of the pen aids their learning. We are grateful for the continued support we receive from BCTC, and we thank faculty who have extended their time and cooperation to insure that their classes are technically accessible to students with disabilities.

#### **Early Learning Center**

The Early Learning Center (ELC), located at 104 East 19<sup>th</sup> Street, has 39 children enrolled this spring, 9 of whom are new this semester. The Center welcomed all families by sharing a winter breakfast with a Lunar New Year theme. At the end of January, all staff participated in the CUNY Child Care Staff Development Day held at Brooklyn College. Baruch's ELC Director co-chaired this event. During the month of March the Center is working with the Starr Career Development Center to provide an informational program for student-parents on career readiness. Alley Pond Environmental Center will be visiting children with several animals and the Student Parent Association will be holding a bake sale to raise funds for children's books. The Center recently received a \$500.00 donation from the Albano Republican Club to support children's programming.

#### **Financial Aid**

The 2012/2013 Academic year brought significant changes in the Federal Aid programs. These changes include Pell Lifetime Eligibility Used (LEU), federal loan eligibility and interest rates, the mandatory implementation of the FAFSA IRS Data Retrieval (IDR) Tool as well as IRS tax transcripts as a mechanism for federal verification completion, and Veterans' benefits.

#### *PELL Lifetime Eligibility Usage (LEU)*

Students are now allocated 600% or the equivalent of six (6) years of Federal Pell grant eligibility. This is a reduction from January 2012 of nine (9) years of LEU. This has affected Baruch College students; approximately 324 students already lost their Pell

eligibility based on the new 600% Pell maximum regulation while 1,030 are expected to be affected for the upcoming semesters.

#### *Federal Student Loans*

Graduate student loan interest subsidies have been eliminated. Graduate students must still file the FAFSA even though they will only qualify for unsubsidized loans. Additionally, variable interest rates have doubled on all loans (undergraduate and graduate) from 3.1% to 6.8% for loans processed on or after July 1, 2012. On the positive side and despite changes, Baruch College has a very low loan default rate, which means that this office aggressively discourages unnecessary loan borrowing and provides excellent exit loan counseling services:

- 2.1% Default rate for FY 2010 down from 2.2% in FY 2008
- 23 more borrowers are in repayment however less borrowers are in default from FY 2009 to FY 2010
- Baruch College's default rate is well below the New York State average of 7.7%

#### *IRS Data Retrieval Tool and Federal Aid Verification:*

The FAFSA IDR Tool is a link between the FAFSA and the IRS, which provides applicants with the ability to transfer income information from the IRS onto the FAFSA. Utilizing this link reduces income errors as well as reduces the need to verify federal income. Under newly developed federal regulatory compliance, institutions of higher education are not allowed to accept signed copies of federal income tax returns as part of income verification review. The acceptable proof of income is official IRS Tax Return Transcripts obtained from the IRS. In addition, schools must continue to verify household size, the number of family members in college as well as any public assistance income. According to our records, 5,183 students were selected for federal verification during this year.

#### *Veterans*

Due to the Post – 9/11 Veterans Educational Improvements Act of 2010 and the Restoring GI Bill Fairness Act of 2011, Baruch should see an increase in returning troops from Iraq and Afghanistan utilizing Chapter 33 benefit programs. Chapter 33 is a program which provides tuition assistance along with a housing allowance. It is transferable to spouses and children.

#### *Financial Aid Services Historic Facts*

Over the past few years, some federal aid has been eliminated. For example, students are no longer eligible to obtain the Academic Competitiveness (ACG) and SMART grants; these grants were awarded in conjunction with Pell Grant eligibility, and therefore, motivated students to achieve high academic performance. In addition, the Year-Round Pell was eliminated only after one year of existence. Again, Year-Round Pell was expected to reinforce the administration's goal of increasing and accelerating graduation rates for low income students; unfortunately, it did not last long enough. Even though Financial Aid funding may have been eliminated in certain areas, Baruch's

Financial Aid Services continues to receive a healthy amount of FAFSA applications; according to the federal data center, the number of applicants has continuously increased every year (except for 2007-2008); please refer to the chart below. Our current award year will end on June 30, 2013; however, students still can complete the verification process after a semester has ended. The numbers listed below, for 2012-2013, will certainly increase by the end of June. The chart below reflects a higher percentage of FAFSAs completed by dependent students in comparison to independent students.

|                               | NUMBER OF FAFSA APPLICATIONS<br>Baruch College<br>Financial Aid Services |                      |                          |                     |
|-------------------------------|--------------------------------------------------------------------------|----------------------|--------------------------|---------------------|
| AWARD YEAR                    | Dependent Students                                                       | Independent Students | Award Year To Date Total | # Of Apps. Increase |
| 2012-2013<br>(estimated*)     | 20,088                                                                   | 10,268               | 30,356                   | 1,476               |
| % of Total Apps.              | 66.2                                                                     | 33.8                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2011-2012                     | 18,122                                                                   | 10,758               | 28,880                   | 2,626               |
| % of Total Apps.              | 62.7                                                                     | 37.3                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2010-2011                     | 16,902                                                                   | 9,352                | 26,254                   | 2,558               |
| % of Total Apps.              | 64.4                                                                     | 35.6                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2009-2010                     | 15,668                                                                   | 8,028                | 23,696                   | 2,230               |
| % of Total Apps.              | 66.1                                                                     | 33.9                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2008-2009                     | 15,055                                                                   | 6,411                | 21,466                   | 3,831               |
| % of Total Apps.              | 70.1                                                                     | 29.9                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2007-2008                     | 11,862                                                                   | 5,773                | 17,635                   | -172                |
| % of Total Apps.              | 67.3                                                                     | 32.7                 | 100.0                    |                     |
|                               |                                                                          |                      |                          |                     |
| 2006-2007                     | 12,065                                                                   | 5,742                | 17,807                   | N/A                 |
| % of Total Apps.              | 67.8                                                                     | 32.2                 | 100.0                    |                     |
| *Award Year<br>Ends June, 30. |                                                                          |                      |                          |                     |

### *FWS and FSEOG Programs*

The campus-based programs are fully funded at the start of the award year. Therefore, the Federal Work-Study (FWS) and Federal Supplemental Educational Opportunity Grant (FSEOG) programs for Award Year 2012-2013 were fully funded in Federal fiscal year 2012 and are unaffected by the impending sequester. However, under the sequester, Award Year 2013-2014 funding for FWS and FSEOG would be reduced by a total of approximately \$86 million. The Department will include the reduction when it uses the expected reduced final full-year appropriation in the institutional allocation formula, which will result in final FWS and FSEOG institutional allocations that are expected to be released later this spring.

### **Health and Wellness**

The Baruch College Student Health Center provides primary care for coughs, colds and flu, strains and sprains, vaccinations, STI/HIV, physical exams, and women's health issues including gynecological exams, contraception and pregnancy testing. The Center's services are administered by Beth Israel Medical Center and Continuum Health Partners Inc. via an annual renewable contract. During the Fall 2012 semester, the Student Health Center saw approximately 1,830 students.

Health and Wellness goals for the Fall 2012 were to continue to promote healthy behaviors on campus by increasing participation in both Health and Wellness programs and the Student Health Center services, addressing wellness needs, and developing P.A.W.S. (Peers Advocating for Wellness Services) into an exceptional leadership program. Through the training of the P.A.W.S., implementation of large-scaled events and new workshops, and updated marketing strategies, Health and Wellness carried out these goals. Programming was offered to students, which included weekly classes, monthly workshops, and collaboration on events with various departments and student organizations. For the Fall 2012 semester 3,000 students participated in 95 Health and Wellness events. Weekly events included: meditation twice a week (led by Baruch College staff members), "Put Your P.A.W.S. On Me" back rub program twice a week, and yoga once a week. The most popular events were the blood drives, fruit giveaways and tastings, cooking classes, stress relief day, and finals week events.

For the beginning of the 2013 Spring semester, Health and Wellness and the P.A.W.S. team kicked off the semester with a food tasting, raffle giveaway, breakfast workshop and back rubs at Winter Carnival. Weekly programming has also commenced with two meditation classes, two back rub session, and a yoga class each week. There was also a health insurance fair held in the beginning of February, which encouraged uninsured students to speak with representatives from various companies about coverage. Health & Wellness also worked with the Undergraduate Student Government to organize an ice skating trip to Rockefeller Center. Over 200 students were in attendance at this event. There was also a cooking and nutrition class held in February, which was sponsored for Black History Month. Additional Health and Wellness programs for the spring include

March's blood drive, alcohol education workshop, freshman seminar classes, a health fair, trips to the Union Square Green Market, monthly nutrition workshops, P.A.W.S. workshops on Internet addiction, stress management, and nutrition, and finals week events.

### **International Student Office**

As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has enrolled 1,716 international students (255 graduate students 959 undergraduates and 141 ESL & Certificate students). In addition, 364 students currently have received approval or are awaiting approval for Optional Practical Training after completion of their degree and 93 students have received approval to participate in internships for the Spring 2013. We also reported 46 students in J-1 status from which 39 students are participating in the Baruch Exchange Program and 5 are degree seeking students. In addition 3 exchange students have been authorized for Academic Training.

During the months of January and February 2013 we conducted several new student orientations for graduate and undergraduate students, as well as orientations for students participating in the ESL, CAPS and exchange programs. A total of 342 students attended these orientations held in January, February and March. ISSC conducted two orientations for all new graduate students rather than one as previously done. The goal was to improve student attendance as holding one during the past two semesters resulted in poor attendance. We later learned the MBA program had for the very first time a new spring cohort and students could not attend our orientation. We are working on adjusting the scheduling to meet the needs of these students.

The International Student Service Center continues to organize and conduct monthly immigration 101 workshops for our students on a variety of topics like applying for graduation, internships, travel, taxes, optional practical training, change of status, and obtaining a social security number. We continue to work towards increasing interaction between international and domestic students, faculty and staff through cross-cultural programs offered on campus that bring together the student body, faculty and staff to enhance understanding of educational, social, economic and scientific aspects of a global society.

### **Orientation & New Student Programs**

The Office of Orientation & New Student Programs conducted 2 freshman and 12 transfer orientation program days for the spring 2013 entering undergraduate class (up from 1 freshman orientation and 8 transfer orientations a year ago). At the spring 2013 orientations we worked with 110 incoming freshmen and 1684 incoming transfers (up from 19 freshmen and 960 transfers in spring 2012). Fall 2013 orientations will begin in early May and run through August. These programs will now be able to make use of our wonderful new 25<sup>th</sup> Street outdoor plaza as part of the welcome programming.

Freshman Seminar is in full swing for spring 2013 with 5 sections of the course running after having run over 50 sections in the fall. The course continues to be well received with over 90% of students reporting that they found the course helpful and effective in becoming familiar with campus resources, how to use the library and its resources, learning about academic integrity, and in understanding what courses they need to take and why. Students rated their instructors and peer mentors highly and over 80% reported that the course helped them to adjust to Baruch culture, develop relationships with other students, develop academic success strategies, manage their time, and develop a sense of personal responsibility.

Plans are currently underway for a re-tooled fall 2013 Freshman Seminar with greater emphasis placed on social responsibility through new collaborations with New York Cares, The New York Times, and continued collaboration with The Rubin Museum. The course will also feature a revamped career exploration session making use of FOCUS surveys. Fall 2013 Convocation and freshman text will reflect this new focus. We are currently planning a Transfer Convocation/Welcome event for Tuesday August 27<sup>th</sup> (the day before the fall 2014 term begins). We are also planning to revive Transfer Learning Communities in 2013-2014.

We continue to reach out to parents and families of Baruch students through our bimonthly newsletter, upcoming Parent Orientation and Welcome Reception on Convocation Day. We hope that faculty will turn out for this enjoyable event.

### **Recruitment & Undergraduate Admissions**

The Office of Undergraduate Admissions continues to recruit high-quality students who add to the Colleges already diverse and talented student population. Recruitment efforts include on-campus visit programs such as campus tours which are offered almost every weekday. On dates when we do not offer tours to the general public, the office hosts private group tours for schools or nonprofit/ or community organizations. Off-campus, admissions counselors recruit at high schools in New York City and in the extended metropolitan area.

The recruiters planned and organized three large-scale open houses with over 300 prospective students attending each event. They continue to increase the number of opportunities for prospective students and their families to visit campus by offering weekend campus visit programs. In addition, the recruitment team continues to strengthen its partnership with the College Now program to enhance diversity outreach efforts.

The office continues to improve and make improvements to social media outreach initiatives which include working with Ning to implement the Lounge-on-Lex, an online community for admitted students to get information about the college, communicate with other students and begin an online community prior to stepping foot on campus.

Facebook and You Tube are also important components that support recruitment efforts.

The Admissions Welcome Center is the main office for prospective students. On a daily basis, the Center serves prospective freshmen and transfer students who call, e-mail or walk-in wanting to speak to a counselor or a student ambassador to learn more about the College and the admissions process.

For the Spring 2013 semester the Enrollment Management Team was able to successfully meet our enrollment goals. Baruch College enrolled 1723 new students; 114 freshmen and 1609 transfer students for the Spring 2013 semester.

Our transfer class consisted of 1609 new students. This semester the average age of the incoming transfer student was 24. Our two largest feeder colleges continue to be BMCC and LaGuardia.

#### **Registrar's Office**

A total of 17,543 (13,925 undergraduates and 3,618 graduates) students registered for fall 2012 semester.

For Fall 2012 graduation: 1,015 undergraduate, 442 graduate for a total of 1,457  
For Summer 2012 graduation: 565 undergraduate, 399 graduate for a total of 964  
For Spring 2012 graduation: 1,240 undergraduate, 574 graduate for a total of 1,814  
For Fall 2011 graduation: 935 undergraduate, 458 graduate for a total of 1,393  
2012 graduation totals: 2,280 undergraduate, 1,418 graduate for a total of 3,698

eRoster certification opened on February 19 and concluded on February 27, 2013. We had an 86.53 percent compliance rate; this was down five (5) percent from last spring. The department chairs and the Provost's Office continue to assist with compliance efforts; online reports are readily available to identify sections that have not been verified.

The Office is currently working on the Fall 2013 course offerings for the Schedule of Classes. Posting to the web is expected by April 1 and registration for fall will begin on April 15.

The registrar's office staff is continuing to work on preparing SIMS data for the scheduled conversion to CUNY first in February 2014. The offices of Registrar, Admissions and Academic Advisement are working closely with Associate Provost Slavin on the Pathways implementation and creating a Pathways website. Computer systems (SIMS, CUNY First, Degree Works, Aims, Lucy and TAP) are being modified and staff are being trained in the new processes related to transfer evaluation, orientation,

advisement and registration. It is expected that we will be fully operational with the curricular results and technical capabilities by June 2013.

### **SEEK**

During the month of January 2013, the SEEK Program ran three intersession 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 freshman seminar (FRO 2000S) will focus on career exploration, counseling and technology. This year, SEEK is offering a two credit leadership course (SPS 2016) which will focus on leadership and social change. The third 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, second cohort and third 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.

On March 1<sup>st</sup> 80 SEEK students were inducted into the Chi Alpha Epsilon national honor society. The keynote speaker was Kam Wong, distinguished alum and the recipient of the Presidential medal in 2011. This year's Percy E. Sutton SEEK Awards Ceremony is scheduled for Friday, May 4, 2013.

### **Starr Career Development Center**

During the fall, 2012 semester, the Starr Career Development Center conducted over 80 workshops and events and hosted two career fairs including the CPA Fair and the Fall 2012 Career Fair, which together attracted 197 companies and 1100 students. The Internship Fair took place on February 8, 2013, on a snowy and rainy day, and attracted 40 companies and over 600 students.

In late fall, the Starr Career Development Center launched FOCUS 2, an online education and career planning system. Since its introduction, over 242 students have logged on and several orientation and training sessions have been conducted. The Starr Sub Program provided career development workshops to 939 students in 26 classes, many of whom had never before visited the Starr Career Development Center. Additional programs have been scheduled for the Spring. There were workshops for liberal arts

and public affairs majors including a guest speaker from the federal government and seminars on how to create the Arts and Sciences interdisciplinary “ad hoc” major. In the spring there will be several Career Week industry panels including Marketing and Advertising, Computer Information Systems, Entrepreneurship, Higher Education, Careers in the Arts and Sciences, and a Law Careers Panel. There will be three ad hoc workshops, each having panels of current students and alumni with ad hoc majors. A dining etiquette luncheon will be offered again for the second time in the Spring. The Rising Starr Sophomore Program received funding from Target for the second year, and held several programs during the semester filled with career and internship preparation workshops and employer presentations. A speech contest was judged by SCDC and Target staff.

Spring 2013 activities were launched with several training groups in January. Over the course of two weeks, there were training sessions for participants in the Financial Leadership Program including Valuation and Financial Modeling, a company visit to BlackRock, as well as information sessions by working professionals. The Peers for Careers program offered a three-day Mock Interview training session and participated in a full day retreat to learn about new career tools, such as FOCUS 2 and to plan for spring events such as Suit Up for Success, Resume Rush, and Career Fair Success Strategy workshops.

The Pre-law advisor conducted a Winter Pre-law Institute. The six-day program included sessions on LSAT study secrets, a workshop on Financing Law School, a presentation on non-profit legal career options, visits to Cardozo and New York Law Schools, a visit to the law firm Bryan Cave, and a mock trial competition in conjunction with John Jay College pre-law students. Applicants are currently being recruited for a Summer Pre-law Institute.

During spring 2013 the SCDC will continue to offer Starr Sub sessions in classrooms, over 89 events and workshops, and a robust on-campus recruiting program. The Starr Career Development Center website will be adding a new Networking Tutorial as well as videotaped interviews of Starr students who will be speaking about their accomplishments. Three new LinkedIn groups have been added to the Center’s main LinkedIn group and include a Veterans’ Resources group, a Rising Starr Sophomore group, and an online job search group called Virtual Career Connect.

Theresa Accardi has resigned and two new staff members have been hired in the Spring. Zay Lafleur John will be reaching out to employers and developing contacts with additional companies and institutions. Adia Tucker joins the counseling staff and in addition to workshops, and individual and group counseling, she will be conducting jobs search workshops for recent graduates. Bethany Aaronson will provide career counseling for Veterans and will conduct resume reviews in the Veterans’ club room for one hour every Monday.

## **Student Life**

Through thoughtful and intentional program development, Student Life seeks to bridge Baruch students' academic experience with a rich array of educational purposeful programs that increase students' leadership and civic engagement, enhance their intercultural competency and increase awareness on the importance of ethical and social responsibility within a local and global context.

The spring semester will include a number of leadership development and service learning initiatives. TEAM Baruch Leadership Training in January included four days of intensive training culminating in a leadership retreat in rural PA. The Emerging Leaders Conference in February harnessed the energy and leadership potential of close to 200 students from across CUNY in a day long series of workshops and presentations aimed at empowering and developing student confidence and building their communication skills. Service learning projects in Philadelphia and Washington, DC during Spring Break will involve working with Habitat for Humanity and a project entitled *Understanding Hunger and Homelessness*, respectively. Finally, Adventure Weekend, which aims to develop students' leadership skills and increase confidence, will take place in April.

Other important initiatives include our recent collaboration with the Office of the Vice President of Student Affairs and Enrollment Management on Hurricane Sandy relief efforts for students, the upcoming Student Government (undergraduate and graduate) elections, Baruch College's 48<sup>th</sup> Commencement Exercises at Citi Field and the planning, coordinating and implementation of spring educational programming related to Black History Month, Women's History Month and Asian-Pacific American Heritage Month.

## **Testing and Evaluation**

The Office of Testing and Evaluation is responsible for the CUNY Assessment Program which incorporates the CUNY Assessment Test in Reading, Writing, Mathematics, and Mathematics Placement, CUNY Assessment Test in Writing Borough Center, Skills Course Placement, Skills Score Reports and Course Placement, Conflict Examinations, Collegiate Learning Assessment and the Student Course and Faculty Evaluation Program.

A total of 101 skills assessment tests were given for 2861 students during the period July 1<sup>st</sup> 2012 – December 31<sup>st</sup> 2012. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generated between 5,722 and 8,583 English, Mathematics and Freshman Seminar course placements. Skills Score Reports and Course Placements were generated for all Fall 2012 and Spring 2013 incoming Freshman and Transfer students. These score reports were communicated to students via Baruch College student email.

As one of the university's borough-wide centers for the reading and scoring of the CUNY Assessment Test in Writing, a total of 55 reading and scoring sessions were conducted

during the period July 1<sup>st</sup> 2012 – December 31<sup>st</sup> 2012. A minimum of 8, 375 examinations were read, scored and processed.

On December 27, 2011, CUNY Office of Academic Affairs notified Baruch that there were changes to the Borough Centers. Borough of Manhattan Community College (BMCC) was eliminated as one of the Borough Centers. The work load previously assigned to BMCC is now being relegated to Baruch. The work load represents one additional college campus (BMCC), with an estimated increase of 18,000 CUNY Assessment Test in Writing booklets. Baruch's Feeder Schools and Programs now consist of Baruch, BMCC, CSI, John Jay, Central Office's Special Initiatives and Programs with an estimated 32, 000 examinations to be read, scored and processed.

The Office of the Registrar establishes conflict examination date(s) as part of the final examination schedule each semester. The date is offered to students who have more than two finals on one day, and who would like to have an alternative date for one of the exams. Although the Conflict Examination is geared primarily for the Undergraduate Students, the Office of Testing and Evaluation continues to accommodate requests from the Office of Graduate Studies as well as those from individual faculty members. The number of requests in these categories has progressively increased with each test administration cycle. During the Fall 2012 conflict administration, a total of 129 students registered for the examination with 86 actually taking it.

The Collegiate Learning Assessment (CLA) is an initiative of the Council for Aid to Education, and was implemented by the City University of New York in the Fall 2012. The CLA offers a value-added constructed-response approach to assessment of higher-level skills, such as critical thinking and written communication. The CLA is an institutional assessment mechanism designed to measure an institution's contribution, or value-added to the student's higher-level skills. This approach will allow an institution to compare its student learning results on the CLA with learning results at similarly selected institutions. The institution is the primary unit of analysis, not the student.

The CLA is intended to assist faculty, school administrators and others interested in programmatic changes to improve teaching and learning, particularly with respect to critical thinking and written communication. The CLA consists of two components; A Performance Task (90 minutes) and Analytic Writing Task (75 minutes).

Students' written responses to the tasks are graded to assess their abilities to think critically, reason analytically, solve problems, and write clearly and persuasively. During the Fall 2012 CLA administration a total of 1,081 incoming freshman were identified as part of our eligibility pool. All of the students were sent communication about the CLA initiative and were invited to participate if and when they received a test participation invitation. A total of 230 students were sent test participation invitation, which yielded

107 students taking the examination. The sample goal of one hundred entering freshmen students was achieved.

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 1<sup>st</sup> 2012 and December 31<sup>st</sup> 2012, 3,099 evaluation packets were prepared. 17,000 scan forms were processed and 11,167 forms were scanned. 652 evaluation reports were generated and distributed. Electronic data files were also created and distributed to academic departments and administrative offices.