

General Faculty Report
Vice President Ben Corpus
Student Affairs & Enrollment Management
Fall 2013

Academic Advising

The Center for Academic Advisement (CAA), part of the Division of Student Affairs and Enrollment Management is responsible for providing comprehensive and holistic academic advisement for all undergraduate students throughout their career at Baruch College. Using the National Academic Advising Association's core values, the staff of professional academic advisors provide the Baruch undergraduate student body with critical advisement services.

During the Fall 2012 - Spring 2013 academic year, the Advisement staff had over 17,000 individual (not unique) student visits, advised over 3,000 new students at orientation, as well as replied to over 1,000 advisement related emails. The advisement staff continued its three targeted advisement programs for students 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 ten-week *Getting In Gear for College* program designed for students recently reinstated into the College after academic dismissal.

Three major areas are highlighted in this report that emanate from the academic advisement staff's commitment to first year students, WSAS majors and SPA majors. These programs will continue this academic year.

Mid-Semester Assessment: Hobsons Early Alert system

During the Fall 2012 and Spring 2013 semesters, the CAA successfully launched a pilot of an online Mid-Semester Assessment using Hobsons Retain, a system which permits faculty to alert the CAA when a student is performing less well than expected at the mid-point in a given term. The online system received very positive feedback from faculty on its usability, convenience, and clarity. This Fall 2013, Hobsons will be fully launched as the mid-semester at-risk assessment tool for first semester freshmen and transfer students. This will replace the "paper and pen" process that had been in place for over a decade.

Freshmen Year Caseload – Assigned Academic Advisor

All freshmen with the exception of SEEK and Honors students were assigned to an academic adviser in the Center for Academic Advisement. These freshmen received communication from their advisor throughout the academic year. The correspondence (emails) sent to the students alerted them to campus activities, registration tips, upcoming CAA events, and academic timelines.

During the past academic year, the CAA advisors added a "pop-in" visit in FRO 1000 during the first week of classes. The visit gave each advisor an opportunity to introduce themselves as the assigned advisor for the students in the class. During the "pop-in" the students were invited to come to the Center and meet with their assigned advisor if they had any questions or concerns. Additionally, the Peer

Newsletter (including peer office hours) was distributed to each student, and students were informed that they would receive regular emails throughout the semester from their advisor.

Advisors continued to run the FRO 1000 class session dedicated to advisement prior to registration. This allows the freshmen to once again learn about the curriculum and receive guidance on the appropriate course options.

During the first week of October, the CAA hosted Freshmen Advisement Week. This week consisted of four different workshops: Monday, "Meet & Greet Monday," Tuesday, "Your College Matters," Wednesday, "Academic Planning for Success," and Thursday, "Choosing the Right Minor."

WSAS/SPA Caseload – Assigned Academic Advisor

During the Fall 2012 semester, senior academic advisors were assigned to eight liberal art departments, as well as the School of Public Affairs. In the Spring 2013 semester, the CAA expanded the Liberal Arts and Public Affairs caseload (assigned advisors) to all WSAS and SPA majors (non-seniors). The advisors were also assigned to work with the academic departments in WSAS and SPA.

In the Fall 2012 and Spring 2013 semesters, each academic advisor had a minimum of one individual meeting with the department's faculty advisor (or designee) to discuss curriculum changes, new courses and special events. During the AY 2012- 2013, the CAA collaborated with the Journalism and Graphic Arts faculty advisors to hold workshops designed for current and potential majors in these two areas. The assigning of advisors to all first year freshmen, SPA majors and WSAS majors will continue this academic year. Academic advisors have specific daily "office hours," that are advertised to the WSAS, SPA and new freshmen. In addition, the CAA is scheduled to hold three collaborative workshops with the faculty advisor/academic departments.

Athletics

Baruch's five Fall varsity sports teams have all finished their seasons. 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. 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 4th 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.

Career Development

In preparation for the fall recruiting season, the STARR Career Development Center's annual Senior Start Up program was held on August 29th and was attended by over 250 students. Meechal Dana, a recruiter from Grant Thornton, was the featured speaker and she informed graduating seniors about how to prepare themselves as excellent candidates for positions in major corporations.

Fall recruiting officially begins with two career fairs: a CPA fair on September 27th and a general career fair on October 4th with over 90 employers registered to participate. Recruiting for undergraduates is moving in a positive direction and employers who had pulled back from hiring during the last couple of years are returning. There are 162 on-campus recruiting positions currently posted on our web site, up from 145 at the same time last year. Additionally, there are 31 corporate presentations and 78 career workshops scheduled this fall.

In response to the record numbers of students showing up for resume reviews and career counseling, the Center now provides walk in hours from 3-5pm on Tuesday, Wednesday, and Thursday. Over 80 students have been showing up during these times for a resume review or a brief session with a counselor. Additional workshops have been added to the schedule to accommodate the increased numbers of seniors who want to gain entry to the on-campus recruiting program. Over 540 students have attended On-campus recruiting workshops in one month which is as many as attended these workshops in four months in 2012!

EOC mentors will be matched with 100 undergraduate students and the Rising Starr Sophomore Program (RSSP) and the Financial Leadership Program (FLP) are being launched with over 60 student participants who are receiving enhanced assistance with resume writing, interview practice, and networking events with recruiters. Target is a program sponsor for RSSP, and the SCDC for the sixth year received a Workforce Development Initiative grant to fund the prestigious Financial Leadership Program. This year we are piloting a second track for the RSSP for intended accounting majors which is called the Passport to Partnership.

The Starr Sub Program, which offers workshops on job search topics in classes when professors are away, has received 28 workshop requests for the semester, which already exceeded the total number of presentations conducted during all of last Fall 2012.

During the spring, we launched Focus 2, an online career and education planning program in which students can take vocational tests and learn about careers. Online scheduling was launched during the summer and students can now make appointments with counselors through their STARR Search accounts.

In August, prior to the beginning of the school year, there was a week of training for interns, peers, student aides, and new staff. They were trained in office procedures as well as career counseling

techniques. This semester there will be three graduate students in Counseling working in the Center as well as two other graduate interns who will be assisting with administrative tasks.

Counseling

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 the 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 has also allowed us to maintain a full-time licensed staff person in combination with support from the College; however, this funding will be expended toward the end of this semester, and so more permanent funding solutions are being explored. 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 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 veterans, SEEK students, honors students, student paraprofessional staff such as P.A.W.S. (Peers Advocating Wellness Services), 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 will continue to present a workshop focusing on the harmful effects of stereotypes and discriminatory behavior, especially at school or in the workplace, and especially with regards to LGBTQIA individuals, to sections of Freshman Seminar. The Center also continues to develop and support the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Ally (LGBTQIA) Community Resource Center via the presence of our outreach coordinator at key planning and programmatic functions (e.g. LGBT History Month). The Center's outreach coordinator has also been actively involved in three very productive campus committees: the Advising Alliance, the Dare to Engage Working Group, and the Cross Border Team on Advisement. By providing a clinically - and research-minded perspective, we hope our current and continued involvement in these initiatives will contribute to their successful implementation of campus programming, student outreach/engagement, staff support and professional development. In order to support the holistic health of our students, the Counseling Center continues to support a mind-body initiative on campus with weekly meditation classes. 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 two full-time pre-doctoral interns, two part-time post-doctoral

fellows, three part-time pre-doctoral fellows, six part-time pre-doctoral externs, and two psychiatric residents. An in-house initiative is currently underway to enhance our pre-doctoral intern training program by applying for accreditation from the American Psychological Association. We are proud to report that we recently won a grant from the APA in the amount of \$20,000 to support this initiative. 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 Services

During the spring and summer 2013 semesters, 82 students with disabilities have newly identified themselves to the Office of Services for Students with Disabilities (OSSD). Out of those students, 52 transferred to Baruch and 30 are freshmen. As always, we worked closely with the Office of Orientation and New Student Programs to ensure the smoothest transition possible, making sure that the students who needed priority registration got the first available orientation date and were provided with ADA accommodations.

Baruch's population of students with disabilities has increased since last year. We are serving approximately 100 additional students as compared to the same period last year. During the spring 2013 semester we administered 83 more exams than last year and many of the new students have been referred by faculty as they become more sensitive about the needs of students with disabilities. We thank faculty for their increasing cooperation with our Office and with students with disabilities. Faculty referrals and collaboration with our Office has led to our ability to provide ADA accommodations which often leads to academic success rather than failure.

Working with BCTC's Web Services department and with the app developers, we were able to correct inaccessible areas of the Baruch IOS app. Other improvements will need to take place and we will continue to work with BCTC's Web Services to implement them. We now have accessible workstations in all of our key labs. A list of these labs will soon be uploaded to our web site to inform the Baruch community concerning computer access. Assistive technology services have become vitally important to providing accessibility to students with disabilities as well as protecting the College from the Office of Civil Rights (OCR) investigations. For example, after OCR investigations, many universities have been forced to ensure that websites are accessible. All online content must also be accessible. This includes all online curricula. With support from CIO Arthur Downing and our talented Assistive Technology Manager we are ahead of the curve; however, we are not yet fully accessible online. In order to move forward in this area we are in the process of formulating training for faculty. For the first time in 10 years we have created a 504/ADA Advisory Committee which is also discussing faculty training. Linking Employment, Academics and Disability (LEADS) Program has grown 30% during this period of time. In addition to continuing to secure internships and jobs for students in the program, our LEADS counselor has taken an active role during this time recruiting veterans and reaching out to agencies providing services to veterans.

Early Learning Center

The Early Learning Center has 30 children enrolled, 8 of whom are new to the program. Five children are either currently receiving special services or will be helped to access them through CPSE (Committee for Preschool Special Education). In early September, Center staff, including our Parent Support Counselor, welcomed new and returning families at a picnic on Governor's Island as an informal occasion for families to become more familiar with the program and with each other. Center teaching staff recently hosted a visit from a staff member of Stuyvesant Park who is seeking to work with the Early Learning Center to expand play/gardening possibilities for children and we look forward to this collaboration.

Financial Aid

The award year 2013-2014 brought the customization of the federal verification. There used to be a single verification process applicable to all selected for verification students; now, there are five (5) different types. This change created additional documentation requirements for our students, and an immense workload for current staff. In addition, the entire staff had to be retrained in applicable federal policy. The Pell Grant Program drastic changes only added to the volume of tasks already conducted in Financial Aid Services (FAS).

The entire staff is being trained, retrained and cross trained in all different financial aid programs. Also, FAS have begun training with other offices to understand their processes to better serve our students. To reach optimum and immediate financial aid delivery is our goal. The following are noteworthy highlights:

Pell Grant

One of the programs with the most updates, it has been changed one more time. Updates:

- The Pell Grant maximum student award has increased to \$5,645 annually, \$2,822.50 per semester for full time students.
- The total Pell Grant payments for students as of 10/09/13 are 5,569 for the 2013-2014 award year.
- Pell Grant Lifetime Eligibly Used (LEU) continues to be a manual procedure for colleges using the legacy system. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by the equivalent of a student receiving payment for 12 full time semesters or 600%. The Office of Financial Aid Services is still required to make sure the Pell LEU posted on FAPINQ is correct. In the case of new students, the LEU has to be manually added to the FAPINQ system. The office is sent list monthly with students LEU to be reviewed. It is extremely important for the office to maintain accuracy when posting the LEU to prevent overpayments.
- Unusual Enrollment History (UEH) Flag has been added to the 2013-2014 Institutional Student Information Record (ISIR). The UEH Flag indicates whether the student has an unusual enrollment history with regard to the receipt of Federal Pell Grant funds and is intended to address possible fraud and abuse in the Title IV student aid programs. The specific enrollment pattern that this office is required to track is the one where the student attends an institution long enough to receive Title IV credit balance funds, leaves without completing the enrollment

period, enrolls at another institution, and repeats the pattern of remaining just long enough to collect another Title IV credit balance without having earned any academic credits. Some students who have an UEH have legitimate reasons for their enrollment at multiple institutions. However, such enrollment history requires a review to determine whether there are valid reasons for the UEH. This can be verified by checking each student on the National Student Loan Data System (NSLDS) against the transcript page of the Baruch Online Student System (BOSS) to make sure students are completing class at previous school for which they were paid a Pell award. If a determination cannot be made by checking the student's records, then a consultation with the Admissions office is necessary to make the decision.

Federal Direct Loans

The online application implementation continues to be successful in maintaining files and speeding up processing time. Students' applications are immediately sent to the Loans Unit electronically and are processed as they come. Additionally, since our CUNY Portal system relies on bio/demo matches, reconciliation of duplicate SSNs/dummy SSNs occurs going into CUNYfirst conversion. Updates:

- 150% Subsidized Loan Eligibility is a new federal regulation that went into effect for 2013-2014 award year. It only affects students who are first-time borrowers, which includes those who have never borrowed before or anyone with a \$0 Outstanding Principal Balance (OPB) from prior loans. Students who fall into this category lose their interest subsidy and are unable to take out a Subsidized Loan after they have completed 150% of their program length. For Baruch College students, 150% of a 120 credit major is six (6) full-time years. After this enrollment threshold is reached, interest begins to accrue on all prior Subsidized Loans. Financial Aid Services is required to inform first-time subsidized loan borrowers of this regulation since it is not yet included in the required Federal Loan Entrance Interview.
- Federal Direct Loan origination fees have been continually subjected to sequestration--they increased from 1% to 1.051%. For PLUS loans, the increase went from 4% to 4.2%.
- Interest rates are now set yearly by Congress after the interest rate debate in July 2013. The current interest rate on an undergraduate subsidized loan and unsubsidized loan are fixed from July 1, 2013 - June 30, 2014 at 3.86%. For graduate unsubsidized loans, the interest rate is 5.41% and locked in from July 1, 2013 - June 30, 2014. PLUS loans are also fixed at 6.41% from July 1, 2013 - June 30, 2014.
- Our cohort FFEL/FDL 3-year default rate has been released and it is 4.5%.

Federal Work Study

The First Annual Federal Work Study Job Fair was held. There were 31 employers in attendance (20 were on campus departments and 11 were off campus). 211 students attended this event. Updates:

- During the summer and the fall, a total of 11 Work Study orientations were held. A total of 752 students were in attendance.

- Undergraduate students are now paid \$8.50 per hour, and graduate students are paid \$12.00 per hour.
- Currently, there are 345 students working on campus, and off campus.
- Supervisors are now required to submit students' performance evaluations at the end of the spring semester. This will determine if the student will be eligible for a raise in pay or if the department will rehire the student(s).

SEEK and Financial Aid

CUNY Central is discussing eliminating the collection income documents (1040, SNAP) as part of the entering freshmen income interview process favoring the utilization of data coming directly from the FAFSA. The impact may change when Financial Aid Services begins the interview process pushing it to late March/April when the data is uploaded onto the financial aid system. Updates:

- The summer immersion class was eliminated for entering the 2013/14 entering freshmen. Students attended a summer enrichment program.
- 62 freshmen completed the 2013 summer enrichment program and began the 2013 fall term
- 24 fall 2013-2014 transfers were admitted.
- 2 Financial Aid Services Workshops were conducted for new entering transfers ("Financial Aid 101" & "Understanding SAP and its impact").

Aid for Part Time Students (APTS)

In Spring 2013, APTS was added to the course audits. Previously, APTS certification did not require a course by course review. These are students who are registered for 6 to 11 credits. APTS regulations include monitoring Satisfactory Academic Progress (SAP) and mirror the Tuition Aid Program (TAP) compliance. The number of APTS students to be reviewed for the Fall 2013 has increased from 568 to 587.

Federal Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) was evaluated this year in the beginning of July when the Registrar's Office confirmed that all grades have been posted for the Spring 2013 semester. Before SAP was evaluated, the program used in the past needed to be rewritten to reflect the three-dimensional aspect of Federal SAP review. The process involved constant testing and evaluation of the output to arrive at a final product that would meet Federal Title IV regulations. Updates:

- This retroactive review was able to select students who were not enrolled in the Spring 2013 semester, but during the Fall and Summer 2012.
- 100 students submitted an appeal, and 80 students had their appeal approved. The other 20 students may recuperate their aid for Spring 2014 if their academic deficiency is resolved by the end of the Fall 2013 semester.
- FAS staff is also continually evaluating those selected students who did not submit an appeal, and will activate their Title IV aid if their deficiency is now resolved

Hobsons Retain

The college has successfully implemented and launched the product Hobsons Retain. Retain is a tool to aid in the communication and retention of currently enrolled students. Our goal is to utilize this product to increase student engagement, while streamlining administrative communication. The process requires an increase in collaboration between various offices, with an emphasis on maximizing student communication. Updates:

- Three new departments have been added to the communication plan: SEEK, Executives on Campus, & Alumni Relations Office
- Expand the Mid Semester Reports to all first semester students in the Fall 2013 semester. This is an expansion from the paper version to only first semester students in Math and English courses.
- From October 2012 until September 5, 2013, 145 communications have been sent through Hobsons Retain.
- Recreate data script to import SIS data into the Retain instance accurately, over a span of two semesters and sessions (Spring, Summer, Fall).

Initiatives

- For Spring 2014, we are going to create and execute a fully online PLUS Loan application to stop a continuous paper-trail and create the ease and leisure of students completing their financial aid process in front of a computer.
- Students computers are being placed in FAS's lobby in an effort to facilitate the Financial Aid completion process:
 - Updating their FAFSA (Free Application for Federal Student Aid)
 - Accessing the CUNY portal to complete a loan application or TAP supplemental forms
 - Completing their loan entrance counseling, Master Promissory Note (MPN), and/or Loan Exit Counseling
 - Accessing forms from the federal, State and/or Baruch's website
- FAS staff is in the pre-planning phase of auto-packaging Unsubsidized Federal Direct Loans for our graduate student population in anticipation of a fully-delivered Financial Aid module in CUNYfirst.

Health and Wellness

During the Spring 2013 semester, the Student Health Center, which is administered by Beth Israel Hospital and Continuum Partners, Inc, saw approximately 1,800 students. In addition, 137 MMR immunizations were administered to students at the beginning of the Fall 2013 semester. New marketing materials for the Center have also been created, which include a promotional video and signs in the 25th Street and Annex Lobby entrances. The marketing materials will continue to develop during the 2013-2014 academic year.

Health Programming

Health & Wellness encourages healthy behaviors among undergraduate and graduate students that will not only enhance short term personal and academic achievement but will lay the foundation for a healthy lifestyle for years to come. Health and Wellness programs for the Fall 2013 semester include the continuation of weekly activities of meditation, yoga, and back rubs, as well as fruit giveaways, semester blood drive, Freshman Orientation enrichment workshops, an apple picking trip, monthly nutrition workshops, green market tours, flu clinics, cooking classes, healthy relationships workshops, P.A.W.S. (Peers Advocating for Wellness Services) workshops, World AIDS Day, and finals week activities. Health and Wellness is also committed to student development and mentoring student leaders on campus. The P.A.W.S. (Peers Advocating for Wellness Services) are a peer health group who work to develop health and wellness initiatives on campus. Monthly group supervision and individual sessions allow us to work with Peers to focus on skill building as well as mentor students in adopting healthy lifestyles for themselves.

International Student Office

As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has enrolled 1,768 international students (375 graduate students, 1,346 undergraduates and 142 ESL & Certificate students). In addition, 320 students currently have received approval or are awaiting approval for Optional Practical Training after completion of their degree, 7 exchange students in Academic Training after completion of their degree program, and 88 students have received approval to participate in internships for the Fall 2013.

During the months of July, August and September 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 424 students attended orientations on July 10th (39 ESL students), August 6th (Undergraduate, 193 students), August 21st (Graduate, 73 students), August 22nd (Exchange, 53 students), September 11th (CAPS, 41 students), September 18th (ESL, 25 students).

The International Student Service Center (ISSC) continues to organize and conduct monthly immigration 101 workshops for our students on a variety of topics like applying for internships, travel, taxes, optional practical training, change of status, job searching, and obtaining a social security number. The number of international students attending these immigration workshops increased significantly since we implemented Hobsons Retain to communicate the scheduling thereof. In addition, ISSC is working in tandem with the Director of the Office of Executives on Campus in the development of a peer mentor program for international students.

This year, in conjunction with the Weissman Center for International Business, we are enthusiastically promoting activities in relation to the celebration of the United States International Education Week, celebrated all over the country from November 12 to November 18, 2013. For a second consecutive time, the Office of Study Abroad is the recipient of a monetary award to be distributed to the club(s) that involved the largest participation of organizations in an event during the celebration mentioned above. The celebration of the International Education Week will include a Naturalization workshop which is scheduled for November 15, 2013. We are counting on the collaboration from the Vice Provost

for Global Strategies Office, the Baruch International Student Organization, the Office of Student Life, the Baruch Undergraduate Student Government, and the CUNY Citizenship and Immigration Project.

Orientation & New Student Programs

The Office of Orientation & New Student Programs conducted 11 freshman and 14 transfer orientation program days for the fall 2013 entering undergraduate class. At the fall 2013 orientations we welcomed approximately 1000 incoming freshmen and 1700 incoming transfers. Spring 2014 orientations will begin in early December and run through late January. These programs now include the use of our festive tent on the 25th Street outdoor plaza as part of the welcome programming.

Fall 2013 Convocation/Baruch Beginnings was a success with the entire freshman class returning to campus the day before the start of the fall semester. Students heard a keynote address by *The Age of Miracles* author Karen Thompson Walker, met in small groups to discuss the book, went on a scavenger hunt, and enjoyed a block party and barbecue out on the plaza while their parents and families attended their orientation and reception. A transfer welcome reception held the same day was less well attended but should have greater success once linked to a new transfer seminar program in future semesters. A pilot of the transfer seminar course is expected to debut in spring 2014. Planning is being finalized now. Like Freshman Seminar, Transfer Seminar will be a non-credit, required course designed to assist new transfers with their transition into the College. This course is made possible through a generous donation from the Aaronson Foundation and incorporates civic engagement, critical thinking, and communication skills through in-class discussion and debate of a series of “position papers” on current public policy topics such as sustainability, immigration, and health care.

Freshman Seminar is in full swing for fall 2013 with nearly 60 sections of the course running after having run summer session options for the first time this year for students who still needed to complete the FRO requirement in order to graduate. The course has been revised to contain several new features including a collaboration with *The New York Times* on a “front page” group project designed to increase news literacy and global awareness, resurrection of a community service component to the course through a collaboration with New York Cares, implementation of FOCUS 2 career exploration web surveys and analysis, and a rigorous new course module exploring academic integrity. Response to these new features in the course is already very positive from students, peer mentors, and instructors alike. Peer mentors were especially inspired by their day at *The New York Times* where they got to tour the news room, Pulitzer Hall, and interact with journalists in the employee cafeteria. These changes to the course place greater emphasis on social responsibility, while our ongoing collaboration with The Rubin Museum, The Bernard L. Schwartz Communication Institute, the Sidney Mishkin Gallery, the William and Anita Newman Library, and the Center for Academic Advisement all serve to enrich the first year experience for our students.

Recruitment

In recruiting the freshman class of fall 2013, our team participated in many off-campus college fairs at individual public and private high schools in the New York City metropolitan area. They also participated in national fairs in New York, New Jersey and Florida.

The recruitment team now schedules 3-5 campus tours and information sessions per week and on select weekends. We also schedule visits for select groups, which are often made up of one high school or a community based organization. The campus tour, which is led by a student admissions ambassador, is preceded by an information session, led by an admissions counselor, which provides a general introduction to the College. Each information session leaves time for questions from students and/or parents.

In the fall and spring semesters, we host large-scale programs in addition to the campus tours and information sessions. For example, we hosted three 'College for a Day' programs where students had the opportunity to participate in a mock-college course taught by a volunteer Baruch professor. Partnering with faculty for events has been a great experience for both the students and the recruitment staff and we hope to continue expanding these partnerships in the future. We also hosted three Open Houses which in total brought over 1,300 prospective students to campus.

Throughout the year, we maintain the interest of prospective and admitted students by communicating important information to them through direct mail, e-mail and by phone. We also communicate with students through social media including Facebook, Twitter and Zinch. This spring, the recruitment team plans to engage admitted students with an admitted student website that will make it easier for them to track their enrollment process. Admitted students are also invited to campus for events including the welcome receptions. This provides students the opportunity to visit campus and ask questions before making their admissions commitment.

The recruiters work out of the admissions welcome center where they have one of the only student-operated reception desks at the College. The recruiters have taken the responsibility to train the ambassadors and help them create their group into a robust chartered student organization. The ambassadors have the knowledge and training to assist campus visitors and matriculated students who need help. They also assist at events on campus and help with the implementation of social media initiatives.

Registrar's Office

A total of 17,615 (14,166 undergraduates and 3,449 graduates) students registered for Fall 2013 semester. The office processed and offered 2,766 sections in Fall 2013 compared with to 2,686 for Fall 2012.

Students Graduating:

Summer 2013 graduation: 625 undergraduate, 391 graduate for a total of 1,016

Spring 2013 graduation: 1,462 undergraduate, 596 graduate for a total of 2,058

Fall 2013 (applicants): 1,054 undergraduate, 183 graduate for a total of 1,237

2013 graduation totals: 2,087 undergraduate, 987 graduate for a total of 3,074

Fall 2012 graduation: 1,015 undergraduate, 442 graduate for a total of 1,457
Summer 2012 graduation: 565 undergraduate, 399 graduate for a total of 964
Spring 2012 graduation: 1,240 undergraduate, 574 graduate for a total of 1,814
2012 graduation totals: 2,820 undergraduate, 1,415 graduate for a total of 4,235

ERoster certification opened on September 18 and concluded on September 26, 2013. We had an 83.47 percent compliance rate; this was down eight (8) percent from last fall. The department chairs and the Provost's Office continue to assist with compliance efforts.

There are 132 students receiving Veteran's benefits for the Fall 2013 semester. This is an increase from the 124 in Fall 2012. The Office is currently working on the Winter/Spring 2014 course offerings for the Schedule of Classes. Posting to the Web is expected by October 21 and registration for fall will begin on Monday, November 11, 2013.

The Registrar's Office staff is continuing to work on preparing SIMS data for the scheduled conversion to CUNY First on April 1, 2014. We are reviewing over ten years of records, including transcripts, majors, stops, academic standing and grades. The offices of the Registrar, Admissions and Academic Advisement worked closely with Associate Provost Slavin on the Pathways implementation. Computer systems (SIMS, CUNY First, Degree Works, and TAP) are being modified and the staff is being trained in the new processes.

SEEK

Sixty-Two SEEK students participated in a summer experience that was designed to prepare students for their freshman year while immersing them in college-prep level work. These students will take a mandatory two semester freshman seminar taught by their SEEK counselors and assisted by peer mentors in the fall and spring.

SEEK continues with our Transfer Bridge Program with CUNY community colleges. Furthermore, they are now requiring that all new Special Program transfers be enrolled in a pilot ten-week hybrid seminar. This is an orientation course that is designed to guide the students as they make their transition into Baruch College.

This year marks the fourth year of the *SEEK Urban Male Leadership Academy* for under-represented students. Sixteen (16) men were accepted after a rigorous admissions process including letters of recommendation, a personal statement, and an interview with SEEK Counselors. As usual, our Academic Survival Program for probationary SEEK students will have six group meetings and four individual counseling sessions with students on probation during the fall semester. The Program focuses on helping students meet GPA requirements and develop strategies for academic and personal success.

On November 8th, the Beta Alpha Chapter of Chi Alpha Epsilon National Honor Society will have an induction ceremony for SEEK students and several honorary inductees including psychology interns, CUNY CAPs, tutors and others.

This fall we will continue a program to lend graphing calculators to SEEK students enrolled in math courses and one for the lending of laptop computers. In addition, several workshops will be offered on such topics as study abroad, clear communications, personal statement and graduate school workshops.

CIT & Judicial Affairs

The Student Affairs staff in the Office of the Vice President of Student Affairs and Enrollment Management focus on addressing a wide variety of student concerns, student requests, adjudicating disciplinary matters through the student conduct process, responding to reports of academic integrity violations and reports of student crisis submitted to the Campus Intervention Team (CIT). The staff also manages student emergency loans, medical withdrawals and administers or participates in numerous special projects and committees within the College or CUNY Central.

Student Life

The fall semester embraces Student Life's commitment to the co-curricular development of Baruch students through educational programs in areas that include student leadership and civic engagement, ethical and social responsibility, health and wellness, residence life, and student club and organization development. The start of the semester ushered in a series of leadership development workshops for executive members of clubs and organizations. Approximately 400 students have participated in BOLT (Baruch Officer Leader Training) to date. Other leadership programs include Baruch's 31st Annual Student Leadership Weekend which will be held in Bushkill, PA, Adventure Weekend to be held in November, and an apple picking field trip. Finally, the TEAM Baruch Leadership recruitment season is underway with training to take place in January, 2014.

Other civic engagement initiatives include a campus wide voter registration drive that began in late August with the advent of the September 10 primaries, a community wide Blood Drive in October and the *Feed Five Thousand* initiative that occurs in late November and raises funds toward feeding the hungry in Africa. Celebration of Baruch's rich multicultural heritage will also occur in September with Latino Heritage Month, and October with LGBT History Month.

Baruch College Residence Life opened the academic year on 97th street with 246 Baruch student residents. The building currently houses students that attend Baruch, Hunter, LIM, John Jay and Marymount Manhattan Colleges. Live-in Baruch Residence Life staff members serve as resources and guides for Baruch students. Besides implementing a peaceful and respectful standard of living, the staff also develops engaging programs and workshops to foster community-building and engagement.

Testing and Evaluation

A total of 229 skills assessment tests were given for 6,473 students in the 2012-13 academic year. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generate between 6,000 – 7,000 course placements.

As one of the university's borough-wide centers for the reading and scoring of the CUNY Assessment Test in Writing, a total of 85 reading and scoring sessions were conducted during the 2012-13 year. A minimum of 22,000 examinations were read, scored and processed.

On December 27, 2011, CUNY Office of Academic Affairs - Institutional Research and Assessment 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 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.

In the Spring 2005, the Office of Testing and Evaluation was assigned the responsibility for the administration of the College's Conflict Examination. During the 2012-2013 academic year, a total of 266 students registered for the examination with 193 actually taking it. This year we have experienced a 5.1 percent increase in the number of students registering for the examination, and a 4.9 percent increase in the number of students who tested.

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 during 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. Randomly selected freshmen and seniors are invited to participate. All selected students are offered compensation (a \$50 Visa gift card, provided by CUNY) for their participation. During the Fall 2012, a total of 1,081 students were eligible to participate. A total of 230 were invited to participate with 107 actually completing the assessment instrument. During the Spring 2013, a total of 887 students were eligible to participate. A total of 325 were invited to participate with 102 actually completing the assessment instrument.

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 2012-13 year, 5,643 evaluation packets were prepared. 165,000 scan forms were processed and 110,427 forms were scanned. 5,135 evaluation reports were generated and distributed. Electronic data files were also created and distributed to academic departments and administrative offices.

Undergraduate Admissions

Baruch College enrolled 2831 new students; 1258 freshmen and 1573 transfer students for the fall 2013 semester. The average SAT for our regularly admitted freshmen was 1239 compared to 1230 last year. The average GPA for the fall 2013 freshman class was 87.0, which was comparable to last year. The average SAT for the CUNY Honors Freshmen was 1383 compared to 1374 last year and the average GPA is 92.4, a slight decrease from last year which was 93.4. The average SAT for Baruch Scholars was 1381 and the average GPA is 92.4.

Our transfer class consisted of 1573 new students. This semester the average age of the incoming transfer student was 24. The average GPA for the transfer class was 3.30. 58.6% of our fall 2013 transfer class comes from within CUNY, and 40.4% come from community colleges. Our two largest feeder colleges continue to be BMCC and LaGuardia were 260 and 153 transfer students, respectively, enrolled for the fall 2013. This year's transfer class comes from 201 colleges from across the country.