

General Faculty Report
Fall 2014
Enrollment Management

Center for Academic Advisement & New Student Orientation (CAA & NSO)

The Center for Academic Advisement & New Student Orientation, part of the division of Enrollment Management and Strategic Academic Initiatives is responsible for providing comprehensive and holistic academic advisement for all undergraduate students throughout their academic career at Baruch College. Using the National Academic Advising Association's core values, as the template, the staff of professional academic advisors provide Baruch's undergraduate student body with a variety of services geared to student success.

Academic Year 2013/2014

18,784 students "signed-in" to meet with one of the Center's Academic Advisors. This total does not include the number of students assisted by the Center's front office administrative staff or the peer advisors. We estimate that an additional 2,000 students were assisted by the support and student staff (peers). This 18,784 represents a significant increase from the previous year (3,000 addition student visits). The new Pathways curriculum is one of the reasons for the increase in the number of advisees when compared to the last academic year. Additionally, the Academic Advisors advised over 5,900 new students at freshmen and transfer orientation. The Center's "e-advisement" team of one replied to more than 1,000 student advisement emails.

Retention

During the past academic year, the Center fully launched the online Mid-Semester Assessment system for at-risk students using Hobsons Retain. This system has completely replaced the paper/pen manual system. Hobsons Retain allows the faculty to alert the advisement staff of any first semester freshmen or transfer student in academic jeopardy enrolled in their course(s). The advisement staff provides these students with advisement and information to help them maintain good academic standing and move toward attaining their degree. The online system received very positive feedback from faculty on its usability, convenience, and clarity.

The advisement staff continued its three targeted advisement programs for students academically "at-risk": (1) *Students Towards Success Program* for second semester freshmen; (2) *Transfer Transition Program* for second semester transfer students and (3) *Getting Your College Career In Gear* program designed for students recently reinstated into the College after academic dismissal.

Collaboration

During the past academic year, the Center hosted three workshops and sponsored the Annual Majors/Minors Fair in collaboration with faculty of Baruch's three schools. Students were invited to attend:

1. *Research Experience Matters* - with the Psychology Department
2. *Public Affairs and Information Studies Info Session* - with the Departments of Public Affairs and Information Studies.
3. *Why Study a Foreign Language?* – with the Department of Modern Languages.
4. Major/Minor Fair – Spring 2014

The Center continues to assign at least one academic advisor to each major department in the WSAS and to the School of Public Affairs. Advisors meet with the department's faculty advisor (or designee) to discuss curriculum changes, new courses and special events.

Pathways

During this past academic year, Baruch's continuing students received an invitation to attend an Opt-in Pathways workshop. The Center's advisement staff invited all continuing students (entered prior to Fall 2013) and conducted 29 workshops. During the past year, over 300 students attended an Opt-in Workshop and 191 students have opted-in to Pathways.

Student Engagement

After training from the company NARATIV (storytelling organization), several members of the advisement staff integrated the art of storytelling into academic advisement. We have used storytelling as a means to engage targeted cohorts of students. The arts and methodology of storytelling and listening skills have also been used as part of the continued staff development for the advisors.

Financial Aid Services

The award year 2014-2015 brought additional customization of the federal financial aid verification process. A one-type verification process which was applicable to all students selected for verification has evolved to a system consisting of six (6) different types resulting in both additional documentation requirements for our students retaining for staff.

To facilitate this very complicated federal verification process, the Office of Financial Aid Services compiled all corresponding and required terminology into one verification worksheet. 2014-2015 **Standard Verification Worksheet** has proven to be of tremendous assistance to our students and their parents because it eliminates confusion as to which form they must complete.

While the office is still in the CUNYfirst interfacing state, there has been a great emphasis in deploying prompt and accurate information to our students. While some electronic processes are not available to the office as of yet, the office has implemented strategies to reach out to our students. Most of the contact was targeted to the completion of the Free Application for Federal Aid (FAFSA), alerting students of their incomplete status, availability of financial aid and its types, ability to schedule a payment plan and/or deferred payment plan (for those with an unpaid balance), and informing students of their financial aid eligibility and enrollment status. The office also participated successfully in an Enrollment Services campaign to recruit and retain students by advising them of their enrollment status and financial aid eligibility.

During the Fall 2014 and Spring 2015, the office will be conducting its Financial Aid CUNYfirst System Integration Testing (SIT) and User Acceptance Testing (UAT), respectively. The staff welcomes this opportunity to deepen their CUNYfirst knowledge with great enthusiasm. This cycle begins in early October and ends in late March with an implementation goal of April 2015.

To reach optimum and immediate financial aid delivery is our goal. The following are noteworthy highlights:

Federal Programs

Pell Grant

This constantly fluctuating program has changed for the award year:

- The Pell Grant maximum student award has increased to \$5,730 annually, \$2,865 per semester for full time students.
- The total Pell Grant payments for students as of September 26 are 6,082 for the 2014-2015 award year.
- Pell Grant Lifetime Eligibly Used (LEU) continues to be a manual procedure for colleges using the legacy system, which is our case. 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 must ensure that the 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 a 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.
- The Unusual Enrollment History (UEH) Flag, which was added to the financial aid history review, has continued for the current award year. 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.

Direct Loans

The online application implementation continues to be successful in maintaining files and reducing processing time. Students' e-applications are automatically sent to the Loans Unit for processing. Additionally, since our CUNY Portal system relies on bio/demo matches, ongoing reconciliation of duplicate SSNs/dummy SSNs has been augmented; this will benefit our office tremendously as we move forward into CUNYfirst conversion.

For the 2013-2014, the federal direct loan disbursement was approximately \$22 million (Subsidized, Unsubsidized and PLUS). For the 2014-2015 award year, it is estimated that loan borrowing will increase to about \$25 million. While CUNY maintains a low and reasonable Cost of Attendance (COA), students, in some instances, borrow to assist their parents or themselves with mortgage payments or to afford household expenses. CUNY Central is reviewing different default management plans for a possible integration during the 2015-2016 award year. Baruch's FFEL/FDL 3-year default rate is 6.1%, which is one of the lowest among all 13 CUNY Senior Schools. Student loan counseling is a priority for the office; however, resources are limited, particularly with the staff attending mandatory CUNYfirst implementation training. The federal direct loan homepage and associated documents have been updated. We are closely monitoring interfaces to and from CUNYfirst, and our financial aid legacy system and how these affect direct loan processing.

In cooperation with BCTC, our student computers have been converted into lobby kiosk. Our students are now able to complete their direct loan Master Promissory Note (MPN) and Entrance Counseling among many other financial aid related transactions.

The office will continue to refine and bolster written policies and practices concerning Direct Loans,

verification processing, and all other facets concerning financial aid. There is a genuine interest at CUNY institutions to abandon the current paper PLUS Loan application to the electronic version

Perkins Loan

The Perkins Loan is another federal loan option that is for students in need. Qualified students must be a U.S. citizen or eligible non-citizen as well as hold a high school diploma or GED. Again, interest does not accrue with the Perkins Loan, and students will find out whether or not they qualify as well as for how much when they receive their award letters from the College.

- 178 students have been awarded the Perkins Loan.
- The total amount disbursed in Perkins Loan is \$216,255.
- There is a new Direct Consolidation as of January 2014.
- Four loan servicers have been hired to manage the new Direct Loan Consolidation: Fed Loan, Sallie Mae, Nelnet, and Great Lakes. Heartland ECSI is in the process of taking over the loan consolidation process and working with the four (4) loan servicers. This includes, completing Loan Verification Certificates (LVCs) and receiving/applying payments to borrowers account.
- There is a potential end date to the Perkins Loan Program which is September 30, 2015. The final decision is with Congress.
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- Researching borrowers address and emails on NSLDS and updating it on SALNET (Perkins Loan billing system).
- Reaching out to students in default with information on the rehabilitation program and consolidation program.

Work-Study

Students may be employed under the Federal Work-Study (FWS) program by the school in which the student is enrolled. Students seeking this type of employment must complete the FAFSA and have “need” since this is a campus-based program. This employment opportunity is very successful at Baruch College. Our staff is continuously seeking and implementing new ideas to enhance the program:

- Administered two (2) FWS supervisor orientations in order to update students on program policies and procedures for the 2014-15 award year.
- Created a new timesheet to ensure easier completion by supervisors and more efficient processing by timekeepers.
- Created forms for transfer and termination, and implemented policies for course of action.
- Coordinated with STARR career development center to create a process for students to apply for FWS jobs online through the STARR search website. New application process, which includes submitting resumes online.
- Conducted four (4) FWS orientations for students for summer 2014. 260 students were in attendance.
- Increased the starting salary of undergraduate and graduate Federal Work-Study students to \$9 and \$13, respectively.
- Six (6) new work sites were created on the Baruch College Campus. Students began working at these sites as of Summer 2014.

- Created a supervisor statement and responsibility form to reiterate policies and procedures necessary for employing and managing FWS students.
- 2,442 students were awarded FWS for the 2014-15 academic year, and 209 students are currently on the wait list for the award.
- Four (4) FWS orientations were held in early September for incoming freshmen and transfer students, as well as students who did not attend orientation in the summer.
- The 2nd annual FWS Job Fair will be held on September 18th
- FWS site evaluations will be conducted by the students, in order to assess work sites

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) was evaluated this year in July after the Registrar's Office confirmed all grades were posted for the Spring 2014 semester. SAP is now run in coordination with CUNY Central using CUNYfirst queries; we will depend on the Central Office until we are fully implemented. 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 enrolled in the Fall and Summer 2013.
- Approximately 100 students submitted an appeal, and 80 students had their appeal approved. The other 20 students may recuperate their aid for Spring 2015 if their academic deficiency is resolved by the end of the Fall 2014 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.

Return to Title IV

The Return of Title IV (R2T4) Funds regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance. Up **through the 60% point** in each payment period or period of enrollment, a pro-rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. **After the 60% point** in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

For the Spring 2014 semester, the R2T4 committee was able to process cases via the legacy system in SFA via the SIMB134 report but moved into the CUNYfirst generated I510 report. Since Financial Aid Services is not fully integrated, it is difficult to assess the accuracy of the I510. an in-house report is used to compare the information.

New York State Program

Aid for Part-Time Study

The Aid for Part-Time Study (APTS) program provides grant assistance for eligible part-time students enrolled in approved undergraduate studies.

The Spring 2014 Semester was the last semester that APTS was certified using the legacy system via

UAPC. A new system has been implemented for the Fall 2014 using the software Financial Aid Eligibility and Certification Tracking System (FACTS).

The Percy Ellis Sutton SEEK (Search for Education Elevation and Knowledge) Program

The SEEK program provides its students with the academic and personal tools they need to achieve success. Financial Aid Services plays a very important role for these students including:

- Conducting approximately 160 SEEK economic eligibility Interviews for potential entering freshmen for the 2014-2015 award year. 106 SEEK entering freshmen and 30 SEEK transfer student were admitted. 93 entering SEEK freshmen decided to attend the emersion program.
- SEEK Technology fee funding was increased by .60 cents (from \$140 to \$140.60).
- For 2014-2015 entering freshmen are attending a non-credit based emersion program to acclimate them to college. In previous years, students enrolled in a credit based program
- SEEK entering freshmen and transfer Financial Aid orientation is scheduled for October 2014.

Because the office is still in legacy, we are still packaging SEEK awards manually for all groups: freshmen, attending summer emersion, and transfer students

Institutional

Hobsons Retain

Our Hobsons Retain staff member continues to assist the Registrar's Office with its CUNYfirst needs:

- Aided in building the course schedule in CUNYfirst.
- Aided in building and attaching the correct prerequisites and co-requisite courses in CUNYfirst.
- Reviewed student information during the transition from SIMS to CUNYfirst.

Hobsons Communications:

- Sent over 300 communications from August 2013 to August 2014
 - Early Alerts: This is the mid-semester report where instructors are asked to complete a survey about students who are at-risk of failing the course. Currently, the Early Alerts process only targets first semester students. Once the at-risk students have been identified, we take a proactive step to reach out to them and urge them to visit the Academic Advisement Center.
 - Spring 2014
 - Instructors targeted = 638
 - Students flagged and communicated with = 755
 - Fall 2013
 - Instructors targeted = 748
 - Students flagged and communicated with = 1041
 - Executives on Campus Mentor Information: The department recruits individuals to be Mentors for students through their offered programs. Instead of the staff members emailing these several hundred individuals one at a time and saving their information on an excel document, Hobsons Retain streamlined this process to only take a few days. The mentors are sent an e-mail with content that

they can edit. The edits will automatically appear in Retain, and the information is shared with the EOC staff.

- Completed data script for CUNY First and Retain
 - Brings in student academic information, demographic information, course schedule, and instructor e-mails.

Scholarships

Effective award year 2014-2015, the Scholarships Office was relocated under the umbrella of Financial Aid Services. There is an ongoing review of all practices to be converted into a Policy and Procedures Manual (PPM). In addition, the home-grown scholarship database is being analyzed to improve services, record keeping and monitoring. External softwares are being examined to further enhance functionality. Reliable technical and programmatic support is vital to improve the internal. During the award year 2013-2014, close to 700 awards were issued.

Study Abroad

Students who wish to explore other horizons and fulfill their desire to learn about other cultures and environments may join the Study Abroad program. The Office of Financial Aid Services assists these students in locating financial aid resources to pay for their class while being abroad. As such, the office:

- Counsels the students in the availability of financial aid resources.
- Updates the students' Cost of Attendance to include study abroad eligible expenses.
- Informs students about the new Study Abroad Acknowledgement Form; this form allows for the posting and utilization of TAP for the program.

CUNYfirst

CUNYfirst has dramatically impacted the operations of the Office of Financial Aid Services. The staff has attended and will continue to attend User Acceptance Testing interfacing training. In addition, staff verified that the legacy-to-CUNYfirst and CUNYfirst-to-legacy interfaces functioned. The following are some of the new responsibilities associated with this interfacing/implementation:

- BARFit Committee member and contributed to implementation strategies.
- Monitor daily interfaces to and from legacy and CUNYfirst.
- Reconcile payroll discrepancies.
- Write programs to assist with idiosyncrasies of CUNYfirst feeds.
- Manage CRM tickets.
- Attend CRP for fully-delivered FA conversion.

Private Education Loans

Private/Alternative Loans are Private Education Loans, also known as Alternative Education Loans, which help bridge the gap between the actual cost of education and the limited amount the government allows students to borrow in its programs. Private loans are offered by private lenders and there are no federal forms to complete.

These loans do not have financial aid item type yet; therefore, they cannot be posted in FAPINQ. The temporary process consists in certifying the loan request and posts a service indicator for the Bursar's view.

Initiatives

- 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.
- Staff is strongly encouraged to attend online and free training to address staff development and the constant updates in financial aid processing.
- Automatically package all financial aid eligible graduate students with Unsubsidized Direct Loan funds to positively impact customer service, and so this funding can be displayed on a student's award letter. The office will learn new processing steps for Direct Loans for when we become a fully delivered CUNY First institution.
- Utilize the CUNYfirst award letter product.
- Conclude the revamping of the institutional Scholarship Database and its different components.
- Finalize the review of potential external scholarship processing softwares
- Finalize the Scholarship/Gift Aid Policy and Procedures Manual, which will be a living document.
- Work with Federal Work Study coordinators at the coordinators meeting to devise processes to effectively transition into CUNYfirst.
- Continue to foster relationships with departments on campus in order to create new work sites for FWS Students.
- Utilize CUNYfirst reports to actively monitor FWS funding usage, in order to optimize budgeting and expenditures.
- Perfect the data bridge between CUNYfirst and Hobsons Retain.

International Student Office

As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has enrolled 1,987 international students in F-1 status and 75 in J-1 status (519 graduate students, 1,415 undergraduates and 132 ESL & Certificate students). In addition, 398 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 81 students have received approval to participate in internships for the Fall 2014.

During the months of July, August and September 2014 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 500 students attended orientations on July 9th (30 ESL students), July 9th (47 SWUFE students) August 5th (Undergraduate, 117 students), August 25th (Graduate, 137 students), August 25th d (Exchange, 72 students), September 9th (CABP, 48 students), September 24th (ESL, 49 students).

The International Student Service Center (ISSC) continues to organize and conduct monthly immigration 101 workshops for our students on a variety of topics such as 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.

Goals:

- Manually update all immigration information in the students' record that did not transfer during the transitioning from SIMS to CUNYfirst.
- Participate, design and promote events dedicated to improve global awareness in our campus, and aim to create a supportive and inclusive environment for international students and scholars. Active participation during the United States International Education Week, November 17-21 2014, and The Brazil Carnival, February 10th, 2015.
- Provide thorough information on immigration regulations and procedures pertaining to international students, exchange students and scholars, as well information concerning departments, center and facilities available to them at Baruch College.
- Implement training sessions for the use of assessment tool CollegeLabs.

Recruitment

In order to achieve our goals for freshman recruitment and yield, the Admissions Counselors focused on improving print and online marketing and communications, on campus events, off campus recruitment, and yield activities. Our efforts involved collaboration with a number of departments across campus, without which, this could not have been a success.

To better engage with interested students, the Admissions Counselors created new print recruitment pieces and created an automated communication plan through Hobsons with 36 emails sent to prospective applicants throughout the year. The Admissions Counselors also created a new VIP website for admitted freshman and transfers, which provided information on majors and student life, an opportunity to schedule an admitted student visit, details on the process of enrolling, and a way to submit the commitment form electronically.

There were 7 admissions officers that recruited high school students domestically at college fairs and high school visits, primarily in New York, New Jersey, and Connecticut, with some exploration of the Florida and Massachusetts markets. Last year, we attended over 500 college fairs and high school visits and met with over 9,600 students. Our staff collected student information and enrolled them in our communication plan module.

The Admissions Counselors also continued to provide weekday tours and information sessions throughout the year and held several on campus events, including weekend information sessions, Open Houses, College for a Day, and SEEK for a Day. In addition to answering phones and handling walk-in visitors, the Admissions Counselors hosted over 160 public and private tours for more than 625 prospective students and five weekend information sessions/tours for 229 prospective freshman and their families. We held a fall and spring Open House with over 775 prospective students in attendance. Additionally, we hosted 2 College for a Day programs with 173 prospective applicants and a SEEK for a Day program, which included an application workshop for 96 students.

This year, the Admissions Counselors expanded its efforts to yield admitted students, increasing the number of daily tours offered exclusively to admitted students and families, offering weekend

admitted student tours with faculty, hosting an honors reception, and hosting one large scale event for top admitted students.

We hosted 46 Admitted Student weekday tours and information sessions that were attended by 224 admitted Freshman and Transfers. 62% of admitted students that attended this event submitted a commitment form.

The Admissions Counselors received tremendous support from the faculty and from various departments across campus (such as Student Life, Athletics, Career Services, Financial Aid, ISSC, and Advising to name a few) as well as from Facilities and Buildings & Grounds. Through the staff's hard work and the generous contributions of the Baruch community, we were also able to undertake 5 weekend information sessions with faculty, 1 large scale admitted student event, Express to Lex that had over 20 faculty participants, and one honors reception, with faculty. The yield on students who attended any event with faculty was 68% and it was 76% for our premier admitted student event, Express to Lex.

Registrar's Office

Enrollment

A total of 18,163 (14,911 undergraduate and 3,252 graduate) students registered for the Fall 2014 term. We are offering 2,513 sections during the Fall 2014 term compared to 2,476 for the Fall 2013 term (a 1.4% increase).

Graduation:

- Summer 2014 graduation: 564 undergraduate, 303 graduate for a total of 867
- Spring 2014 graduation: 1,403 undergraduate, 659 graduate for a total of 2,062
- Fall 2014 (applicants): 1,189 undergraduate, 159 graduate for a total of 1,384
- 2014 potential totals: 3,156 undergraduate, 1,121 graduate for a total of 4,277

- Summer 2013 graduation: 625 undergraduate, 391 graduate for a total of 1,016
- Spring 2013 graduation: 1,462 undergraduate, 597 graduate for a total of 2,059
- Fall 2013 graduation: 1,054 undergraduate, 418 graduate for a total of 1,472
- 2013 graduation totals: 3,141 undergraduate, 1,406 graduate for a total of 4,547

Verification

ERoster certification opened on September 17 and concluded on September 25, 2014. We had a 84.86% submission rate; this was up 1.3% from Fall 2013.

Veteran Affairs

There are 155 Veteran's or dependents enrolled for the Fall 2014 term. Of that, 134 are receiving Veteran Affairs benefits for the Fall 2014 term. This is an increase from the 132 for Fall 2013. This number is expected to increase as numerous members of the military return from the Afghanistan War and the drawdown of the military.

Schedule

The Office is currently working on the Spring and Winter 2015 course offerings. The Spring and

Winter courses will be available on our website by October 17, 2014 and registration for the Spring and Winter is expected to begin on Tuesday, November 4, 2014.

General Information

We finished the main migration of our student data from SIMS to CUNYfirst in April 2014. However, this is still an on-going process as we are in constant contact with other offices and our sister institutions in order to develop the best practices of using CUNYfirst. Several shadow systems were created with SIMS to account for the short comings of the system. We are still developing reports and queries to fully utilize all of the features that CUNYfirst provides. Additional computer software programs such as Degree Works, FACTS, AIMS and TAP are being modified to function with CUNYfirst.

SEEK

95 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 also had a financial literacy class thanks to a small grant from Citibank. They will continue to have direct support in their mandatory two semester freshman seminar taught by their SEEK counselors and assisted by peer mentors in the fall and spring.

The SEEK Transfer Division continues with our Transfer Bridge Program with CUNY community colleges. Furthermore, SEEK transfer students are required to take a Special Program transfer seminar designed to guide the students as they make their transition into Baruch College.

This year marks the fifth year of the *SEEK Urban Male Leadership Academy* for underrepresented males. 10 men were accepted as freshmen this year after a rigorous admissions process including letters of recommendation, a personal statement and an interview with SEEK Counselors.

On November 7th, 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, CUNP CAP, tutors and others.

Other activities started in previous semesters will be continued this fall. This includes 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.

Testing

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 215 skills assessment test sessions were administered for 6,244 students during the academic year 2013 – 2014. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generated between 12,488 and

18,732 English, Mathematics and Freshman Seminar course placements. Skills Score Reports and Course Placements were generated for all Fall 2013 and Spring 2014 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 98 reading and scoring sessions were conducted during the academic year 2013 – 2014. A minimum of 23,000 examinations were read, scored and processed. Borough of Manhattan Community College (BMCC) was eliminated as one of the Borough Centers. The workload previously assigned to this center is now relegated to Baruch. This workload 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 consist of Baruch, BMCC, CSI, John Jay, Central Office's Special Initiatives and Programs with an estimated 23,000 - 25,000 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 academic year 2013 – 2014 conflict administrations, a total of 243 students registered for the examination with 177 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.

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 academic year 2013 – 2014 CLA administrations, a total of 1,144 incoming freshman were identified as part of our eligibility pool. A total of 250 students were sent test participation invitation, which yielded 104 students taking the examination. In the CLA administration for seniors, a total of 667 students were identified as part of our eligibility pool. A total of 471 students were sent test participation invitation, which yielded 100 students taking the examination. The sample goals of one hundred entering freshmen and one hundred senior students were 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 academic year 2013 – 2014, 3,111 evaluation packets were prepared. 60,156 scan forms were processed and scanned. 2,872 evaluation reports were generated and distributed. Electronic data files were also created and distributed to academic departments and administrative offices.

Online Student Course and Faculty Evaluation System: The college administration assessed the viability of moving from a traditional pencil/paper assessment system to an online model. The Office of the Provost and Senior Vice President for Academic Affairs, in conjunction with the Joint Committee for Student Course and Faculty Evaluation conducted research on online systems and vendor delivered products. In the winter of 2014 SmartEvals an online evaluation product delivered by Gap Technologies Inc. was selected for purchase and implementation. In the spring 2014, the online SmartEvals system was implemented. Approximately 50% of the students who were invited to respond to the surveys did so. This 50% represents a reduction from an average of 70% who responded in spring 2013 when the evaluations were administered in class. A response rate of 50% is a strong start for a first time online administration. This response rate was achieved with almost no advertising or special incentives to participate.

Undergraduate Admissions and the Transfer Center

In April 2014 as a wave four CUNY campus, Baruch College began using the new CUNYfirst system. The implementation of CUNYfirst meant that the Office of Undergraduate Admissions and the Transfer Center had to learn how to properly incorporate the new, centralized system into departmental processes without impacting service output. We were challenged with this while continuing to work towards meeting our enrollment goals for the Fall 2014. After carefully strategizing and devising an execution plan the Office of Undergraduate Admissions and the Transfer Center were able to successfully meet our enrollment goals and enroll 3,411 new students; 1,296 freshmen and 2,115 transfer students for the Fall 2014 semester. Our entering freshman class consisted of 95 SEEK and 1,201 Non-SEEK freshman. The average SAT for our registered non-SEEK freshman is 1245 with an 88.4 cumulative academic average. Our entering transfer class consisted of 27 SEEK and 2,088 non-SEEK transfer students, with a 3.24 GPA.

In an effort to increase awareness of all that Baruch College has to offer prospective transfer students, the Transfer Center conducted several on and off campus recruitment initiatives. The second annual Transfer Advisors Information Session was held on September 19. Twenty two representatives from ten Community CUNY and Non-CUNY Colleges attended this event. Faculty members from the Zicklin School of Business, Weissman School of Arts and Sciences the School of Public Affairs, provided the advisors with information on the various majors offered in each of the schools. The Center for Academic Advisement and the International Student Service Center also participated and provided the advisors with information on the curriculum and immigration. The goal was to provide the Transfer Advisors the information they need in order to properly advise those qualified students interested in transferring to Baruch College.

In conjunction with the Baruch College Admissions Counselors, the Undergraduate Admissions Office and the Transfer Center hosted several yield events for our admitted freshman and transfer students. Students had the opportunity to meet with staff and faculty who provided them with information on the curriculum, financial aid, housing, student clubs and organizations and answered all of their questions. During the months of April and May 2014 the Transfer Center conducted two yield events specifically for admitted transfer students. The students were provided with preliminary transfer credit evaluations and were able to meet with the Credit Evaluators to further discuss the evaluations. Several on campus weekend information sessions for prospective freshman and transfer students were also conducted as well as a large Open House event in May. The Transfer Advisors also participated in a variety of off campus Community College fairs for prospective students interested in transferring to Baruch College.

The Undergraduate Admissions Office and Transfer Center assists both continuing and prospective students and their families, providing them with a variety of information on the college. From January to September 24, 2014 the front desk staff of the Admissions Office assisted 5,414 visitors. The Transfer Center assisted 8,747 continuing and prospective students and their families.

Immunization

The Undergraduate Admissions Office is responsible for ensuring that the College is in full compliance with the New York State Board of Health Immunization Regulations. During the summer months the Immunization Records Unit communicated with all new undergraduate & graduate students on these health requirements. For the Fall 2014 the Immunization Records Unit processed 3,855 immunization records and responded to 2,570 emails from students with questions on immunization. The Undergraduate Admissions office has designed a page on our general website to provide students with online access to the immunization form and a question and answer section: <http://www.baruch.cuny.edu/undergrad/immunization.htm>

Residency

The Undergraduate Admissions Office is also responsible for monitoring & processing residency applications for all undergraduate & graduate students. Those students requesting resident status for tuition purposes must submit proof of eligibility in order for an accurate residency determination to be made. For the Fall 2014 the Residency Unit processed 1,139 applications and as of September 10, 2014, responded to approximately 939 emails from students with questions on residency. The Undergraduate Admissions office has designed a comprehensive website that provides students with the residency application and complete instructions: <http://www.baruch.cuny.edu/undergrad/residency>