

Enrollment Management Report for the General Faculty Meeting March 17, 2014

The Center for Academic Advisement (CAA), part of the Enrollment Management and Strategic Academic Initiatives 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, as the template, the staff of professional academic advisors provides Baruch's undergraduate student body with a variety of services.

During the Spring/Fall 2013 semesters, the advisement staff had almost 20,000 individual student visits (90% unique students), which represents a 3,000+ visit increase for the same time period of the previous year. Additionally, we advised over 4,600 new students at orientation from summer through winter intercession, and replied to more than 1,000 student advisement emails.

The advisement staff continued its three targeted advisement programs for academically "at-risk" students: (1) The six-week *Students Toward Success Program* for second semester freshmen, (2) The six-week *Transfer Transition Program* for second semester transfer students and (3) The ten-week *Getting Your College Career In Gear* program designed for students recently reinstated after academic dismissal. In addition, advisement conducted four probation workshops for all undergraduate students who are coded for probation.

The CAA also hosted the semi-annual Majors/Minors Fair on October 16, 2013. We invited all undergraduate students below 61 credits, new transfer students, and undeclared students with over 61 credits. Further, the CAA collaborated with Baruch's Advisor Alliance to host the annual "Is Graduate School in Your Future?" All students with over 61 credits were invited to attend.

Fall 2013, The CAA fully launched the online Mid-Semester Assessment system using Hobsons Retain. This system has completely replaced the paper roster system. This approach permits faculty to alert the CAA when a student's performance and/or attendance puts them in academic jeopardy at the mid-point in a semester. The online system received very positive feedback from faculty on its usability, convenience, and clarity. 708 faculty members received the survey and we garnered a 55% response rate. Our goal is a 65% response rate for the spring 2014 semester. We are working with the Associate Provost, for verbal reinforcement to faculty from the Chairs, Deans and Provost regarding the importance of the mid-semester report. A total of 1,346 student alerts were sent to 1,041 individual students (some received multiple alerts).

The CAA continued the Freshmen Caseload for all freshmen with the exception of SEEK and Honors students. These freshmen were assigned to an academic adviser in the CAA. These freshmen received communication from their advisor throughout the semester. The correspondence (emails) sent to the students advised them to campus activities, registration tips, upcoming CAA events, and academic

timelines. The CAA advisors also “popped-in” to their assigned FRO 1000 sections during the first week of classes. The visit gave each advisor an opportunity for self-introductions. Additionally, the Peer Newsletter (including peer office hours) was distributed, and informed they would receive regular emails throughout the semester from their advisor.

Advisors continued to run the FRO 1000 session 11, dedicated to advisement prior to registration. The advisors visited over 50 sections of FRO 1000 giving the freshmen the opportunity to review curriculum and receive guidance on appropriate course options.

During the last week of October, the CAA hosted a successful Freshmen Advisement Week. This week consisted of four different workshops: “How Do I Choose My Major,” “How Do I Get Involved,” “College Is Hard, What Do I Do Now” and “College Cost - How Much?” For the spring 2014, the CAA increased their PEER Advisors from 5 to 6 Peers and expanded their role to include facilitating the “Students Toward Success” at-risk freshmen program.

The Center continued to assign each academic advisor to one or two individual Liberal Art departments and the School of Public Affairs. 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 fall 2013, the CAA collaborated with the Psychology department and School of Public Affairs. This resulted in two successful workshops designed for current and potential majors in these two areas. We received positive feedback from student attendees and participating faculty advisors. During spring 2014, the CAA is scheduled to hold two collaborative workshops with the faculty advisors/academic departments of Natural Science and Modern Languages.

During spring 2013/fall 2013 the CAA hosted a variety of events. These included a Welcome luncheon and the ‘Lunch and Learn’ Lecture Series: Global Cross-Cultural Communication, The Power of Networking, and Union Square Hospitality Group. In addition, for the first time, the Deans Scholars had a dedicated Freshmen Orientation, assigned into Dean’s Scholars freshmen blocks, and two assigned advisors facilitated all the Deans Scholars’ Freshmen Seminars.

During fall 2013, all athletes had a one to one session with their assigned advisors. Also, this spring, CAA is piloting ‘Story Telling’ with student athletes. Seven athletes visited individually with the Student Athlete Academic Advisor to share their personal stories. After the advisor prompted the athletes with specific questions, athletes shared their personal growth stories. The CAA hopes to include some of these athlete stories on our website. The CAA is also aiming to expand this project to incorporate more athletes beginning fall 2014.

During the fall 2013 semester, the CAA assumed the responsibility of running all Freshmen and Transfer Orientations. The CAA conducted two freshmen and 16 transfer orientation programs for the spring 2014 entering class. At the spring 2014 orientations, we welcomed approximately 100 incoming

freshmen and 1,700 incoming transfer students. Lastly, fall 2014 orientations will begin late May running through late August.

As reported in the United States Citizenship & Immigration Services SEVIS System at the Office for International Student Services, Baruch College has enrolled 1,777 international students in F-1 status (265 graduate students, 1,064 undergraduates and 138 ESL & Certificate students). In addition, 346 students currently have received approval or are awaiting approval for Optional Practical Training after completion of their degree, and 106 students have received approval to participate in internships for the Spring 2014. Furthermore, the International Student Service Center (ISSC) has reported 46 students in J-1 status (40 non-degree exchange students and six degree students), and 7 of in Academic Training after completion of their degree program

In the academic year of 2013-2014, ISSC has provided assistance to 10,739 visitors (new, continuing, alumni, and prospective students). During the months of July, August and September 2013, January and February 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 605 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), January 6th (ESL, 18 students) January 8th (Undergraduate, 93 students), January 14th (CAPS, 13 students), January 16th (Graduate, 33 students), January 22nd (Exchange, 43 students), February 26th (ESL, 15 students) .

The number of international students attending the immigration workshops conducted by ISSC increased significantly since we implemented Hobsons Retain to communicate the scheduling thereof. As part of the new initiatives for the 2013-2014 academic year, ISSC is working in tandem with Baruch Computing and Technology Center (BCTC) and its division, the Office of Instructional Technology Services in the creation of Skype accounts and blackboard groups, respectively, to disseminate virtual Practical Training workshops so that a larger number of students can be reached.

In the Fall 2013, in conjunction with the Weissman Center for International Business promoted activities related to the celebration of the United States International Education Week, celebrated all over the country from November 12 to November 18, 2013. The Office of Study Abroad was again the recipient of a monetary award from Santander Universities to be distributed to the club(s) that involved the largest participation of organizations in an event during the celebration mentioned above. Several organizations participated and made this celebration a success. In addition, ISSC in conjunction with CUNY Citizenship Now conducted a naturalization workshop and 36 participants were served; of those 30 were CUNY students, one CUNY staff and one had a family member in CUNY. ISSC also sponsored the International Student Organization (ISO) during the first Baruch Thanksgiving dinner for international students. More than one hundred students attended.

ISSC was awarded with a grant from the CUNY Office of Students Affairs, International Student & Scholar Services, based on the proposal of a creation of a domestic student to international student peer

mentoring program. The creation of this program is currently in progress. The Office hopes to continue to utilize technology and social media to better serve students and use CampusLabs to self-assess the implementation of virtual immigration workshops.

A total of 17,734 (14,574 undergraduate and 3,160 graduate) students registered for Spring 2014 semester according to the Registrar's Office. We are offering 2,712 sections during the Spring 2014 semester, compared to 2,599 for the Spring 2013 semester (a 4.1 percent increase).

- For Summer 2013 graduation: 625 undergraduate, 391 graduate for a total of 1,016
- For Spring 2013 graduation: 1,462 undergraduate, 596 graduate for a total of 2,058
- For 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
- 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
- 2012 graduation totals: 2,820 undergraduate, 1,415 graduate for a total of 4,235

ERoster certification opened February 19 and concluded February 27, 2014. We had an 83.65 percent compliance rate; this was up .02 percent from last fall. The department chairs and the Provost's Office continue to assist with compliance efforts.

There are 134 students receiving Veteran's benefits for the Spring 2014 semester. This is an increase from the 132 in 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.

The Office is currently working on the Summer and Fall 2014 course offerings for the Schedule of Classes. The Summer courses offerings are available on our website and the Fall schedule should be completed before April 1, 2014. Registration for fall is expected to begin on Wednesday, April 23, 2014.

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.

During the month of January 2014, the SEEK Program ran a mandatory math support program for SEEK freshmen who did poorly in or dropped their math class in the fall semester. We also ran a precept

course on cost accounting. The spring semester of SEEK's yearlong freshmen seminar (FRO 2000S) will focus on career exploration.

The fourth 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 third cohort will assist SEEK staff to select students for next year.

A program to lend graphic calculators to SEEK and non-SEEK students enrolled in math 2003, 2205, and 2007 remains in place this semester as well as our laptop lending program. This year's Percy E. Sutton SEEK Awards Ceremony is scheduled for Friday, May 2.

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 160 skills assessment test sessions were administered for 2,819 students during the period July 1st 2013 – December 31st 2013. In addition to institutionalized test sessions, small group and individual emergency sessions are also held on an as needed basis. These tests generated between 5,638 and 8,457 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 48 reading and scoring sessions were conducted during the period July 1st 2013 – December 31st 2013. A minimum of 7,575 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 25,000 - 30,000 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 2013 conflict administration, a total of 183 students registered for the examination with 124 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 2013 CLA administration 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. 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 1st 2013 and December 31st 2013, 3,023 evaluation packets were prepared. 15,000 scan forms were processed and 11,015 forms were scanned. 674 evaluation reports were generated and distributed. Electronic data files were also created and distributed to academic departments and administrative offices.

The Office of Undergraduate Admissions and the Transfer Center met our enrollment goals and enrolled 1797 new students (118 freshmen and 1679 transfers) for the Spring 2014 semester. They worked very closely with the Center for Academic Advisement and Orientation to conduct 13 Transfer and 3 Freshman orientation programs for the Spring 2014 entering undergraduate class.

In an effort to increase awareness of all that Baruch College has to offer a prospective transfer student, we implemented several new recruitment initiatives. One of those initiatives was to conduct an Information Session for Community College Transfer Student Advisors. Representatives from the Zicklin School of Business, Weissman School of Arts and Sciences and the School of Public Affairs, provided the advisors with the information they needed in order to properly advise those students interested in transferring to Baruch College.

During the month of October we conducted several Transfer Advisor information sessions. Students were invited to register online and schedule an appointment to meet with a Transfer Advisor to discuss

the admissions and transfer process. Students were encouraged to bring in their transcripts and discuss possible transfer credits. Additionally, the office partnered with the International Student Service Center to conduct information sessions for the international student population at our largest feeder Community Colleges; Kingsborough Community College, Borough of Manhattan Community College and Queens borough Community College.

In November we conducted our first Transfer Diversity Event. We reached out to the various student clubs and organizations within the CUNY Community Colleges and invited them to attend this event. We hosted a total of 60 students and family members.

In recruiting the Spring 2014 Transfer class, the Transfer Advisors participated in several off campus Community College fairs. They attended the Annual Historically Black Colleges University College Fair in November and in early March they attended the Latino College Expo & Youth Leadership Summit. We worked with the Welcome Center in conducting Baruch's largest Open House event for prospective undergraduate students. The Office of Undergraduate Admissions and the Transfer Center continues to work hand in hand with Recruitment to assist with on campus events and work towards recruiting and enrolling our Freshmen and Transfer undergraduate population.