

General Faculty Report
Spring 2015
Enrollment Management

Center for Academic Advisement and New Student Orientation

The Center for Academic Advisement and New Student Orientation is responsible for providing comprehensive and holistic academic advisement for all undergraduate students throughout their academic career at the college. Using the National Academic Advising Association's Core Values, as the template, the staff of professional academic advisors, provide the Baruch undergraduate student body with a variety of services. Using the best practices for new student orientation, the staff plays a vital role in the enrollment of new students to Baruch each semester.

Advisement Activities

Fall 2014 - September 1- December 31, 2014

- 30 minute one-on-one academic planning sessions: **1, 172 students**
- 10 – 15 minute walk-in advisement sessions: **7,852 students**
- E- Advisement (academic.advisement @baruch.cuny.edu): **646 emails**

Winter 2015 - January 1, 2015 – February 5, 2015

- 30 minute one-on-one academic planning sessions: **159 students**
- 10 – 15 minute walk-in advisement sessions: **2,299 students**
- E- Advisement (academic.advisement @baruch.cuny.edu) : **191 emails**

ACADEMIC SUCCESS PROGRAMS

Mid- Semester Assessment

During the past academic year, in collaboration with the Office of the Provost, the Center continues to manage 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. In the fall of 2014, 833 faculty received the online assessment survey, 42% of faculty finalized their survey, for a total of 1561 alerts for 988 individual students.

This spring we will continue to improve upon the mid-semester assessment by providing faculty more time to enter their alerts and improving the communication to students. Although we encourage faculty to enter alerts prior to the withdrawal deadline, the mid-semester assessment will now permit faculty to enter alerts continuously throughout the semester. The online system lets us to manage alerts over spring break and outside of a fixed deadline. This will allow for greater communication between faculty and new students regarding course expectations and at-risk behavior. Students will now receive course information regarding alerts entered on their behalf by email, via Hobsons Retain. Moving forward, students will be able to get the important information about their in-course performance without having to wait in line to see an advisor.

Early intervention programs

The advisement staff continued its three targeted advisement programs for students academically “at-risk”: (1) Students Towards Success Program (STS) for second semester freshmen; (2) Transfer Transition Program (TTP) 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.

This spring we are offering two sections of In Gear for 32 reinstated students. Our graduate assistants continue to offer one-on-one and group mentoring to these students with a focus on time management, goal setting and mindfulness. This spring we are offering six TTP courses for 100 students. These groups meet six times throughout the semester with both a graduate assistant and an undergraduate peer mentor. The class sessions focus on time management, study skills, goal setting, mindfulness and personal responsibility. This spring the second semester freshmen students were assigned to undergraduate peer mentors and full-time academic advisors for required one-on-one meetings in lieu of the group sessions required for the Students Towards Success program. The individual meetings allow Advisors and Peer Advisors to build personal relationships with our struggling students and to work on personal goals and academic challenges.

Math Immersion

The Center continues its outreach to students who are placed into the Math Immersion Program. As the math sequence persists as a major obstacle for intended Zicklin students, it is imperative that we continue targeted advisement for this student group. Students who are placed in the immersion math courses are assigned to work with an Academic Advisor to review math pre-requisites and the path to degree completion. Additionally, this semester the Center is collaborating with SACC to provide two “Math Skills Workshops” intended to provide a group-support for students who are struggling. The workshops will review math study skills, the stress and anxiety associated with studying math, as well as major options outside of Zicklin.

WU Grades – Unofficial Withdrawal

This fall 2014 all undergraduates who received multiple WU grades in the spring 2014 semester were invited in for a one-on-one advisement session. Most of these students are on or are close to academic probation and/or academic dismissal. Thirty-three (out of 39) met with an advisor. We will conduct similar outreach this spring 2015 for students who received multiple WU grades in the fall 2014.

EVENTS

Major/Minors Fair

On March 12, the Center will hold its annual Major/Minor Fair. The fair is always well attended by faculty and students. It is a great opportunity for students to learn about the wide range of majors, minors offered at the College. We also have representatives from the Starr Career Development Center, as well as the Center’s Peer Advisors attend the fair.

PEER ADVISEMENT

The Center currently has four Peer Academic Advisors who provide administrative support to the Center with front desk assistance, meet with fellow undergraduate students regarding Baruch academics, policies and resources, and serve as program assistants and peer mentors for the Center’s at-risk programs (Students Toward Success or Transfer Transition Program). The Peers will

continue to advise freshmen for summer and fall registration both in groups (in FRO classes) and one-on-one (walk-in advisement) and will create the Peer Advisement Newsletters to provide information to students regarding study abroad opportunities, registration information and highlight important campus resources. As the current Peer Advisors prepare to graduate in May, the team will be looking to hire and train a new group of undergraduate students for the Peer Advisement Program for the Fall 2015-Spring 2016 academic year.

TARGETED ADVISEMENT PROGRAM

WSAS/SPA Majors

Officially declared Arts & Sciences majors, as well as Public Affairs majors are assigned to a specific academic advisor. The academic advisors also meet with the faculty advisors for their assigned cohort. Advisors conducted over 1,100 one-on-one advisement sessions with SPA and WSAS majors.

Student-Athletes

Student-athletes are assigned to a specific academic advisor. In the fall 2014 semester, 176 athletes (out of 198) had at least one individual advisement session with an academic advisor.

Dean's Scholars

During the fall 2014 semester, 235 Dean's Scholars had at least one individual advisement session with their assigned academic advisor. In addition, the two DS advisors were the designated FRO 1000 facilitators for the four DS FRO sections; conducted new student orientation and hosted two social gatherings for the students and select faculty and staff. The DS advisors also joined the students at several campus wide events.

ORIENTATION

The Department ran 14 orientation dates for the incoming spring 2015 students, two programs for freshmen and 12 for transfer students. A total of 1919 students were invited and 1599 attended (not including the Virtual Orientation program). New for 2015, the Center hired both an Associate Director and Program Assistant to be responsible for all Orientation programming. Among the first responsibilities for the new Associate Director was hiring and training the Orientation Leader staff (23 Orientation leaders and 2 OL Managers). OL training was held on a Saturday in early December, each part of the Orientation program was developed into an icebreaker game to create a hands-on, collaborative, and engaging learning experience. "Orientation Survivor" was a huge hit among the staff and was a great kick off to the Orientation season.

The new leadership team worked closely with the Admissions, Registrar and Advisement staff to create a seamless transition for our new students. Starting with an update to the Orientation website, the Associate Director in collaboration with staff from the Admission's Office and BCTC created two websites; one for Freshman Orientation the other for Transfer Orientation. Both new websites are easy to navigate, provide links to many of our most important campus resources, and lead new students through the Orientation process from invitation to RSVP to their orientation day. Moving into the invitation and RSVP process, the Admissions Department created a shared database that made tracking student invitations, RSVPs, Math and English placement, and credit evaluations easy to communicate between departments. The new Orientation Coordinator regularly made updates to the database and created daily reports to keep the team abreast of Orientation enrollment

and goals. The information provided in the database was used to create a personalized “math placement” handout for each student who attended an orientation program. Working within the limits of the CUNYfirst system, the Orientation leadership has had to become creative to work out new ways of doing the old things. Previously, in the world of BOSS, the Transfer Center was able to print out “transfer credit evaluations” which included a ‘notes’ section. While this functionality is not available in CUNYfirst, we still had to find a way to get this information to students. The “math placement” handout, which included much more than math placements, became an essential document on Orientation days.

A second innovation was the creation of the “In-Progress Course Pre-Requisite Waiver Form” which provided students a chance to register for spring classes if the course pre-requisite was in progress for the fall semester. CUNYfirst does not allow for the Transfer Center to post “in-progress” courses, this posed a problem for students registration and making progress towards their degree requirements, and another challenge for the Orientation leadership. The Orientation team worked closely with the Registrar’s and Admissions staff to create a system for the two departments to manage this step in the transfer and enrollment process. The “Pre-Requisite Waiver Form” was another success for the team.

As the winter Orientation season ended, the leadership team faced their greatest challenge yet. Our last scheduled orientation sessions were cancelled due to severe weather conditions and CUNY-wide school closures. With only one-day notice, the Associate Director of Orientation created a **“Virtual Orientation Program”**. On January 27th, the day before the first day of the spring term, 210 students were sent an email that provided all the information they would have received at Orientation. The email was viewed by 197 students (94.26%). Staff from the Registrar’s Office, Admissions Office and Advisement all worked diligently from home, despite the fact that the school was closed, in order to assist students by email.

OTHER ITEMS

Joint CAS

Two academic advisors serve as the coordinators for the Joint Committee on Academic Standing. Working with faculty, staff, students and committee members, 118 appeals were processed during the fall 2014 semester: reinstatement; change of grade; withdrawal after the deadline date; total resignation and curricular adjustments.

FRO 1000/TRA 2000

During the fall 2014 semester, advisors conducted 55 group advisement sessions for over 1000 new freshmen enrolled in FRO 1000. In March 2015, the advisors conducted over 100 one-on-one advisement (worksheet appointments) for new transfer students enrolled in TRA 2000.

Opt- in to Pathways workshops

During the fall 2014, the advisors conducted four workshops. 75 students (out of 98) opted to graduate under the Pathways curriculum. Since August 2013, over 500 students attended one of the 47 workshops offered by the Center. As of March 6, 2015, 464 students opted to graduate under the Pathways curriculum.

Financial Aid Services

During the Spring 2015 semester, the office conducted a thorough review of its customer service strategies as such the office's home site, Facebook and Twitter accounts were revamped and actualized, and all required forms were made fillable and available online. Perhaps, the greatest achievement in this area was the delivery of instant responses to email contacts while the telephone response structure was redesigned to offer students and parents different options and a reliable response system and mechanism. Despite the award year 2014-2015 bringing additional customization of the federal financial aid verification process the office successfully implemented a one-type verification process which was applicable to all students selected for verification. Great emphasis was demonstrated in the continuous contact to students regarding 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 reached to students who had been awarded aid and were not registered or were registered less than half time.

The office welcomed the relocation of the Institutional Scholarships and the new aid platform TheDream.US scholarship program.

Financial Aid Services will be in the CUNYfirst interfacing state for one more year contrary to previous estimates; nevertheless, the required transitions steps such as System Integration Testing (SIT) and User Acceptance Testing (UAT) were taken, respectively. Unfortunately, because the implementation was postponed, these steps must be taken again this spring and summer which will create the need to deploy staffing resources to these continuous events.

Our goal is to reach optimum and immediate financial aid delivery. 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 Pell Grant is currently being awarded to approximately 7,000 students with almost 28 million in funding delivery.
- The Pell Book Advances were delivered at week before classes began, so students can purchases their books, and make transportation arrangements early rather than later.
- 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

- Currently, for 2014-2015, the office has certified \$22,463,620 in Direct Loan funding and awarded 3,567 (unduplicated) students.
- Financial Aid Services is still experiencing bio/demo mismatches regarding the online process; however, Spring 2015 transfer students appear to be the most affected; affected students have been identified who required manual updates to their record, so they can submit their online Direct Loan request.
- The first Direct Loan disbursements occurred earlier than previous years. This was decided to offset the lack of book allowances through the Direct Loan accounts.
- Sequestration affected students who requested an increase on an existing loan after October 1st; these issues were remedied by CUNY Central as they disbursed.

Perkins Loan

The Perkins Loan is another federal loan option that's offered to students with remaining need. Qualified students must have a FAFSA application completed, be a U.S. citizen or eligible non-citizen, and must have a high school diploma or GED. 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.

- 306 students have been awarded the Perkins Loan.
- The total amount disbursed in Perkins Loan is \$27,000 as of Fall 2014. Spring 2015 disbursements will run on March 11, 2015.
- Heartland ECSI is now processing loan consolidation requests rather than the Perkins Loan Coordinators as of July 31, 2014.
- Central Office gave Baruch College \$84,000 in discretionary funds for the Perkins Loan program. The college manually awarded Undergraduate students:
 - with remaining need
 - who owes a balance
 - has an EFC equal or less than 1000
- Created two letter formats to mail out to borrowers whose accounts are delinquent. This has helped create a relationship between the Perkins Loan Coordinator & borrowers where borrowers are more willing to communicate with the coordinator with questions and problems they come across with their accounts rather than letting their accounts go delinquent.
 - One letter is mailed out to borrowers who are *delinquent and not in default*.
 - Second letter is mailed out to borrowers who are *delinquent and in default*.
- The Department of Education announced on January 30, 2015 that schools may not make Federal Perkins Loans to new borrowers after September 20, 2015. We can make a new Perkins Loan award to students who:
 - has had a Perkins Loan disbursement on or before June 30, 2015
 - is enrolled at the same institution where the last Perkins Loan disbursement was received

- must be enrolled in the same academic program for which the student received his or her last Perkins Loan disbursement. GEN-15-03

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 4 Federal work Study orientations for Spring 2015. 170 students were in attendance.
- Posted off-campus positions on the STARR search website.
- Three (3) new work sites were created on the Baruch College Campus. Students began working at these sites as of Spring 2015.
- 440 students are currently working under the Federal Work Study program.

Satisfactory Academic Progress

- Financial Aid Services accepted full responsibility for evaluating Satisfactory Academic Progress (SAP) after we experienced numerous blunders with CUNY Central’s SAP evaluations. This particularly affected students being unnecessarily evaluated multiple times.
- After CUNY Central built new transfers/readmitted students into the Financial Aid CUNYfirst module, we ran a batch evaluation and used our existing communications process to alert them of their status and their right to appeal.
- Overall, we were able to adjust incorrect records and monitor students who regained eligibility after the Fall semester and Summer session.

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.

- The R2T4 Committee (Bursar, Financial Aid Services, and Registrar) meets weekly after the 3rd week of the withdrawal period. The committee members verify student enrollment dates using the "Total Withdrawal Report" from CF I510.
- Session and Term Withdrawal (Formally SIMB135).
- The Financial Aid Services review the different systems (SFA, FAPINQ, and CF) to confirm that awards in these systems matches. The Registrar’s Office provides withdrawal information i.e., W, WU, WN, WD, WA, and determination withdrawals dates. Based on the withdrawal information, the committee must determine what percentage of financial aid the student is eligible to receive. If a student is found to be ineligible for a percentage of aid, the funds must be returned by the Bursar's Office to the Federal Government.

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.

A new system was 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:

- For 2015/16, Financial Aid Services has reviewed 63 economic eligibility reviews and will continue until the deadline of May 1, 2015.
- The SEEK Book Stipend is scheduled to increase from \$500 to \$600 per semester.
- Financial Aid Services remains in the legacy system thus SEEK funding will continue post the traditional way.

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

INSTITUTIONAL

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.

TheDream.US Scholarship

In September 2014, Baruch College decided to participate in a nation-wide known scholarship program for undocumented students (DADA and TPS eligible). With only a few weeks to deliver a sensitive drive, Financial Aid Services developed an aggressive application drive that included a campus workshop and landing two (2) immigration lawyers who counseled the students free of charge:

- 60 completed applications were submitted.
- 27 students were awarded the scholarship to attend Baruch
- Out of the 27 awarded students, 17 enrolled at Baruch during the Spring 2015 semester with a funding of \$70,000.
- Out of the 27 awarded students, 10 may be attending Baruch starting the Fall 2015 semester (providing that they are eligible for admissions, of course).
- Currently, Baruch is participating in the special application drive, but the organization is seeking to increment the number of community college students. The number of our awardees may be drastically less than the one produced by the Spring 2015 drive.

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

Baruch College is not being implemented for CUNYfirst Financial Aid for the 2015-2016 award year. Financial Aid Services staff members attended Conference Room Pilot (CRP) sessions for the month of July and System Integration Testing during the Fall 2014 semester. The work that was performed and the defects that were resolved are not guaranteed to be recorded for the next series of testing and configuration.

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

Some of these initiatives overlapped semesters and award years in some instances:

- 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 when implemented.
- Conclude the revamping of the institutional Scholarship Database and its different components. Finalize the online scholarship application.
- Investigate and review of potential external scholarship processing softwares. External softwares cannot be installed while in interfacing because it has to communicate and connect with CUNYfirst and legacy provoking numerous and tedious programming issue.
- 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.
- Install TimesheetX to accelerate the processing of federal work study timesheets.
- Embellish the email response system to students and parents.
- Continue to develop social media avenues and awareness

- Review the attractiveness of our home site since it is now functional, informative and practical.
- 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 Services Office

During the first three months of the spring semester, ISSC has counseled/assisted a total of 4,427 current and prospective students and responded to 4,572. As we report currently enrolled students, CUNYfirst records are being updated so we can run reports and provide precise data. As reported in the United States Citizenship & Immigration Services SEVIS System, Baruch College has enrolled 1,996 international students in F-1 status and 60 in J-1 status (368 graduate students, 1,187 undergraduates and 199 ESL & Certificate students). In addition, 392 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 164 students have received approval to participate in internships for the Spring 2015. ISSC also monitors and provides immigration assistance to 26 non-degree Brazilian students attending Baruch as the cohort of the Brazil Science Without Borders (BSWB) program, sponsored by the Institute of International Education (IIE).

For the spring semester, ISSC issued a total of 206 Form I-20 for new degree seeking students. Of those, 192 are currently enrolled. During the months of January and February 2015, 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 January 12th (Undergraduate, 69 students), January 13th (CABP, 48 students), January 15th (30 ESL students), Customized ESL programs (3 ESL students), January 20th (Graduate, 35 students), January 26th (Exchange, 47 students), and February 26th (New Exchange Non-Degree CAPS Program, 18 students attended).

As the liaison between the campus and CUNY Citizenship Now, on February 11, 2015 ISSC facilitated one more event to assist our students and the Baruch community eligible to benefit/extend DACA. 113 participants were provided legal assistance.

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, applying for graduation, and obtaining a social security number.

INITIATIVES

- Host and participate in information sessions for international students already attending an education institution to assure a timely and smooth transition to Baruch College.
- Provide an information session of availability of scholarships for transfer international students from Latin American and the Caribbean

- Participate, design and promote events dedicated to improve global awareness in our campus, and to create a supportive and inclusive environment for international students and scholars.
- 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.

Recruitment

In recruiting the incoming freshman class for fall 2015, the Admissions Counselors focused on increasing activity within assigned recruitment territories. During the fall travel season which ended this in December 2014, six recruiters successfully visited 250 high schools and met with 3,508 interested prospects. The territories covered were primarily in New York, New Jersey, and Connecticut, with a continued increase in activity for the Florida and Massachusetts markets. All data collected from students were inputted in the CRM (Hobsons) where they will receive information about Baruch through a defined communication plan.

Throughout the fall the Admissions Counselors continued to provide weekday tours and information sessions, in addition to several on campus events, weekend information sessions, an Open House event, College for a Day, and SEEK for a Day. Fall Open House was attended by 430 prospective students and their families in October 2014. For the first time we hosted a Private School Guidance Counselor Breakfast on campus which was attended by counselors located in schools throughout the five boroughs, building contacts and helping to reach some of the influencers within the private school system. In collaboration with the SEEK department, admissions has strategically worked to recruit the incoming SEEK class by providing recruitment and outreach assistance, something that has not happened in the past.

As we move into the spring 2015 recruitment cycle counselors have continued to sign up for events in assigned territories and the recruitment calendar has over 150+ confirmed events and counting. In addition, there will be three admitted student receptions targeted specifically at students who have been admitted and give them an opportunity to visit campus to help solidify their decision. Information sessions are offered on the weekend as well which is another opportunity for admitted students to visit campus with their families. Lastly, in April admissions will co-host an event with the Honors department which is a special reception targeted to only honors admitted students.

The admissions counselors continue to build partnerships with external organizations to help aid in recruitment, as of May 2015 we will have hosted three events on-campus this spring which are the New Visions High School College Fair, the Global Kids Annual Conference, and the DOE Expanded Success Initiatives College Fair. In collaboration with CUNY Central Office, we will also have the opportunity to work with the Hispanic Federation and the 2015 City Showcase.

Other spring 2015 initiatives include phone campaigns to admitted students where admissions staff, college assistants, and Baruch alumni will be reaching out to students who have been accepted with a personal phone call offering assistance. Also, the office of admissions will be sending t-shirts to admitted students throughout the month of March. As a reminder to students of the May 1, 2015 deadline admissions will be mailing postcards in April to students who have not yet deposited.

Registrar's Office

Enrollment and Course Offerings

A total of 17,996 (14,934 undergraduate and 3,062 graduate) students registered for the spring 2015 term. We are offering 2,667 sections during the spring 2015 term compared to 2,485 for the spring 2014 term.

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 graduation: 964 undergraduate, 382 graduate for a total of 1,346
- 2014 graduation totals: 2,931 undergraduate, 1,344 graduate for a total of 4,275

- 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

Verification of Attendance (VoA) certification opened on February 18 and concluded on February 25, 2015. We had an 84.02% submission rate; this was flat from spring 2014.

Veteran Affairs

There are 180 Veteran's or dependents enrolled for the spring 2015 term. Of that number, 162 are receiving Veteran Affairs benefits for the spring 2015 term.

Scheduling

The Office is currently working on the summer and fall 2015 course offerings. An early depiction of the summer and fall 2015 courses is currently viewable through CUNYfirst and registration for the summer and fall is expected to begin on Monday, April 13, 2015.

General Information

We are about to complete our first year on the CUNYfirst student information system. The office continues to review migrated data to ensure accuracy and is testing new bundle releases, which provide upgrades to CUNYfirst. We are collaborating with our sister institutions in order to develop the best practices of CUNYfirst. Additional computer software programs such as Degree Works, FACTS, AIMS and TAP are being modified to function with CUNYfirst.

SEEK

During the month of January 2015, 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.

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

The fifth 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 and fourth 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 1.

Testing and Evaluation

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

A total of 113 skills assessment test sessions were administered for 2,727 students during the period July 1st 2014 – December 31st 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 5,254 and 8,181 English, Mathematics and Freshman Seminar course placements. Skills Course Placements and CUNY First student groups were generated for all Fall 2014 and Spring 2015 incoming Freshman and Transfer students.

As one of the university's borough-wide centers for the reading and scoring of the CUNY Assessment Test in Writing, a total of 30 reading and scoring sessions were conducted during the period July 1st 2014 – December 31st 2014. A minimum of 5,945 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 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. During the Fall 2014 conflict administration, a total of 171 students registered for the examination with 109 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. As per the directives of the Office of Academic Affairs at City University of New York, the CLA was not administered at any CUNY campus during the Fall 2014.

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 2014 and December 31st 2014, a vendor delivered online evaluation system was utilized. During the Summer 2014, two evaluation cycles were conducted. A total of 12,099 surveys were sent to students, which yielded 4,480 responses or a response rate of 37%. During the Fall 2014, eleven evaluation cycles were administered. A total of 66,087 surveys were sent to students, which yielded 38,332 responses or a response rate of 58%. Evaluation reports and data can be accessed by students, faculty, and administrators through the online evaluation system or through the Office of Testing and Evaluation.

Office of Undergraduate Admissions and the Transfer Center

The Office of Undergraduate Admissions and the Transfer Center, part of the Enrollment Management Division are responsible for working with various college-wide departments to meet the enrollment goals set by the College. The Office of Undergraduate Admissions and the Transfer Center were able to successfully meet our enrollment targets and enroll 1,809 new students; 99 freshmen and 1,710 transfer students for the Spring 2015 semester. The average age of our transfer class was 24. Approximately 60% of the new incoming transfer class transferred from a CUNY Community College and have an overall 3.14 grade point average. Additionally, our newly enrolled freshmen have an overall grade point average of an 84.6.

Orientation

The Undergraduate Admissions Office & Transfer Center worked in conjunction with the Center for Academic Advisement & New Student Orientation, on the planning, organizing and conducting of our Orientation Programs. For the Spring 2015 we assisted with 12 transfer and 2 freshman orientation programs. The team also worked together on the re-design of the freshman and transfer orientation invitation. The Admissions Office was responsible for generating the lists of students that were invited to attend orientation. The email invitation was sent via the Hobson's Connect system.

As a result of the inclement winter weather in January, we were required to cancel our last transfer orientation program. Instead on January 27th, we conducted an online Virtual Orientation Program. Despite the fact that the College was closed a team of staff members, from Undergraduate Admissions, Transfer Center, Center for Academic Advisement & New Student Orientation and the Registrar's Office worked from home assisting transfer students with registration for the Spring. A

total of 210 students were invited to participate in the online orientation and 197 (94.26%) students viewed the virtual orientation invitation.

Orientation Access Database

Hugo Morales, Mildred Figueroa and Robert Hernandez, Assistant Directors from the Admissions Office and Transfer Center, created an Access Database in an effort to effectively track the groups of students who attend orientation. The database has become a vital component of the orientation process. It provides us with a range of information: number of students invited, responded, attended, English & Math placements, indication of having a transfer credit evaluation completed and much more.

Transfer Center

In the Spring 2015, after admitting 2,458 new transfer students the Transfer Center completed 1,869 credit evaluations and enrolled 1,710 new students.

On November 21, 2014 we conducted our Transfer Admissions Yield Event. The event was for admitted transfer students. 485 students were invited to attend, with 121 students (90 CUNY students / 31 Non-CUNY students) plus 25 guests attending the event. During the program the students were provided with a preliminary credit evaluation and they were able to meet with the Evaluator to discuss the course equivalencies.

In an effort to increase awareness of all that Baruch College has to offer a prospective transfer student, we conducted several recruitment events. During the months of October and November we conducted two weekend Transfer 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.

In recruiting the Spring 2015 Transfer class, the Transfer Advisors participated in several off campus Community College fairs. Additionally, in conjunction with the Welcome Center we conducted Baruch's largest Spring Open House event for prospective undergraduate students. The event took place on October 18th and approximately 429 students attended the event.

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 this requirement. For the Spring 2015 the Immunization Records Unit processed 1,274 immunization records and responded to 838 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 and processing residency applications for all undergraduate (degree and non-degree) as well as the Zicklin Graduate. The Graduate Schools of Public Affairs and Weissman process residency for their own areas. 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 Spring 2015 the Residency Unit processed 464 applications and as of March 9, 2015, responded to approximately 426 emails from students with questions on residency.

In the Spring 2015 The Undergraduate Admissions office redesigned its website to comprehensive website that provides students with the residency application and complete instructions:
<http://www.baruch.cuny.edu/undergrad/residency>

The Undergraduate Admissions Office and Transfer Center assist both continuing and prospective students and their families, providing them with a variety of information on the college. From October 2014 to February 2015 the front desk staff of the Admissions Office assisted 3,117 visitors and the Transfer Center assisted 831 continuing and prospective students and their families.

- There were 931 emails received and responded to via transfercenter@baruch.cuny.edu
- There were 1,879 emails received and responded to via new.transfer@baruch.cuny.edu
- There were 4,125 emails received and responded to via admissions@baruch.cuny.edu

The Office of Undergraduate Admissions and the Transfer Center continues to work hand in hand with the Welcome Center to assist with on campus events and work towards recruiting and enrolling our Freshman and Transfer undergraduate population.