

**Report to the
Faculty, Administration, Trustees, and Students
of
BARUCH COLLEGE
THE CITY UNIVERSITY OF NEW YORK
New York, New York**

by

an evaluation team representing the
Middle States Commission on Higher Education

prepared after study of the institution's self-study report
and a visit to the campus from April 11 through 14, 2010

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AT THE TIME OF THE VISIT

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Chief Academic Officer:

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Provost

and

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Chair of the Board of Trustees:

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I. Context and Nature of the Visit

Institutional Overview

Initial Accreditation:	1968
Last Reaffirmed:	2005
Control:	Public
Affiliation:	N/A
Institution Type:	Master's – Larger Programs

Scope of Institution at the Time of the Evaluation

Degrees Offered:	Certificate/Diploma, Bachelor's, Master's
Branch Campuses:	None
Additional Locations:	Executive MS Program in Finance, American University of Paris, France; Hopkins Training Education Corp., Hong Kong (inactive); Israel; Singapore (visited by team chair); LeadChief International Institute, Taiwan
Distance Learning:	No
Other:	No

Self-Study Process and Report

The College used a comprehensive self-study model. The self-study report groups the 14 Standards of Excellence into five of its seven chapters.

II. Affirmation of Continued Compliance with Eligibility Requirements

Based on a review of the self-study report, interviews, and institutional documents, the team affirms that Baruch College continues to meet the eligibility requirements in *Characteristics of Excellence in Higher Education*.

III. Compliance with Federal Requirements

Based on a review of the self-study report, certification by Baruch College, and interviews, the team affirms that the institution's Title IV cohort default rate is within federal limits. Additionally, the team is unaware of any problematic issues relative to state regulatory requirements.

IV. Evaluation Overview

Baruch College has made significant progress since its last accreditation. Institutional leadership has successfully worked through periods of transition to move the College forward and, most recently, to conduct an effective institutional self-study during the 2010 accreditation process.

As one of 11 senior colleges in the CUNY system, Baruch College benefits from university-wide systems that support administrative functions, such as CUNYfirst (CUNY's Fully Integrated Resource and Services Tool). The College is actively working to implement this complex system in order to streamline financial and other operations. In the meantime, since existing financial management information systems are unable to integrate disparate systems, the College is independently developing an all-funds financial reporting system. We have recommended that an all-funds multi-year budgeting model be developed under various resource scenarios.

The College has also made progress toward integrating budgeting and strategic planning processes with the CUNY Performance Management Process (PMP), the annual budgeting process that produces *PMP Performance Goals and Targets*. This well-done and useful document needs to be disseminated more widely, allowing more people to use it to measure performance. While the College's inclusive administrative model is commendable for its efforts to improve transparency and communication with the campus community, more inclusive assessment will help it move toward even greater transparency, accountability, and commitment.

Baruch College's planning and budgeting tools keep the institution well focused on its mission, clearly articulated in the mission statement adopted in December 2009. We see strong evidence that the College adheres well to its mission with respect to maintaining a culture of integrity; offering well-designed, rigorous educational offerings and outstanding student support services; and expanding facilities with the Newman Vertical Campus, the library, and building renovations.

That Baruch College remains one of the country's most diverse colleges is also in line with its mission. The most selective of the CUNY senior colleges, Baruch has increased retention and graduation rates, yet recognizes that there is more work to be done. We recommend that the multi-year enrollment plan now in the drafting stage be widely discussed and finalized.

The Baruch faculty is increasingly competitive, yet the College does face some challenges in this area. A growing number are approaching retirement age. To free up tenure-track and tenured faculty for more research may require increasing an already high proportion of adjuncts—a difficult balance. The College has also struggled to increase faculty diversity; we therefore support the self-study report recommendation that the provost appoint a person responsible for diversity.

While commitment to faculty assessment is inconsistent across departments and schools, there has been impressive activity in the past five years with respect to assessment of learning outcomes in academic offerings. In the spirit of faculty ownership of all that is academic, we suggest transferring oversight of the core curriculum from the administration to the faculty. Also, to ensure continued momentum, we recommend that the College work to continue the assessment processes and activities put in place in the last several years.

The College's varied programs for skill building, career support, continuing education, and international executive training are well developed and successful. A particularly innovative initiative is the Schwartz Communication Institute, whose video oral communications project should be celebrated as a national model in higher education. And the College's new learning communities appear to be having a positive effect on retention and academic success.

Complementing these special programs are the College's student support services, which have undergone significant additions and changes over the past five years. Baruch's success in reaching out to at-risk students to encourage more use of support services is paying off with higher graduation and retention rates. (The College's SEEK program for disadvantaged students also has the highest graduation and retention rate of all the CUNY SEEK programs.) Staffing has increased in the past few years, but demand continues to exceed resources.

Overall, we see Baruch College as an institution that is dynamic, self-aware, and committed to achieving ambitious yet realistic goals that both affirm the College's mission and solidify its standing within CUNY. The level of the institution's continuing commitment and progress on so many fronts is a testament to the quality, competence, and dedication of its leadership, faculty, and professional and administrative staff.

V. Compliance with Accreditation Standards

In accordance with MSCHE visiting team report guidelines, this section follows the organization of the institution's self-study report, which groups the 14 Standards of Excellence into chapters two through six of the report.

Chapter 2: Overall Mission, Integrity, and Institutional Assessment

This section covers the following standards:

- Standard 1: Mission, Goals, and Objectives
- Standard 6: Integrity
- Standard 7: Institutional Assessment

Baruch College meets these standards.

Standard 1: Mission, Goals, and Objectives

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Baruch College clearly defines its purpose within the context of higher education.
 - a. The College's new mission statement, approved in December 2009, defines the institution as a "catalyst for the social, cultural and financial mobility of a diverse student body" that "educates men and women for leadership roles in business, civic and cultural affairs, and academia." Its stated mission is to "integrate professional education with the arts and sciences for undergraduates...cultivate analytical ability, critical thinking, cultural awareness, and ethical sensibility...[and]focus on professional preparation [of graduate students]...to become leaders and innovators," notes the self-study report. (24)
 - b. The self-study report states that the College distinguishes itself within the CUNY system in that "at the undergraduate level, it focuses on business and professional education in conjunction with liberal arts education."(25)
 - c. The report emphasizes consistency of faculty perception with respect to mission, particularly in that "[f]aculty in all three schools...value both scholarship and teaching and recognize an obligation to provide service both within the College itself and to broader constituencies." (25)
2. The College's new mission statement, approved December 2009, defines whom the institution serves. We feel that it is premature to assess how well the College uses it to evaluate the institution's effectiveness.
 - a. The mission statement states that it offers its programs to "qualified students who seek careers in business, public affairs, and the arts and sciences." (24)
 - b. It further defines its constituencies as undergraduates, graduate students, and "the larger civic and international community." (24)
3. Baruch College states goals and objectives that are consistent with the aspirations and expectations of higher education.
 - a. The Strategic Plan 2006-2011 (Appendix 1/A) fulfills this requirement.
 - b. The 2008-2012 Master Plan (Appendix 1/B) also fulfills this requirement.
4. The Strategic Plan 2006-2011 and the annual *PMP Performance Goals and Targets* detail what Baruch College intends to accomplish, and specify how the College will fulfill its mission.
 - a. The Strategic Plan details specific strategies to meet these goals and objectives:

- i. *Offer academic programs of exceptional quality* with respect to leadership in each of the three schools and in initiatives across schools; and faculty recruitment, development, and retention.
 - ii. *Ensure the quality of the college experience for all students* by raising academic quality while remaining committed to diversity and building a community of engaged students.
 - iii. *Create a vibrant urban campus* by developing a Campus Master Plan; renovating the Larry and Eris Field Building; developing a strategic technology plan; and continuing to solve facilities issues.
 - iv. *Build a strong financial foundation* by increasing the endowment and diversifying the funding streams.
 - v. *Embrace a culture of service and accountability that produces excellence* through college-wide metrics to measure progress against the Strategic Plan; national benchmarks; emphasis on learning outcomes and assessment; and stronger internal resource planning and allocation processes.
 - vi. *Increase the visibility, recognition and involvement of the College in New York City, the region, the country and the world* through a strategic marketing and communications plan; external relationship-building; and being a public forum for business and civic leadership issues.
- b. Baruch College's *Performance Goals and Targets*, developed each year as part of the CUNY Performance Management Process (PMP), addresses the broader CUNY PMP Goals and Targets in the context of its strategic plan's goals and objectives. We believe it would be useful to have this document as an appendix to the self-study report. In the meantime, we can find the 2009-2010 version at:

www.cuny.edu/about/administration/chancellor/performance-goals/09_10_University_PMP_Goals.pdf

This document's value lies in the way it maps CUNY's system-wide targets to the goals and objectives outlined in the College's strategic plan, and then sets specific measurable outcomes for each CUNY Target. To cite just one example:

Four CUNY Targets relate to the "faculty recruitment, development, and retention" objective in Goal I of Baruch College's strategic plan. One of the four Targets is: "Instruction by full-time faculty will increase incrementally." The 2009-2010 *Performance Goals and Targets* document lists these explicit criteria for measuring progress toward this target:

- ◇ Percentage of instruction in undergraduate courses delivered by full-time faculty will increase from 54.2% to 55%.
- ◇ Percentage of instruction in graduate courses delivered by full-time faculty will increase from 61.7% to 63%.
- ◇ Mean fall teaching hours of veteran full-time faculty will remain high at 7.8.
- ◇ Mean fall teaching hours of new full-time faculty will remain high at 6.1.

We cite this example to show the degree of specificity to which Baruch College strives to hold itself accountable. Most strategic plan objectives—each one tied to CUNY Targets—are

measured using equally specific criteria. Whether they are perceived to be realistic by the appropriate constituencies needs to be determined.

5. There is mixed success in Baruch College's development and recognition of its mission, goals, and objectives by the institution's members and governing body.
 - a. Once the College's 2009 mission statement was drafted, the committee submitted it to the Faculty Senate, which reviewed, discussed, and approved it.
 - b. The self-study report indicates that the 2006-2011 Strategic Plan is well disseminated
 - c. The annual Baruch College *Performance Goals and Targets* is not well disseminated, according to the report. (28)
6. Baruch College's strategic plan and *Performance Goals and Targets* signal that, at the very least, the College's intentions and aspirations are to use its mission, goals, and objectives to develop and shape programs and practices.
7. The College's success in using its goals and objectives to evaluate the institution's effectiveness is addressed in *Standard 7: Institutional Assessment*.

Significant Achievement

The Strategic Plan developed by the College several years ago was well developed, and significant progress has been made in spite of a leadership in transition.

Suggestion

We suggest that Baruch College make greater use of the annual *Performance Goals and Targets* as a working document for ongoing program planning and evaluation, as well as yearly institutional planning and self-assessment (also see *Standard 7: Institutional Assessment*).

Standard 6: Integrity

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Baruch College has well documented policies that demonstrate adherence to strong ethical practices and respect for individuals in the conduct of its teaching, research, and service missions; and these policies are readily available to faculty, staff, and students.
 - a. Integrity is one of the four core values articulated in the College's strategic plan.

- b. There are established policies articulating ethical standards in hiring, research, and academic honesty, including policies on affirmative action, sexual harassment, conduct of research, and academic integrity.
 - c. These policies are communicated to faculty and students through a variety of mechanisms, including published materials, faculty training workshops, and organized discussions around the topics.
2. Baruch College has fair and impartial processes in place to address student, faculty, and staff grievances, and to promote awareness of policies.
 - a. The College's Affirmative Action Officer provides an annual report to the community on investigations of alleged discrimination, including sexual harassment.
 - b. There is an established procedure for handling student complaints about faculty conduct available on the College website and included in the Student Handbook.
 - c. The College Ombuds serves as a confidential and neutral resource for faculty, staff, and students, in addressing complaints and resolving conflicts.
 - d. The College's Research Integrity Officer handles allegations of research misconduct.
 3. The College has paid particular attention to building a community that strongly values academic integrity.
 - a. The Associate Provost for Faculty Development and the Academic Integrity Committee provide educational efforts directed at both faculty and students, including brochures that include the policies and procedures, bookmarks, and a website with a variety of resources including a tutorial on academic integrity.
 - b. From 2004 through 2010, the College has held an Ethics Week in the spring, engaging students and faculty in discussions of ethics.

Significant Achievement

The team commends the College for developing a culture that values ethical behavior through the campaign to raise awareness of College expectations regarding academic integrity, as well as the curricular focus on ethics.

Standard 7: Institutional Assessment

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Baruch College is creating a culture of institutional assessment on the campus that is in alignment with its mission and the goals of its strategic plan.

- a. The Office of Institutional Research and Program Assessment maintains a website with helpful resources, and serves as a repository for documenting assessment activities.
 - b. The College utilizes the MSCHE four-step assessment framework, applied at the institutional, school, and departmental levels.
2. Baruch College has an established CUNY Performance Management Process (PMP) that evaluates institutional effectiveness in achieving its mission and goals, which reflect accreditation standards.
 - a. The PMP monitors the six Strategic Plan Goals 2006-2011 by taking a close look at measurable performance indicators such as faculty workload, student academic performance and success, and institutional support services and finances.
 - b. The PMP indicators are reviewed and revised annually to prepare for the upcoming academic year. A final report is submitted to the Chancellor's Office each June.
 3. Baruch College is utilizing multiple means to demonstrate institutional effectiveness.
 - a. The National Survey of Student Engagement (NSSE) has been administered every year since 2000. NSSE is supplemented by the bi-annual CUNY Confidential Student Experiences Survey. Survey results are disseminated to both academic and administrative units. The Office of Institutional Research makes presentations on how to use the results to improve programs and services, as well as inform the institutional planning process.
 - b. A resource allocation projection model, which incorporates faculty workload, credit distribution, and enrollments, is being developed collaboratively with the vice president for administration and finance, planning and budget, and institutional research and program assessment.
 4. The self-study report suggests that improvements are needed in the way the College uses its goals and objectives, such as the PMP, to evaluate institutional effectiveness.
 - a. The report states, "the President's report on the *Performance Goals and Targets* for 2007-2008...describes successes but sometimes leaves significant problem areas unaddressed." (28)
 - b. The report describes those problem areas in detail, citing areas where objectives could not be met. (28-29) The fact that the self-study report committee was able to reach back to the strategic plan to arrive at these conclusions is a positive sign. This indicates to us that the College has a meaningful structure for self-assessment.

Significant Achievements

1. We commend Baruch on the development of the Assessment Framework for Academic and Administrative Support Units, which contributes significantly to promoting a culture of assessment. This serves as a "how to do assessment" resource for both academic and administrative units. The Assessment Framework includes: 1) design a program logic model, 2) design and implement an assessment plan, 3) analyze and document assessment results, and 4) implement improvement strategies. The reviewers had the opportunity to review the

results of this process for a number of administrative units including, but not limited to, Health Services, the Psychological Counseling Center, Career Services, the Office of Student Life, the Registrar's Office, and the Writing Center.

2. Approximately 75 to 80 percent of administrative units are currently engaged in a systematic assessment process. This systematic assessment process is informed by an "Institutional Effectiveness Checklist Survey." The survey had a 94 percent response rate from both teaching and non-teaching units in large part due to the support of the president. It is being used to monitor and inform ongoing institutional assessment activities.
3. Baruch College has successfully obtained accreditation from external accrediting bodies such as AACSB International (The Association to Advance Collegiate Schools of Business), CAHME (Commission on Accreditation of Health Care Management Education), and NASPAA (National Association of Schools of Public Affairs and Administration).
4. The PMP is a well-organized process resulting in a document that quantifies institutional expectations and measures progress. We believe that the very process of preparing this document is useful in terms of thinking about and identifying measurable outcomes. The document itself can be a valuable roadmap both for planning purposes as well as assessment.

Suggestions

1. Step four of the *Assessment Framework for Academic and Administrative Support Units* is defined as implementing improvement strategies; however, administrative units are interpreting this step as documenting follow-up actions related to the assessment process. This step needs to be clarified, so that units communicate realistic strategies to be developed, based on the assessment results and designed to promote institutional effectiveness.
2. Further detail regarding the review and revision process, as well as results for the PMP indicators, would be beneficial by helping both the president's cabinet and individuals beyond the cabinet to monitor progress. This detail could take the form, for example, of a matrix providing year-to-year detail on how PMP indicators evolve. The self-study report states that there is a "wealth of longitudinal data by which institutional effectiveness can be measured." (41) Now a way to effectively distribute this information is needed. This may also help individuals beyond the senior management to better understand the PMP process.
3. The linkages between the PMP and Strategic Plan 2006-2011 need to be clarified and communicated to the College. The College should also boost its efforts to disseminate *Performance Goals and Targets* and use it as a working reference. This is important to help faculty and administrative staff understand expectations, and to give them the opportunity to determine if the measurable goals established for each CUNY target are realistic.
4. The data collected during the institutional assessment process should be utilized to evaluate and inform resource allocations.

5. Including the director of institutional research and program assessment in the President's Cabinet will facilitate institutional assessment efforts.



Chapter 3: Planning, Governance, and Resources

This section covers the following standards:

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 4: Leadership and Governance

Standard 5: Administration

Baruch College meets these standards.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The College has developed and adopted a formal strategic plan linked to its mission. The strategic plan has been helpful in setting priorities and achieving many notable improvements at Baruch over a period of significant turnover in the College's senior leadership.
2. The PMP Program, established by CUNY with annual goals handed down to Baruch, offers the College an opportunity to more explicitly link the University's priorities to College planning and resource allocation processes. The visiting team notes that PMP annual goals are not well circulated, understood, or used below the cabinet level. The team believes that failure to widely disseminate and refer to PMP goals throughout the College community is a missed opportunity.
3. Financial management information systems are inadequate and unable to integrate multiple general ledgers, payroll systems, and disparate data sources that are critical to achieving an accurate, comprehensive view of College finances. Without such a view, senior leadership and the broader College community cannot easily understand their current financial position or effectively plot their future.
4. The CUNYfirst project holds great promise for addressing the College's financial information management and reporting requirements. The project is tremendously complex and likely to take several more years before realizing its full intended benefits.

5. Within the College, serious efforts are underway to develop Baruch's own comprehensive all-funds reporting systems. These stand-alone home-made systems are intended to facilitate financial management and planning processes independent and in advance of CUNYfirst.
6. The team notes that there is a potential to increase available resources through increased fundraising. Fundraising has been hampered by the economic downturn as well as by turnover at senior levels of the organization. Stability of leadership and economic recovery both bode well for Baruch's future in this regard.
7. The team also notes the potential to increase available resources by expanding continuing education programming. Baruch College is well positioned in the New York market to take advantage of its brand and the breadth of its offerings, with the principal limitation being available classroom space. This issue has been, and can continue to be, addressed by renting the needed space.

Significant Achievements

1. The visiting team commends the College for its continuing commitment and progress on the CUNYfirst project. This large and complex effort has the potential to transform all facets of administration, and customer service at all levels.
2. The team further commends the College for taking its own steps to develop a more comprehensive view to its multiple resource bases independent of CUNYfirst to achieve college-wide all-funds financial reports and budgets as soon as possible. A complete and accurate perspective encompassing all financial activity is vital to College management and governance. This is particularly true given looming fiscal problems at the state level.
3. The team was particularly impressed with the continuing commitment and progress achieved by professional staff at many levels despite continuing leadership turnover. The self-study report documents very well Baruch College's progress in many areas despite this instability and its potentially paralyzing effects. This progress stands as a testimonial to the competence and commitment of Baruch's faculty and staff.

Suggestions

1. We suggest that the College begin using PMP goals and metrics more broadly throughout its management structure to better align college planning and resource allocation processes with the CUNY System. Assessment data is already collected and reported to satisfy PMP program requirements. These same data and metrics could be used at levels below the cabinet to strengthen an appreciation of CUNY priorities and goals throughout the College.
2. The team acknowledges the critical importance of in-house and CUNYfirst efforts to improve financial management information systems and reporting, and suggests that the College maintain its commitment to these efforts.

Standard 3: Institutional Resources

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The adoption of a formal five-year strategic plan facilitates the articulation and implementation of the CUNY Performance Management Process (PMP) annual budgeting framework.
2. The Baruch College and CUNY-wide budget process has become more inclusive and transparent in recent years, based on our review of the self-study budgetary documentation and meetings with key college administrative personnel.
3. The award-winning Newman Library and the Newman Vertical Campus have substantially improved the quality and availability of, and access to, campus facilities.

Significant Achievements

1. We commend Baruch College for its efforts to integrate its budgeting and strategic planning processes to conform with the CUNY Performance Management Process (PMP) and CUNYfirst initiative.
2. We note the adoption of the CUNY Compact, which has provided additional resources to Baruch and other institutions. The compact will help Baruch meet its mission and objectives, for example, through efforts to restore some of the full-time faculty lines whose number has dropped during recent years even as the proportion of graduate students in total enrollment has risen.
3. We note the successful expansion of campus physical facilities, notably the Newman Vertical Campus, the adoption of new information technologies that help the College to more efficiently manage its enrollments, and budgeting and planning procedures. We further note the current effort to proceed with renovation of the building at 17 Lexington Avenue in an environment of severe constraints on CUNY resources.
4. In light of recent changes in leadership at the campus, we are pleased to note the qualifications, skills, and dedication of both incoming and existing personnel in assuring efficient resource allocation decisions for the institution.

Suggestions

1. Adopting a proposed all-funds financial reporting system would help the institution to achieve greater transparency in the budgeting process, and should expand on the CUNYfirst system, for which expansion the Human Resource and Recruitment modules can serve as models.

2. The institutional self-study recommendation to pursue a reduction in the FTE funding disparity under the current Senior College allocation model should be examined within the context of CUNY-wide funding priorities and the emerging shift toward a more tuition-driven funding model.

Recommendation

The team recognizes the Baruch College self-study report recommendation to develop three-year business plans, and recognizes that the Baruch College administration is now proceeding with elements of multi-year enrollment and budget forecasting. We recommend developing an all-funds multi-year budgeting model under various resource scenarios, consistent with the College's overall strategic planning process.

Standard 4: Leadership and Governance

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The self-study report documented the historical evolution of the CUNY system and Baruch College, specifically citing relevant laws and recent developments and improvements in the relationship among the State of New York, the university system, and the College. Interviews and other information sources confirmed and clarified this relationship and recent developments.
2. As part of the CUNY system, the College at times feels constrained by system-wide policies and practices, as do most institutions that are members of higher education systems.
3. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill the responsibilities of policy and resource development, consistent with the mission of the institution. Governance processes were well explained and documented with examples to justify the conclusions that shared governance is well established at Baruch College and that information about decision-making is readily available to the campus.
4. The College can be commended for improved transparency and communication between the administration and the campus community in recent years. It is important that the new president continue to improve communication. The role of faculty and shared governance must be respected as a new round of planning begins, triggered by the expiration of the current strategic plan.

Suggestions

1. Given the several observations in the self-study report that various constituencies could be more active in the governance process and/or better informed about specific campus initiatives, each group should examine how its leaders are communicating to their members, and should also examine the responsibilities that individuals have in a shared governance system.
2. It is good practice for organizations, including higher education systems, to periodically review their policies and practices to ensure maximum efficiency and effectiveness. The College and the University should work together to identify issues, policies, and processes that may warrant review and reform or reengineering to achieve greater efficiency and effectiveness and to facilitate the achievement of University and College PMP targets.
3. College administration should clearly communicate and explain to the campus community the PMP process and its relationship to the development of the strategic plan, the on-going assessment process, and resource allocation decisions.

Standard 5: Administration

Summary of Evidence and Findings

Based on a review of the self-study report, Baruch College's organization chart, and published minutes of the cabinet, and on meetings with the interim president, the provost, academic deans, the vice president for administration and finance, and several key program administrators, the team developed the following conclusions relative to this standard:

1. Both historical and externally imposed governance standards dictate in part the administrative structure of the institution.
 - a. The self-study report states, "Baruch and the other senior colleges are all considered 'educational units' of the City University of New York. As such, Baruch is subject to the direction and control of the CUNY Board of Trustees....Control of the educational work of the University and its colleges rests solely with the Board, which governs and administers all educational units of the University." (73)
 - b. The report also states, "The Baruch College administrative structure is headed by a President who is appointed by the Board of Trustees of the City University of New York, upon the recommendation of the Chancellor." (77)
2. Baruch has in place an inclusive administrative model that can draw upon key actors in decision-making to help sustain its mission and objectives.
 - a. The president holds weekly meetings with his cabinet: the four vice presidents, the deans of the three schools, the Faculty Senate chair, and the dean of faculty and staff relations, the chief of communications, and the chief of staff.

- b. Regular meetings are held by the provost’s Academic Council, the deans, and the vice president for student affairs.
- c. The president’s senior staff group, primarily the four vice presidents and their direct reports, meet to keep senior staff informed and facilitate information exchange across campus divisions. Deans, associate deans, and the Faculty Senate chair are invited.

Significant Achievements

- 1. We commend Baruch College for its efforts to expand the level of administrative transparency, notably in the appointment of a new chief executive and in the decision to publish the agenda and minutes of the President's Cabinet.
- 2. We also commend Baruch College for the quality and dedication of key personnel in various administrative positions, notably in the President's Cabinet, in the areas of administration and finance, continuing education, and student advisement and placement, and in the College's writing skills programs.

Suggestion

We suggest that the College adopt measures to determine the effectiveness of various non-academic functions below the central administration level. Such measures could draw on positive elements of the PMP system, as well as others that the institutional administration finds supportive of its budgetary decision process. Adoption of a more inclusive assessment process can affirm a sense of institutional community. In so doing, it will strengthen transparency, accountability, and commitment by constituent units of the organization in ongoing efforts to engage in strategic planning consistent with the overall mission and objectives of Baruch College.



Chapter 4: Student Recruitment, Retention, and Support

This section covers the following standards:

- Standard 8: Student Admissions and Retention
- Standard 9: Student Support Services

Baruch College meets these standards.

Standard 8: Student Admissions and Retention

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The College has well defined admissions standards, policies, and procedures that are readily available to prospective and current students through print and electronic media. There is evidence that the information is reviewed and updated regularly.
2. In concert with its Strategic Plan 2006-2011, the PMP, and the overall University Master Plan, the College has been able to maintain its overall enrollment within the past few years, while changing the mix of undergraduates and graduate students.
 - a. SAT scores for entering freshmen have risen from 1036 in 1998 to 1182 in 2009, resulting in Baruch College's becoming the most selective of the CUNY senior colleges.
 - b. New graduate programs have proved attractive to students; the graduate population increased 45% in the eleven-year period beginning in 1999.
3. The College has made major strides in the past ten years in increasing the retention and graduation rates of all groups of students. The CUNY Performance Management Plan for 2009-2010 frequently refers to "the already high" percentages of students retained at Baruch for varying lengths of time, and makes only minor adjustments to the goals for the present year.
 - a. In 2005, enrollment management and student affairs were brought together under the umbrella of the Office of Student Life to "support necessary services that span a student's college career (recruitment through graduation)." (78) This has made a positive impact on retention and graduation rates through the pursuit of the students' educational goals.
4. Baruch College's mission statement defines the institution as "a catalyst for the social, cultural and financial mobility of a diverse student body." In accordance with its mission, the College is justly proud to be one of the most diverse colleges in the country, yet recognizes that there is more work to be done.
 - a. The composition of the undergraduate student body in terms of ethnic diversity has changed since 1999. There are fewer African-American and Hispanic students, due perhaps to the change in CUNY admissions practices and the College's increasing selectivity.
 - b. The increased retention of African-American students (six-year graduation rates increased from 43% to 57% in the past three years) has partly mitigated the overall percentage loss, but the College has recently increased its efforts to recruit a well-prepared and very diverse group of new students.
 - c. Although the first-to-second-year retention of Hispanics is high (over 89% in 2009), the College has recognized that the graduation rate of these students is below the average at

the other senior CUNY colleges. It is focusing student services to better support those who are having difficulty in their classes.

5. Baruch College is now a choice for students accepted into the CUNY-sponsored Macauley Honors Program. This program, together with the Baruch Honors Program, has attracted extremely well-prepared students to the campus.

Significant Achievements

1. Through significant campus and university leadership, and the plain hard work of faculty, staff, and students, Baruch College has managed to boost admissions and retention despite a time of tremendous change within CUNY, serious budget challenges, significant issues regarding adequate space for instruction and services, stress on the numbers of faculty required to provide instruction—and the 9/11 attacks on the World Trade Center, which occurred virtually within sight of the campus. Achievements include:
 - a. attracting an increasingly selective student body;
 - b. increasing retention of admitted students across the board;
 - c. retaining overall diversity;
 - d. adding new programs and upgrading existing ones; and
 - e. raising visibility in an increasingly competitive marketplace for both undergraduate and graduate programs.
2. The reorganization of student services and enrollment management under a vice president five years ago has produced synergies which allow for better coordination and cooperation among staff with common interests and students served.

Suggestions

1. Opportunities exist for enhancing the effectiveness of college programs through better coordination and communication between the University and the College. One example that emerged during the team's visit was in the area of transfer admissions. The College appears to have the capacity to enroll more undergraduates in certain areas, yet is unable to give priority to transfer applicants interested in those programs.
2. The visiting team heard widespread support for the addition of housing for students. More discussion is needed to determine whether housing is a viable option for the College.

Recommendation

We recommend that the multi-year enrollment plan that is currently in the drafting stage be widely discussed and finalized.

Standard 9: Student Support Services

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Baruch College provides an extensive array of support services aligned with the College's mission and intended to support undergraduate and graduate students' identified needs and expectations. Significant additions and changes in the past five years include:
 - a. expanded orientation programs;
 - b. more focused tutoring;
 - c. express advising for MBA students;
 - d. specialized efforts to ensure the readiness of graduate students for the rigorous work demanded by the faculty;
 - e. January immersion programs for at-risk students;
 - f. learning communities for about half the freshmen; and
 - g. more access to career services programs and significant attention to connecting students to internships.
2. Although staffing for student support services has increased in the past few years, there is still more demand than can be met by the existing staff.
3. Academic advisement is provided through a variety of means, including professional advisors, faculty, orientation, websites, special programs, and faculty mentors, on both the undergraduate and graduate levels.
4. The College catalog, website, and specialized brochures provide information to the community about policies and procedures regarding academic integrity, student conduct, privacy and release of academic records; campus health and safety; and student complaints and grievances. A review of policies in the college catalog found them to be explicit and understandable in conveying important information.
5. The Logic Model assessment program is being widely implemented in student support services units.
6. The existence of more than 160 student organizations, an active student government, and very competitive sports teams speaks to the interest of many students in having a full college experience. The student life spaces in the Vertical Campus are intensely used.
7. Students with whom team members spoke, both formally and informally, enthusiastically spoke of their experience at Baruch.

Significant Achievements

1. The addition of learning communities for about half the freshmen has provided them an important means for “connecting” to the College and to their peers. Early assessment results indicate that participation in learning communities is having a positive effect on students’ retention and academic success at Baruch College.
2. Significant efforts have been made to connect with at-risk students and to encourage their participation in services such as tutoring, counseling, academic advisement, ESL, and the international student service center. Increases in the retention and graduation rates are very positive outcomes that speak to the high quality of the services offered.
3. The College’s SEEK program (Search for Education, Elevation, and Knowledge, a state-funded program that provides additional academic and financial support to disadvantaged students) has the highest graduation and retention rate of all the CUNY SEEK programs.

Suggestions

1. While not a scientific sample of student opinion, the student survey conducted as part of the self-study process pointed to a need to continue to seek the best ways to inform students about important issues related to their enrollment at Baruch College. Recent efforts to inform students through such avenues as Facebook and Twitter are promising changes.
2. While students expressed “pride” in their college, they indicated they would like to see more efforts designed to increase “school spirit.”
3. The advising process would benefit from using additional technology and perhaps also from more formal systems for faculty-student mentoring.
4. Using assessment to focus staff activities on the services which are most effective, and to eliminate what is not working or not central to the College mission, should continue to be a high priority. The College has already recognized that it has insufficient staffing to provide all the critical activities needed to ensure that students can meet the goals it has set for them. Overlapping services should be reviewed to see if further reorganization might lead to more efficient and effective services.



Chapter 5: Faculty

This section covers **Standard 10: Faculty**.

Baruch College meets this standard.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. In a severely constrained fiscal environment, Baruch College has maintained an adequate and increasingly competitive faculty to support the various academic program offerings of the institution. However, nearly one-third of the faculty are 62 or older, and technically eligible to file for retirement. Replacing these faculty promises to be a financial challenge.
2. The College, in its effort to support the need of tenure-track and tenured faculty to become more productive scholars, and to increase external funding, is considering using more lecturers and adjuncts to teach Baruch students. But while the self-study report supports the goal of increased scholarship, it voices concern with the number of adjuncts being used to deliver Baruch's curriculum.
3. Interviews with faculty, faculty leaders, and academic administrators confirm the self-study's conclusion that adjuncts (part-time faculty) often are not well integrated into the college community. There appears to be inconsistency across departments of each school in terms of how adjuncts are recruited, managed, and supported.
4. In the Spring 2009 Faculty Experience Survey, with 117 Baruch part-time faculty responding, 87% of respondents noted they were satisfied with their "position at CUNY." Salary was a source of dissatisfaction for 45%, and 48% expressed lack of knowledge about health care benefits.
5. College policy supports the development of a diverse faculty and administrators voice support for increasing the number of faculty from underrepresented groups. However, increasing faculty diversity has been difficult to achieve, and recruitment tends to be inconsistent across departments.
6. Although progress has been achieved with regard to assessment, there appears to be inconsistent commitment by faculty to assessment across departments and schools. Each school is at a different stage of development with regard to assessment.

Significant Achievement

We note Baruch College's continuing record of professional accreditations and awards to individual faculty. At the institutional level, we cite its professional accreditations in Business and Accountancy by AACSB, as well as its rising rankings by various business and academic ratings agencies.

Suggestions

1. As Baruch College faces a significant rate of faculty retirements in the near future, developing more flexible arrangements for existing faculty should accompany efforts to recruit new faculty. Such arrangements might include a voluntary downsizing in teaching and salary schedules for faculty engaged in a transition to retirement. Adjusting CUNY policies and labor contract terms may be required to accomplish this.
2. The College may wish to review and assess its faculty hiring process and practices, and identify practices proven successful in increasing diversity at other institutions. The team supports the recommendation of the self-study report that the provost appoint a person responsible for diversity efforts with appropriate authority and resources. Attention should also be given to ensuring that departments are doing all that is possible to maximize the diversity of their candidate pools.
3. The College's strategic plan should address the issue of the College's aspirations for faculty scholarship and funded research, including the implications of such factors as resources, infrastructure, and teaching load. This is an opportune time for the College to review the status of part-time faculty members and to develop policies to enhance their experience and effectiveness at Baruch. In the meantime, the deans should continue to meet with their academic departments to review and evaluate the appropriate long-term strategic role of adjuncts and to plan the oversight, integration, and recognition of this group of faculty accordingly.
4. The administration and shared-governance leaders should continue to encourage and promote the systematic development of a culture of assessment throughout the College for all programs, so that faculty and students are aware of and accept systematic assessment as a means to realize continuous institutional improvement.



Chapter 6: Development and Assessment of Educational Programs

This section covers the following standards:

Standard 11: Educational Offerings

Standard 12: General Education

Standard 13: Related Educational Activities

Standard 14: Assessment of Student Learning

Baruch College meets these standards.

Standard 11: Educational Offerings

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to these standards:

1. The educational offerings at Baruch College are well designed, appropriately rigorous, and consistent with the College's mission.
 - a. The College has a systematic and appropriately rigorous internal review process for new courses and academic programs that engages the appropriate faculty and administrative offices at all levels.
 - b. Each of the three schools has an external review process in place through which all academic programs are subject to review from colleagues at peer institutions at least once every 10 years. The review process involves specialized accreditation for the Zicklin School of Business (AACSB accreditation) and the School of Public Affairs (NASPAA accreditation); the Weissman School of Arts and Sciences' process of regular external reviews of departments is similar to that of the Zicklin School.
 - c. Recent college initiatives demonstrate that these review processes are taken seriously and are used to provide ongoing curricular improvement.
2. Student learning goals and objectives are among the criteria used in reviewing and approving educational offerings. The self-study report states, "in recent years, proposals have been increasingly approved contingent upon revision of learning goals." (138) (See also *Standard 12: General Education*, Findings item #2.)
3. The learning experience of transfer students is comparable to that of students who start at the College as freshmen.
 - a. The transfer student curricula are comparable to that of students who start as freshmen. The one exception is the 25 percent of transfer students who complete their general education requirements as part of an associate's degree program at a community college.
 - b. GPAs and retention rates of transfer students are comparable to students who started as freshmen. Differences identified in other assessments, such as communication skills, are being addressed through targeted course development and outreach to the feeder schools.
 - c. The outside-the-classroom experience is also similar, as evidenced by student responses to the NSSE survey, and the College continues to work to improve the social integration of transfer students.
4. The College has made ongoing and systematic efforts to ensure consistency across multiple sections of individual courses.

- a. Core courses in the Weissman School have common learning goals, and multiple sections of the same course are monitored to ensure that they address these learning outcomes.
- b. The Zicklin School addresses the need for some uniformity through a variety of means, such as common syllabi, common finals, and/or course coordinators.

Significant Achievement

The College should be commended for its attention to transfer students, its improved graduation rate, and its attention to engaged learning.

Suggestion

The team supports the self-study report recommendation that the College's Office of Enrollment Management "work with the University to ensure that transfer students have taken the courses needed to insure their success at Baruch, and that the distribution of transfer students by major interest is consistent with Baruch's ability to offer relevant programs."

Standard 12: General Education

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The General Education program at Baruch College is well designed and consistent with best practices in American higher education.
 - a. Findings and recommendations in the Report of the Task Force on First-Year Composition are based on evidence meticulously collected from within the institution and analysis of programs at other institutions around the country. These recommendations, implemented this academic year, are consistent with best practices in the teaching of writing skills.
 - b. Findings and recommendations in the Report on the Task Force on Quantitative Pedagogy are based on evidence meticulously collected from within the institution and analysis of needs of alumni and employers, as well as of programs at other institutions around the country. The report is compelling and its recommendations should be implemented.
 - c. Baruch College students engage successfully in competitions using information literacy skills acquired through the General Education program; this constitutes substantial evidence of the success of this aspect of the General Education program.
2. Improvement continues with respect to assessment of General Education learning outcomes.
 - a. According to Appendix 14/I, learning outcome goals for Baruch College's General Education program have been articulated. Thus far, the College has assessed only Written Communication, Oral Communication, and Ethical Awareness.

- b. Assessment of Quantitative and Scientific Thinking is in progress this academic year.
- c. The College plans to assess Civic Awareness, Global/Cross-Cultural Awareness, Technological Skills, Aesthetic Appreciation, and Information Literacy in 2010 or 2011; planning for the assessment of Critical Thinking is underway this year.

Significant Achievement

The design of the Tier III General Education requirement for non-liberal arts students—a nine-credit liberal arts minor—represents a substantial innovation in higher education and is to be commended.

Suggestion

Baruch College should institute a faculty and staff core curriculum committee to take faculty ownership of this important piece of the undergraduate curriculum. Representation on this committee should include faculty from all three schools, as well as staff from centers that provide support services, such as SACC and SEEK. Such a committee should provide continuing faculty oversight of the core curriculum, currently run primarily by Baruch College administrators. The College should also track the staffing of core curriculum courses to ensure that more of the courses are taught by tenure-stream faculty.

Standard 13: Related Educational Activities

Summary of Evidence and Findings

Based on a review of the self-study report, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. Baruch College has an outstanding array of programmatic and curricular support services for students with diverse academic needs, including students who are non-native speakers of English and students with remedial needs. These programs meet appropriate standards. In particular we commend the staffs of these units for their extensive collaboration with one another and with other units.
 - a. Data for learning outcomes for students enrolled in the SEEK program and the Mid-Semester At-Risk Program are particularly impressive.
 - b. The SACC has targeted particularly challenging courses and has provided meaningful academic support for students who need it. Nationally recognized certification of tutors participating in this program is an excellent benchmark for quality. Training for tutors is well designed; assessment of the tutoring is systematic and appropriate.
 - c. The Writing Center is a well-run program with solid training and assessment in place to monitor the quality of services provided to students; it is to be commended for teaching self-efficacy and other “transportable skills.”

- d. The Continuing and Professional Studies Program has gone through tremendous renewal in the past four years and has in place outstanding models for market analysis, curricular development, and student satisfaction assessment.
2. The Starr Career Development Center Internship Program at Baruch College is thriving in terms of the range and number of internship sites, the number of students served, and the career-based activities offered.
3. Baruch College offers a broad and appropriate range of certificate programs and courses for continuing and professional studies in support of its mission to provide continuing education to the community. Continuing and professional studies courses are correlated to community needs.
4. International Executive Programs are generally well enrolled and look promising. This has been confirmed by a member of the MSCHE Accreditation Team, who visited the Singapore Program as part of this review process. A separate report is being submitted.

Significant Achievements

1. Support services for students with academic needs are well designed and focused on serving the diverse needs of the student body, including students who are non-native speakers of English. These programs have measurable impact on graduation rates.
2. The School of Public Affairs programs, based on a variety of community partnerships, constitute a significant opportunity for Baruch College students that takes advantage of the institution's New York City location.
3. Honors program courses also have a significant focus on New York City.
4. The Schwartz Communication Institute is a remarkably innovative program supporting the development of students' written and oral communication skills. The video oral communications project should be celebrated as a national model in higher education. The selection and assessment of fellows for this institute are well done.
5. Baruch College is commended for its efforts to develop criteria for assessing the written work of non-native speakers of English; the College is encouraged to integrate these criteria both in support services and in curricular offerings.

Standard 14: Assessment of Student Learning

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

1. The College should be commended for its consistency in its expectation that learning outcomes be established for its academic experiences, and for how it has integrated that expectation throughout many of its academic procedures.
 - a. Goals have been established for the core curriculum in the Weissman School of Arts and Sciences, the undergraduate degree program in the Zicklin School of Business, and the business, arts and sciences, and School of Public Affairs master's programs.
 - b. Changes in the curriculum proposed in the Zicklin School and the Weissman School must be accompanied by appropriate learning goals. Staff report that curriculum committee members have become critical consumers of these proposals, and give faculty specific feedback on how to write clear and measurable goal statements.
 - c. The College has mapped its core curriculum courses to core curriculum learning goals, showing multiple ways for students to meet the various expectations of the College.
2. Academic programs publish their learning goals in several forums, including the Web, class syllabi, and recruitment materials.
 - a. Zicklin syllabi must include learning goals, and increasingly that is the case in other parts of the College as well. Administrative leadership and faculty in all programs routinely discuss learning goals with students in multiple venues, including orientation meetings at the beginning of the students' experiences with the majors.
3. The College has committed resources to the assessment of learning outcomes by hiring outside evaluators to work with faculty in the programs to rate student work, with guidance from the Office of Institutional Research and Program Assessment. They have built a culture where the work of these evaluation teams is respected, and their work correlates with the faculty's understanding of the issues.
4. It appears that where assessment results are mentioned in the undergraduate curriculum, ensuing changes are noted as well.
 - a. Change in the curriculum in support of written communication, quantitative skills, and oral communication in the Weissman School is noted following task forces and pilot implementations.
 - b. The Zicklin School reports widespread changes and the establishment of various committees as a result of learning assessments. In particular, a communications-intensive course has been added to all business disciplines after assessments revealed that the abilities to write and analyze were not required for the degree.
5. The Zicklin School of Business was the first to address the need for the assessment of learning outcomes, by virtue of their accreditation by AACSB. The campus agrees that they are ahead of their peers in all aspects of this endeavor, with the statement of outcomes and the assessment of all of their core requirements on a regular schedule. The Weissman School is following close behind, by articulating the goals of the core curriculum and implementing several assessments in the past few years. The School of Public Affairs is not as far along, perhaps being successful in their statement of learning goals, but not their assessment activities. In all three schools, the

assessment of learning outcomes in the major content areas lags behind those of core expectations.

6. The increased activity in the past five years with regard to the establishment of a process to assess learning outcomes is impressive. The College appears to have brought all programs along in this development, though only in the past year could they see the benefits or note the challenges of their findings. Many projects are slated to be administered this academic year (2009-2010) or later.

Significant Achievements

1. The assessment of oral communication skills for the Bachelor's in Business Administration is being advanced by the use of the Video Oral Communication Assessment Tool, a new Web-based video tool that allows students and faculty to view and assess presentations. Its use is being expanded as the tool continues to be developed.
2. The CUNY system administers the CUNY Proficiency Exam (CPE) to all associate's and bachelor's degree students depending upon the number of credit hours they have earned. This exam measures academic literacy. CUNY faculty scores the results. Baruch students do very well on this exam in comparison to their peers at other CUNY institutions.
3. It is significant that the writing requirement in the core curriculum was retooled after assessment revealed perceived deficiencies in student writing. The two sequenced courses are now both writing-intensive, rather than the first being writing-intensive and the second literature-intensive.
4. The College tackled the issue of ethical awareness in a series of assessments, and was unhappy with the results garnered from those endeavors. The Philosophy Department and other committees are currently wrestling with how they address these results.
5. The College has utilized the Office of Institutional Research and Program Assessment in all aspects of its assessment efforts, and College community members appear to trust and rely on their work.
6. The Continuing Studies (CAPS) office has incorporated learning outcomes assessment in their work as well. They have developed pre- and post-assessments of Modern Language, ESL, and Business Communication.

Suggestions

1. The College should work to bring all programs along in the collection and analysis of student learning outcomes.
2. In order to systematize the collection and analysis of student learning outcomes assessment, the College might consider incorporating these expectations into its program review process. The Weissman School has discussed this possibility and has begun to implement it.

3. The College should work to communicate its assessment findings with student leadership at the program level, and even consider making them a part of curriculum committees if they aren't already.

Recommendation

We recommend that the College work to ensure that the assessment processes and activities put in place in the last several years continue after this visit. The increased activity in this area appears to be recent, and loss of momentum following this visit is possible.

VI. Summary of Recommendations for Continuing Compliance

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary for achieving an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Recognizing that College administration is proceeding with elements of multi-year enrollment and budget forecasting, we recommend developing an all-funds multi-year budgeting model under various resource scenarios, consistent with the College's overall strategic planning process.

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission, and seeks to retain them through the pursuit of the students' educational goals.

We recommend that the multi-year enrollment plan that is currently in the drafting stage be widely discussed and finalized.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals, and that students at graduation have achieved appropriate higher education goals.

We recommend that the College work to ensure that the assessment processes and activities put in place in the last several years continue after this visit. The increased activity in this area appears to be recent, and loss of momentum following this visit is possible.