Baruch College

The City University of New York

Comprehensive Institutional Self-Study

For the Middle States Association of Colleges and Schools

Commission on Higher Education

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City University of New York

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Executive Summary

Chapter 1: Overview of the Institution. Since its last Middle States re-accreditation in 2000, Baruch College has been transformed in every important dimension: new academic programs have been implemented and all existing programs have been assessed and revised according to a regular schedule; the faculty has grown both in size and stature; the College admits more qualified students and has experienced substantial growth in key indicators of student success (retention and graduation), while maintaining its historic mission to serve all New Yorkers; as a result of the CUNY Compact for Higher Education and substantial increases in private giving, the College has substantially more financial resources than was the case 10 years ago; and the College has new facilities, most notably the Newman Vertical Campus, that have transformed not only teaching and learning, but the entire life of the College.

Against this background of transformation, the College devoted two years to the effort that culminated in the Self-Study. Five working groups, representing faculty, student and administration, convened in Fall 2008 to undertake a thorough review of the extent to which the College satisfies the Characteristics of Excellence set out by the Middle States Commission on Higher Education. At every stage in their work, the groups sought input from the wider College community. Near-final drafts of the Self-Study were submitted to the entire community, and their comments are reflected in this final product.

Chapter 2: Overall Mission, Integrity and Institutional Assessment. (Standard 1: Mission, Goals and Objectives; Standard 6: Integrity; and Standard 7: Institutional Assessment) Baruch College, as the successor of the Free Academy and The City College of New York, has a noble mission that is fundamentally unchanged since its founding in 1847. At the opening of the Free Academy, our first President defined our aspirations poignantly and concisely:

“The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few.”

As a direct consequence of the work of this self-study, Baruch College adopted a new Mission Statement, one that absolutely reaffirms the goals of our founders, and that presents our current mission in as forceful and concise a manner as the above statement by Dr. Horace Webster.

Baruch College also has in place all the policies and procedures needed to ensure that as an institution we operate with total integrity. These policies and procedures are reviewed thoroughly in this Chapter.

The College, and the entire City University of New York, are committed to continuous assessment of the effectiveness of all our key activities. For the past 10 years, the College and the University have implemented a “Performance Management Process” (PMP) that guides our assessment of the effectiveness of Baruch; goals are set each year; performance is measured against those goals; success is rewarded; and the clear expectation is that challenges will be addressed. The PMP is well articulated with the College’s Strategic Plan, and serves as an excellent platform on which the effectiveness of the College can be assessed.
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Chapter 3: Planning, Governance and Resources. (Standard 2: Planning, Resource Allocation and Institutional Renewal; Standard 3 Institutional Resources; Standard 4: Leadership and Governance; Standard 5: Administration). Baruch College is guided in its work by a current Strategic Plan that is well-articulated with CUNY’s Master Plan and with CUNY’s Performance Management Process. Annual goals and assessments through the PMP and periodic updates of the Strategic Plan demonstrate that organized and appropriate plans have been at the heart of Baruch’s work in recent years.

Notwithstanding current constraints on public and private funding, since the last Middle States review Baruch College has benefited from significant increases in public and private support, through the CUNY Compact for Higher Education and the efforts of the Baruch College Fund. Allocation of resources is based on analyses of all-fund budgets that are presented to and approved by the College Cabinet.

Baruch College has a well-defined system of governance in place, one that provides explicit opportunities for faculty and student contributions. Shared governance is especially enhanced by the presence of the President of the Faculty Senate on the College Cabinet.

Chapter 4: Student Recruitment, Retention and Support. (Standard 8: Student Admissions and Retention; Standard 9: Student Support Services) Baruch College continues to serve as a catalyst for the social, cultural, and financial mobility of a diverse student body, reflective of its historical mission. Since the last reaccreditation, the College has greatly increased the numbers of students seeking admission; has greatly increased the selectivity of those students admitted; and has retained its commitment to educating a diverse student body, one that has often been characterized in recent years as the most diverse student body in the country. Average SAT scores for regularly admitted first year students increased from 1036 in 1998 to 1182 in 2009. The College has also improved retention and graduation rates. The Fall 2008 full-time first-time freshmen had a first year retention rate of 88.3%, the Fall 2003 entering cohort had a six-year graduation rate of 60.3% and the Fall 2005 transfer student cohort had a four-year graduation rate of 65.5%.

The College provides numerous support services for all enrolled students both at the undergraduate and graduate level, and additional services for “at risk” students including services provided by the Center for Academic Advisement (CAO); Student Academic Consulting Center (SACC); and Zicklin School of Business Graduate Program Support Services. A particularly important set of services is provided by the newly formed Campus Intervention Team (CIT) that acts as a support network for students in crisis.

Chapter 5: Faculty. (Standard 10: Faculty) Since 2000, Baruch’s faculty has grown substantially; their scholarly productivity and reputations have grown; opportunities for professional development have increased; and the faculty has become somewhat more diverse. As confirmed by the recent accreditation of the Zicklin School of Business by the Association for the Advancement of Collegiate Schools of Business, and by regular external reviews of all College departments, the College has the strong faculty needed to support its academic programs.
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Faculty development programs have become particularly strong, particularly those focused on pedagogy, which have been nationally recognized. Baruch was the sole winner in 2008 of the TIAA-CREF Institute’s Theodore M. Hesburgh Faculty Development Award, the function of which is “acknowledging and rewarding exceptional faculty-development programs.” The award specifically cites the Bernard L. Schwartz Communication Institute.

Chapter 6: Development and Assessment of Education Programs. (Standard 11: Assessment of Educational Offerings; Standard 12: General Education; Standard 13: Related Educational Activities; Standard 14: Assessment of Student Learning) Baruch College’s educational offerings provide a level of academic content, rigor and coherence appropriate to the College’s mission. This is ensured by the process by which the offerings are developed and by processes of internal and external review. The College consistently identifies student learning goals and objectives for its educational offerings.

Baruch College supports a general education program that is fully appropriate to its mission, insuring that students acquire basic skills and a broad education in the liberal arts and sciences, and then move into intensive, more advanced work in a liberal arts minor. The core curriculum is structured around a carefully articulated set of learning goals, and students’ successes in achieving these goals are regularly assessed. The goals of general education at Baruch College are widely communicated to students.

Baruch College provides an extensive array of related education programs, including those that provide support to matriculated students; those that provide opportunities for continuing education; and selected graduate degree programs offered in executive format in sites in Asia, Europe, and the Middle East.

A culture of assessment of student learning pervades Baruch College, with the Zicklin School of Business pioneering learning assessment activities, activities that have now been widely adopted throughout the College. The development of learning goals has been an ongoing concern at Baruch College for more than five years; the result has been their institutionalization at all levels throughout the curriculum. Learning goals are now de rigueur on syllabi and proposals for new or revised courses. Most importantly, changes in curriculum and course delivery have been implemented in response to assessment data.

Chapter 7: Summary of Recommendations. The recommendations contained in Chapter 7 represent the building blocks that will provide the foundation for the College’s next decade of growth.
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Chapter 1 – Overview of the Institution

Chapter 1  Overview of the Institution

- Institutional Profile
- Mission of the College
- Baruch College Strategic Plan – CUNY Performance Measurement Process (PMP)
- Important Developments Since Last Accreditation Review
- Baruch College Rankings and Honors
- Organizational Structure of the Self-Study Process

Institutional Profile

Baruch College is one of 11 senior colleges within the City University of New York (CUNY) system. CUNY is the nation's largest urban university; its 23 institutions include 11 senior colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies and the CUNY School of Public Health. More than 243,000 degree-credit students and 273,000 adult, continuing and professional education students are enrolled at campuses located in all five New York City boroughs. In Fall 2007, 46% of all the college students in the City of New York were attending CUNY. An additional 46,600 students were enrolled in College Now, the University's enrichment program for high school students at CUNY campuses and nearly 350 New York City high schools. The University offers online baccalaureate degrees through the School of Professional Studies.

The City University of New York traces its beginnings to the founding in 1847 of the Free Academy, the first tuition-free publicly supported institution of higher education in the United States. The Free Academy later became the City College of New York, the first of New York’s municipal colleges. According to New York State Education Law, CUNY is "supported as an independent and integrated system of higher education on the assumption that the university will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes." The law requires CUNY to "remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units."1 (See http://law.justia.com/newyork/codes/education/idx_edn0t7a125.html)

Baruch, as well as all of the senior colleges in CUNY, receives its public funding primarily from the State of New York, with some special-purpose allocations from the City of New York from time to time. The CUNY community colleges, on the other hand, are largely supported by New York City funding.

Baruch College has evolved from City College’s innovative School of Business and Civic Administration founded in 1919. The Trustees of City College sought to centralize all courses in accounting, business and public administration in a single educational unit. In 1953, in honor of a distinguished alumnus and former trustee of City College, the name of the school was changed

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1 New York State Education Law. Article 125. Section 6201. The City University of New York.
to the Bernard M. Baruch School of Business and Public Administration. In 1968 the school was reorganized as a separate senior college in the City University system and the new College was authorized to offer arts and sciences and education programs in addition to its business and public administration programs. In 1994 the College reorganized its three-school structure with the creation of the School of Public Affairs. The College now consists of the Zicklin School of Business, the Mildred and George Weissman School of Arts and Sciences and the School of Public Affairs.

Today Baruch College offers undergraduate and graduate programs of study leading to the BBA, BA, BS, MBA, MS, MPA, MA, MSEd, Executive MBA, Executive MS, Executive MSILR, and Executive MPA degrees through the Zicklin School of Business, the Weissman School of Arts and Sciences and the School of Public Affairs. The CUNY program leading to the Ph.D. in business is based at Baruch College, as is the Ph.D. subprogram in industrial/organizational psychology.

Baruch College has a history of over 160 years of excellence in public higher education, much of it with an emphasis on business. It draws bright and ambitious students who are serious about preparing themselves to succeed. Like their predecessors from generations past, Baruch students today change their lives through hard work, education, internships, networking, and exposure to new ways of thinking. The combination of specialized and traditional arts and sciences subjects is designed to meet contemporary demand for the kind of high-quality education that will lead to successful careers in business, public service and related fields.

The Fall 2009 enrollment at Baruch College was 16,195 students, including 12,332 undergraduate and 3,863 graduate students. The Zicklin School registered approximately 78.2% of the undergraduate students, the Weissman School registered 18.2% and the other 1.3% were enrolled in the School of Public Affairs. On the graduate level, Zicklin accounted for 70.2%, Weissman 5.0% and the other 24.5% were enrolled in the School of Public Affairs.

In the Fall Semester of 2008, the College had a full-time faculty of over 500, 68.6% of whom have tenure, and another 500 part-time instructors (adjuncts). Approximately 150 of the full-time positions were new or replacements over the past three years. The College has approximately 600 full-time, non-faculty employees. The College’s annual publicly appropriated operating budget for 2008-09 was $103.6M. The State of New York or the City University pays directly for fringe benefits, debt service, leases and utilities. These items, valued at $164M for 2008-09, are not included in the College’s revenue and expenditure statements. In addition to its public appropriations, the College was also supported by the Baruch College Fund, which authorized another $15.4 million in spending in support of specific programs, projects and initiatives.

**Mission of the College**

Early in the Self-Study discussion of the College’s Mission Statement, it was determined that the working Mission Statement developed in 2002, based upon the last formally approved Mission Statement in 1998, was no longer appropriate. Although there was general agreement about the College’s unique role in public higher education and its special mandate to serve the needs of the
City of New York, there were differing points of view over the issue of “access” and “excellence” in the College’s mission. There was also a lack of consensus about the appropriate balance between the College’s historic emphasis on education for business, administration and the professions and an emphasis on the intellectual and cultural development of the whole individual. There was general concern about the length of the statement as it tried to encompass a broad range of differing points of view.

The Middle States Self-Study Working Group on Mission, Goals and Objectives developed a modified mission statement and submitted it to the Self-Study Steering Committee. In the absence of a formal mechanism in the College governance documents for approving a mission statement, it was decided that the College Faculty was the appropriate body to undertake the task. A modified version of the Steering Committee’s recommendation was presented to the Faculty Senate and, after review and discussion at two Senate meetings, was approved on December 3, 2009. The Baruch College Mission Statement now reads as follows:

Baruch College of the City University of New York remains dedicated to being a catalyst for the social, cultural, and financial mobility of a diverse student body, reflective of its historical mission. Baruch College educates men and women for leadership roles in business, civic and cultural affairs, and academia. It offers rigorous baccalaureate, masters, and doctoral programs to qualified students who seek careers in business, public affairs, and the arts and sciences. Integrating professional education with the arts and sciences for undergraduates, Baruch College’s faculty cultivates its students’ analytical ability, critical thinking, cultural awareness, and ethical sensibility. The College’s graduate programs focus on professional preparation that enables students to become leaders and innovators in their fields. The faculty’s contributions to knowledge reflect a commitment to teaching, research, scholarship, public policy, and artistic creativity. Through executive education, continuing studies programs, and public events, Baruch engages the larger civic and international community that includes its supportive alumni, extending the College’s visibility and nurturing its global reputation.

Baruch College Strategic Plan -- CUNY Performance Management Process PMP

Baruch College Strategic Plan, 2006-2011

In Fall 2004, a new president was appointed to head Baruch College. In January 2006, the College community adopted a five-year strategic plan after a year-long process involving over one hundred faculty, students and staff participants, and numerous town hall meetings, public debates and hundreds of comments (see Appendix 1/A Baruch College Strategic Plan, 2006-2011). The plan rested upon a number of key assumptions.

- Baruch seeks to achieve international prominence as a public institution of business, public affairs and liberal arts within the City University of New York, dedicated to the University's twin goals of excellence and opportunity.
- A nationally recognized model of diversity, Baruch is committed to advancing global understanding, an institutional characteristic of particular importance in an increasingly culturally varied and interconnected world.
- Baruch will continue to build an exemplary model of professional higher education that contributes significantly to the well-being of New York City, the metropolitan region, the country and the world, and ensures a transformation in the lives of its students.
- Baruch will build a strong financial foundation with multiple funding streams and a robust endowment. Towards these ends, it supports the efforts of City University to ensure longer-
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term stability and predictability in public funding and strategic investment in areas of high priority.

The plan resulted in the establishment of six strategic goals to be pursued between 2006 and 2011.

Strategic Goals 2006-11

To realize its vision and guide its growth and development over the next six years, the College will:

I. Offer academic programs of exceptional quality

Baruch is committed to providing demanding academic programs of the highest quality, taught by a distinguished faculty to an academically superior student body. We place great value on superb teaching, innovative research and exceptional scholarship. We believe that our distinctive mix of undergraduate, graduate and doctoral programs is a significant strategic advantage for the attainment of international prominence. Baruch will uphold and raise the standards of our programs while taking initiatives to expand and secure the College’s academic reputation. Accordingly, the College will:

Continue to have one of the premier business schools in the country while ensuring that our programs in public affairs and the liberal arts are national leaders in their fields

Recruit, develop and retain a faculty of international quality

II. Ensure the quality of the college experience for all students

The College is determined that it will provide students with a collegiate setting that enables them to attain their educational goals, grow as individuals, complete their studies successfully at Baruch and establish lasting bonds with their fellow students, faculty and the institution as a whole. Accordingly, the College will:

Strengthen the quality of the academic life for all students, while maintaining and enhancing the diversity of the student body

Build a community of engaged students

Strengthen student affairs services and programs

III. Create a vibrant urban campus

The College will undertake a Campus Master Plan to ensure that our facilities appropriately advance and fully support our academic and strategic goals. There is perhaps no more visible – or complex – strategic issue facing Baruch than the renovation of the Larry and Eris Field Building at 17 Lexington Avenue, a project that will enable the College to expand significantly our classrooms, faculty offices and student, study and administrative spaces. In addition, we will
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take full advantage of the evolving transformative effect of technology in delivering programs, undertaking research and managing our affairs. The College will also address promptly and imaginatively a number of pressing space utilization and facilities issues. Accordingly, the College will:

*Develop a Campus Master Plan*

*Renovate the Larry and Eris Field Building at 17 Lexington Avenue*

*Develop a strategic technology plan*

*Continue present efforts at solving a variety of facilities issues*

IV. *Build a strong financial foundation*

Baruch intends to develop a sound financial base to ensure the quality of our educational programs at reasonable cost, expand the scope of our educational initiatives and retain our diversity. Accordingly, the College will:

*Increase its endowment*

*Diversify the funding streams*

V. *Embrace a culture of service and accountability that produces excellence*

Realization of the College’s vision is dependent upon measurable progress over the next six years. Baruch will use established benchmarks – and where necessary, will establish new metrics – to allow continuous assessment of our activities, particularly those focused on student success. Baruch aspires to be a national model of institutional accountability, demonstrating that continuous and rigorous evaluation can improve the quality, focus and reliability of all of our initiatives. Accordingly, the College will:

*Select recognized measures of success that encompass all areas of the College while recognizing the distinctive strengths of our individual academic components*

*Strengthen the professional development of all who work at Baruch to enrich the experience of all students and make the institution a better place to work*

*Strengthen internal resource planning and allocation processes*

*Develop appropriate ways to measure forward movement on each of the strategic objectives and major goals in the Strategic Plan 2006-2011*

VI. *Increase the visibility, recognition and involvement of the College in New York City, the region, the country and the world*
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As a leading public institution of higher education in New York City, Baruch has a major responsibility to contribute to the quality of life, economic development and overall vitality of the New York metropolitan area. Baruch will develop its reputation so that the quality of our programs and the success of our students and alumni are well-known nationally and internationally. Accordingly, the College will:

*Develop and implement a strategic marketing and communications plan*

*Develop close relations with government and community leaders*

*Become a significant forum for public programs on issues related to business and civic leadership*

**Strategic Plan - Conclusion**

Baruch College will build upon our remarkable history to become an institution of prominence, providing education of exceptional quality to a highly talented and diverse student body, undertaking rigorous research into selected areas of societal importance and building a culture of accountability and service to our community and the world beyond. Through careful and thoughtful execution of the goals and objectives outlined in this Strategic Plan, Baruch will move significantly forward towards the realization of our vision.

The College is dedicated to …offering academic programs of exceptional quality; ensuring the quality of the college experience for all students; creating a vibrant urban campus; building a strong financial foundation; embracing a culture of service and accountability that produces excellence; and increasing our visibility, recognition and involvement in New York City, the region, the country and the world.

These six strategic goals delineate an interrelated set of priorities: each is important in itself; each will contribute to the achievement of the others; and each will shape a different aspect of the Baruch College of the future. All are central to moving Baruch to a new stage of achievement.

**CUNY Performance Management Process (PMP)**

As a unit of the City University of New York, Baruch College’s administration is an integral part of the larger University’s. Beginning with the 2000-01 fiscal year, CUNY Board of Trustees and the Chancellor’s Office have been following a “performance management process” (PMP) that links planning and goal-setting by the University and its 23 colleges and graduate schools, measures annual progress towards key goals and recognizes excellent performance.

Each spring, the Chancellor states the University's performance targets for the upcoming academic year, guided by the State of New York-approved University Master Plan. CUNY Presidents, working with their executive teams and college communities, map out performance goals and targets for their institutions for the coming year, in alignment with those of the University. The college targets reflect differences in campus missions, resources and circumstances, and recognize that the colleges all start from different performance baselines.
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the end of each academic year, progress towards each college's performance targets is assessed. High performance is recognized and, as resources are available, rewarded (see CUNY Performance Management Process).

Below are the performance goals and targets for Baruch College for 2008-09. For each objective the college administration has identified specific measures to gauge progress toward success. Some of the Middle States Self-Study Working Groups incorporated these measures in their analyses.

Baruch College Performance Management Process (PMP) Goals and Targets 2008-09

Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

Improve Student Success

Objective 3: Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study

Objective 4: Increase retention and graduation rates

Objective 5: Improve postgraduate outcomes

Objective 6: Improve quality of student academic support services

Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

Objective 8: Increase revenues and decrease expenses

Objective 9: Improve administrative services

Important Recent Developments

The Baruch College that is being presented for reaccreditation in 2010 is a much stronger and more dynamic institution than the one that existed a decade ago. The contemporary Baruch College is an institution on the move, with a sense of excitement and enthusiasm as faculty, staff and students push for higher levels of accomplishment. The specifics of these changes will be borne out in the report. The current Self-Study examines an institution that recognizes its rich
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history of over 160 years of excellence in bringing higher education to the residents of the City of New York and also sees its role in continuing to prepare its students to be productive participants in the 21st Century global society.

Facilities

“Now we have a building worthy of our students!” Prof. Cynthia Whittaker, Chair of the History Department, August 27, 2001.

In the fall of 2001, Baruch College underwent a major transformation when it moved the bulk of its academic operations from leased space scattered among commercial buildings over a 10-block stretch of Manhattan into a new 786,000 square-foot structure at Lexington Avenue and 25th Street. The building is termed the “Vertical Campus” because it extends upward and downward from street level rather than horizontally as is the case with most college campuses. Built at a cost of $319 million the facility includes the latest in educational technology. It houses 102 classrooms, 14 research labs, 36 computer labs, a 500-seat and a 300-seat auditorium, a conference center, 48 conference rooms, 375 offices for faculty, 219 offices for deans, chairpersons and other college administrators, and 425 workstations for other college staff.

The building also includes athletic facilities (recreation and fitness centers, gymnasium, racquetball courts, pool, and locker rooms), fine arts facilities (a recital hall, flexible theater, studios, graphic arts, photo labs, music studios and rehearsal spaces, and a recording studio), the college bookstore and a food court.

The new building has helped transform the College, increasing faculty engagement, building a sense of community, permitting a much wider range of activities to be sponsored on campus, enhancing the educational experience through the high-tech classrooms and labs, and providing a more attractive draw for potential students.

One review described the opening of the Vertical Campus as “…a turning point in urban educational design…” It said that …the high-tech Vertical Campus creates dramatic new possibilities for learning and teaching.”

The new building complements the Library and Technology Center that sits directly across the street. That structure houses the William and Anita Newman Library, winner of the 2003 ACRL Award for Excellence Among College Libraries and the college computer center. It is also the location of the Wasserman Trading Floor in the Subotnick Financial Services Center, one of the largest and most complete educational facilities of its kind anywhere. It introduces Baruch students to economic, financial, journalistic, and technological principles using professional financial market data systems and analytic software.

The next facilities challenge for the College is the need to renovate the 1929 Larry and Eris Field Building at 17 Lexington Avenue, the original 1847 site of the Free Academy of New York. Plans have been made, money obtained, and the work will soon be underway.
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Students

Significant changes have also occurred among the students since the last Middle States review. The total enrollment at the college has averaged just under 15,900 over the past 10 years. However, the qualifications of entering students, their preparation and the College’s ability to retain and graduate them have seen major, positive changes. Following the College’s enrollment management plan, the percentage of new students who were first-time freshmen (as opposed to transfer students) grew from 35.1% (Fall 1998) to 54.7% (Fall 2008). The number of new freshmen has increased significantly, going from 981 in 1998 to 1,512 in Fall 2008. Moreover, the College has been attracting better-prepared students, as the SAT scores rose from 1036 to 1154 over that same period.

The College is proud of the rapid improvement in one of the most basic measures of student success, retention and graduation rates. The six-year graduation rate for the cohort of full-time first-time freshmen students who entered in 1996 was 37.4%. The six-year graduation rate for the cohort who entered in 2002 is 57.6%.

Although the student population has remained steady at just under 16,000, the number of degrees awarded has risen from 2,804 (1998-99) to 4,166 (2008-09). A number of factors have contributed to this impressive rise. First, the end of remediation at the College in 2000 and the more recent increases in admissions standards have brought about an undergraduate student body far better prepared for college-level work than before. Through the Freshman Year Initiative the College has revamped its orientation program, expanded the availability of freshman learning communities, and provided early intervention options to address student difficulties; on the whole, student engagement has increased. All of these activities have helped improve the retention rates. In the last 10 years, the fall-to-fall freshman retention rate has improved from 81.6% for the cohort that entered in the fall of 1998 to 89.6% for the cohort that entered in the fall of 2007.

Baruch College has been recognized as one of the most ethnically diverse campus in the nation for the eleventh consecutive year by US News and World Report and cited for its diversity more times than any other college in the United States by the Princeton Review. In Fall 2008, the Race/Ethnicity percentages for total enrollment reported by the CUNY Office of Institutional Research and Assessment were: 11.7% Black/African American, 15.9% Hispanic, 34.9% Asian/Pacific Islander and 37.4% white (the reported number of American Indian/Native Americans remains less than 1%). According to the College’s Office of Institutional Research and Assessment, in Fall 2007, students listed themselves as native speakers of 109 languages and reported 160 countries of origin.

Faculty

A critical problem faced at the time of the last accreditation review was a shortage of faculty positions, particularly in the Zicklin School of Business, with one-quarter of its full-time faculty positions filled with temporary, non-tenure-track faculty. This situation was largely the result of insufficient funding to support tenure track hires and a union contract that limited salaries below market levels. The College corrected the problem with two changes. First, in fall 2001 CUNY
approved a tuition premium plan for all MBA students. This increase provided nearly $3 million additional dollars per year to support the Zicklin School. Second, a new union contract was approved in 2002 that raised salary levels approximately 8%, and, more importantly, recognized the University’s ability to provide base salaries up to 165% above the contract salary schedules in order to recruit or retain faculty. In the fall of 2008 a second contract was approved that provided for an additional increase of 10.15% over the three-year life of the contract.

Beyond the salary increases provided for in the contracts, there has been a major change in the funding formula for the City University. To be discussed elsewhere in this report, the CUNY Compact has generated additional revenue that has enabled the College to create additional faculty lines.

In 1998-99 Baruch College had a full-time teaching faculty of 451. In the fall of 2008 it had a full-time teaching faculty of 507, a net increase of nearly 13% over nine years.

Finances

There has also been a significant increase in the financial support for the College since the last Middle States review. The College reported an annual publicly appropriated operating budget of $81.5M in 2002-03. It reports an annual publicly appropriated operating budget of $103.6M in 2008-09.

As noted in the 2005 Periodic Review Report, the level of State support for CUNY and Baruch College had been shrinking on a proportional basis. This resulted in a sizeable CUNY-wide tuition increase in 2003 and an additional increase for graduate students in Fall 2005. Baruch has been able to bring in additional resources that have made, and will continue to provide, a positive impact on the institution. In 2002 the College was able to get approval to charge an MBA tuition premium, now generating close to $3 million a year. These funds have supported faculty hiring, increases in the number of graduate assistantships, and additional support staff in student service areas. Also, beginning in Fall 2003 CUNY established a student technology fee, which provided about $2.2 million the first year and has allowed the College to increase the level of student technology support.

The most noteworthy change in financial support for the college is the CUNY Compact, a funding agreement between the City University and the City and State of New York. The CUNY Compact is an innovative multi-year financing strategy that delineates shared responsibility among the State and the City, the University (through internal efficiencies), philanthropic sources, and the students through enrollment growth and modest, predictable tuition increases.

The CUNY Compact has increased the level of public support to the College and has helped stimulate a dramatic increase in philanthropic support. The Self-Study report will go into more detail in describing these and other changes in the College’s finances.
Chapter 1 – Overview of the Institution

Planning

The 2006-2011 Strategic Plan described earlier in this document sets forth the College’s view of where it sees itself moving over the next several years and describes the intermediate steps to be taken in pursuit of those goals. The CUNY Performance Management Process (PMP) is an instrument that the City University has developed for monitoring progress, prioritizing effort, and focusing energies on agreed-upon ends. The City University Master Plan and the Baruch College Facilities Master Plan are other tools that are used to control and direct growth at Baruch College, and measure progress toward meeting objectives.

One of the benefits of undertaking the Middle States Self-Study at this time is that it provided an opportunity to review all of these planning efforts and to determine the extent to which they support and reinforce each other.

Baruch College Rankings and Honors

Recognition by one’s peers is an important indicator of the impact a person or institution has. Below is a list of honors Baruch College has received over the past several years. Some recognize many years of effort; others are the result of new initiatives. All document the important contributions Baruch College makes to higher education in the City of New York (see Appendix 1/C for recent Baruch College ad published in local media outlets).

• Baruch College is among the top 15% of U.S. colleges according to the Princeton Review, which selected the College for inclusion in "The Best 371 Colleges: 2010 Edition."

• Baruch ranks third among some 3,800 U.S. colleges and universities polled for Consumers Digest Magazine's list of “100 Top Values Schools, 2007.”

• Baruch ranks among the top 35 universities in the Northeast that offer a full range of undergraduate and master's programs and is among the top six of those institutions that are public (US News & World Report, "America's Top Colleges 2008").

• Baruch's undergraduate business programs ranked 41st nationally, the second most highly regarded in the NY/NJ metropolitan area. The undergraduate business program was also ranked among the top 25 of public institutions (US News & World Report, "America's Top Colleges 2008").

• Baruch's Zicklin School of Business is included in the 2007 edition of the Princeton Review's annual "Best Business Schools" listing.

• The 2006 edition of the Wall Street Journal/Harris Interactive Business School Survey ranked Baruch 50th among the nation's top 50 regional undergraduate business colleges.

• Baruch's Part-Time MBA Program is ranked 22nd the nation by US News & World Report ("America's Best Graduate Schools 2009"), making it second in New York City.
It was the only ranked public part-time program in New York State.

- Baruch is one of the nation's best value undergraduate institutions according to the *Princeton Review's* “America's Best Value Colleges 2008”.

- Baruch was cited as one of the best colleges in the Northeast in the 2008 edition of the *Princeton Review's Guide to the Best Northeastern Colleges*.

- Baruch College won the 2008 TIAA-CREF Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning.

- Baruch's MBA program offered through the College's Zicklin School of Business ranks among the Aspen Institute's Global 100 list of colleges and universities included in its Center for Business Education's Beyond Grey Pinstripes 2007 MBA survey, a biennial survey and alternative ranking of business schools that are driving discussions of social and environmental issues into the core curriculum and addressing these topics in terms of mainstream business decision-making.

- Baruch College won the American Advertising Federation's 2007 District Two Diversity Achievement Award for an Educator. The annual award honors progressive individuals, corporations, and institutions that exemplify forward thinking in the enrichment of diversity of advertising.

- The Kaplan/*Newsweek* 2008 edition of America's Hottest Colleges ranks Baruch College as one of the nation's 372 most interesting schools. Rankings were determined by such factors as academic strength, student body and specialty programs. Also on the 2008 list are Harvard, Princeton and New York University.

- For nine years, Baruch has topped the list of the most ethnically diverse colleges in the United States (*U.S. News & World Report*, "America's Top Colleges 2008").

- Baruch's School of Public Affairs is ranked in the top 20% in the nation for its Master of Public Administration program by *US News & World Report* (2006).

- Baruch's innovative 17-floor William and Anita Newman Vertical Campus was honored in 2003 by the American Institute of Architects with the highest award it offers to an individual building.

- The William and Anita Newman Library was named the top college library in the nation for 2003 by the Association of Research and College Libraries/American Library Association.

**Organizational Structure of the Self-Study -- Steering Committee and Working Groups**

The Baruch College Middle States Self-Study Steering Committee was appointed in June 2008. It was composed of 15 individuals with assigned slots for faculty, staff and students:
Chapter 1 – Overview of the Institution

- two Steering Committee co-chairs
- two co-chairs for each of five Working Groups,
- two administrators assigned from the Provost’s office
- one representative from the Student Government Associations

**Steering Committee Membership (15)**

**Co-Chairs:** James McCarthy, Provost and Senior Vice President for Academic Affairs
Terrence F. Martell, Saxe Distinguished Professor of Finance and Director of the Weissman Center for International Business

**Members:** Stanton F. Biddle, Director of Middle States Accreditation Review
Barbara Lawrence, Associate Provost for Academic Affairs

**Working Group Committee Co-Chairs (10)**

Mary Gorman Hetherington, Chief of Staff, Office of the President
Paula S. Berggren, Professor of English, Weissman School
Gabriel Eszterhas, Vice President for Administration and Finance
Joseph Onochie, Associate Professor of Economics and Finance, Zicklin School
Sharon D. Ricks, Director of the Center for Academic Advisement
Ann Brandwein, Professor of Statistics CIS, Zicklin School
David Birdsell, Dean, School of Public Affairs
Cynthia Whittaker, Professor of History, Weissman School
Dennis Slavin, Associate Provost
Valerie J. Watnik, Associate Professor of Law, Zicklin School
Tanvir Hossain, President, Undergraduate Student Government

**Resource Personnel:**
John Choonoo, Director, Office of Institutional Research and Program Assessment
Paul Bachler, Assistant Director, Office of Institutional Research and Program Assessment
Vanessa Vacchiano, Assessment Coordinator, Office of Institutional Research and Program Assessment

**Working Group Co-Chairs and Membership**

Each of the five Working Groups is co-chaired by one faculty member and one member of the administration. Each Working Group includes a student representative and one or more alternates. This structure ensured that all aspects of the institution were fully represented and that all institutional resources would be available to the members of the committee.
Chapter 1 – Overview of the Institution

1. **Overall Mission, Institutional Assessment and Integrity**
   Co-Chairs: Mary Gorman Hetherington, President’s Office and Paula Berggren, English Dept., Weissman School
   Members: Arthur Downing, Library/BCTC
   Donald Vredenburgh, Management Dept., Zicklin School
   Glenn Petersen, Sociology & Anthropology Dept., Weissman School
   Daniel W. Williams, School of Public Affairs
   Ali Khaliq, Undergraduate Student Representative
   Jonah Cooperman, Graduate Student Representative

2. **Planning, Governance and Resources**
   Co-Chairs: Gabriel Eszterhas, Vice President for Administration and Finance and Joseph Onochie, Economics & Finance Dept., Zicklin School
   Members: Boo Choi, Weissman Dean’s Office
   Corlisse Thomas, Student Development & Counseling
   Mary Finnen, Office of the Vice President for Administration and Finance
   Paul Firstenberg, School of Public Affairs
   Aissata Camara, Student Representative

3. **Student Recruitment, Retention and Support**
   Co-Chairs: Sharon D. Ricks, Center for Academic Advisement and and Ann Brandwein, Statistics CIS Dept., Zicklin School
   Members: Carol Morgan, Student Academic Counseling Center
   Glenn Albright, Psychology Dept., Weissman School
   Michael Lovaglio, School of Public Affairs
   Tom Lo, Graduate Admissions
   Carl Aylman, Office of Student Life
   Maria DiMeo Calvelli, Law Dept., Zicklin School
   Alvin Tran, Student Representative

4. **Faculty**
   Co-Chairs: David Birdsall, School of Public Affairs and Cynthia Whittaker, History Dept., Weissman School
   Members: Ted Joyce, Economics & Finance Dept., Zicklin School
   Mary McGlynn, English Dept., Weissman School
   Debbie Kaminer, Law Dept., Zicklin School
   Glenn Apolinar, Student Representative

5. **Development and Assessment of Educational Programs**
   Co-Chairs: Dennis Slavin, Provost’s Office and Valerie Watnik, Law Dept., Zicklin School
Chapter 1 – Overview of the Institution

Members:  Rita Ormsby, Library
           Phyllis Zadra, Zicklin Dean’s Office
           Myung So Lee, Zicklin Dean’s Office
           Ann Ruecker, School of Public Affairs
           Gary Hentzi, Weissman Dean’s Office
           Ann Clarkson, Continuing and Professional Studies (CAPS)
           Caroline Fernandez, Student Representative

Working Group Standards, Charges and Research Questions

The fourteen Standards outlined in the twelfth edition of Middle States’ *Characteristics of Excellence in Higher Education, eligibility requirements and standards of accreditation* were clustered and assigned to working groups that then developed research questions for their own research, based on the guidelines provided in that document.

The final reports of the Working Groups were submitted to the Steering Committee at the end of the spring semester. Over the summer and during the fall semester the Steering Committee and members of the Provost’s office synthesized these reports into an institutional self-study and developed a set of findings and recommendations based upon materials submitted for community review. The first community review was held on Friday, December 17, and a second on Tuesday, February 2. Feedback received from the two sessions was reviewed by the Steering Committee, and, as appropriate, incorporated into the Self-Study.
Chapter 1 – Overview of the Institution
Chapter 2 – Standards 1, 6 and 7

Overall Mission, Integrity and Institutional Assessment

Standards:

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

**Standard 1: Mission, Goals and Objectives**

The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution's stated goals and objectives, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission, goals and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

**Standard 6: Integrity**

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

**Standard 7: Institutional Assessment**

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.
Standard 1: Mission, Goals and Objectives

The institution’s mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution’s stated goals and objectives, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission, goals and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Tradition of Access to Public Higher Education in Business and “Administrative Sciences”

Baruch College’s historical mission has been to provide a high-quality, low-cost education for the people of the City of New York. This goal was articulated in the 1847 founding of the Free Academy of the City of New York, the first tuition-free publicly supported institution of higher education in the United States. Initially established as both a prep school and college, the institution’s stated purpose was to “provide children of immigrants and the poor with access to free higher education based on academic merit alone.” As stated by Dr. Horace Webster, a West Point graduate and first president of the Free Academy on the occasion of its formal opening on January 21, 1849, “… The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few.”

That objective was given greater focus 70 years later when the Trustees of what had by then become the City College of New York sought to centralize all courses in accounting, business and public administration in a single educational unit with the establishment of a School of Business and Civic Administration in 1919. The school would educate the population that would provide the workforce for the city’s businesses and its municipal civil services. In 1953, in honor of a distinguished alumnus and former trustee of City College, the name of the school was changed to the Bernard M. Baruch School of Business and Public Administration. By 1961 the City of New York recognized the need to bring the cluster of municipal colleges that had developed over the years into a centralized system. Thus the City University of New York was established.

In 1967 the New York City Board of Higher Education, the City University’s governing body, commissioned a study to determine the future of the institution that had by then become popularly known as City College Downtown. It consisted primarily of those programs that had remained at the 23rd Street location when most programs were moved to a new and much larger City College campus on St. Nicholas Terrace in Harlem.

In its report, the Board of Higher Education Special Committee on the Future of the Baruch School recommended that it be reconstituted as an autonomous college within the City University of New York system. It recommended that “at the undergraduate level the college

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offers a general liberal arts program with specializations leading to the degrees of Bachelor of Arts and Bachelor of Science. As a practical matter, the College’s initial efforts in the liberal arts should be directed to fields of specialization that complement business studies, such as applied mathematics, humanities, and the social sciences.” It also recommended “that the College offer graduate courses at both the master’s and doctoral levels in the business professions and in the administrative sciences in such fields as business, health and public administration and that it consider the development of integrated five-year professional programs.”

In addition to the emphasis on business and administration, the report suggested that “the college increase its commitment to community relations and economic development through increased research activity and expanded continuing education programs in cooperation with business, government and the community.” It also called for the college to “expand opportunities for business careers to the City’s minority population by increased participation in programs such as SEEK and College Discovery and by encouraging the City’s businesses to participate with the college in such programs.”

Thus, from its beginning as an autonomous college in 1968, Baruch College has had a mandate to provide low-cost, high-quality education to the population of the City of New York. This mandate has included a commitment to equip students with the skills needed to succeed in business and government services and with an appreciation for the arts and humanities. The institution also has an urban focus with a mandate to address the needs of business, government and the community.

Baruch College Mission Statement

*Baruch College of the City University of New York remains dedicated to being a catalyst for the social, cultural and financial mobility of a diverse student body, reflective of its historical mission. Baruch College educates men and women for leadership roles in business, civic and cultural affairs, and academia. It offers rigorous baccalaureate, masters, and doctoral programs to qualified students who seek careers in business, public affairs, and the arts and sciences. Integrating professional education with the arts and sciences for undergraduates, Baruch College's faculty cultivates its students' analytical ability, critical thinking, cultural awareness and ethical sensibility. The College’s graduate programs focus on professional preparation that enables students to become leaders and innovators in their fields. The faculty’s contributions to knowledge reflect a commitment to teaching, research, scholarship, public policy and artistic creativity. Through executive education, continuing studies programs, and public events, Baruch engages the larger civic and international community that includes its supportive alumni, extending the College’s visibility and nurturing its global reputation.*

The mission statement cited above was adopted by the Baruch College Faculty Senate on December 3, 2009. That action was the direct result of this Middle States Accreditation Self-Study. Early in the discussion of the College’s Mission Statement, it was determined that the Mission Statement developed in 2002 based upon the last formally approved Mission Statement in 1998 was no longer appropriate. Although there was general agreement about the

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3 Minutes of the Meeting of the Board of Higher Education of the City of New York Held on October 23, 1967 at the Board Headquarters, 525 East 80th Street, Borough of Manhattan.
College’s unique role in public higher education and its special mandate to serve the needs of the City of New York, there were differing points of view over the issue of “access” and “excellence” in the College’s mission. There was also a lack of consensus about the appropriate balance between the College’s historic emphasis on education for business, administration and the professions and an emphasis on the intellectual and cultural development of the whole individual. There was general concern about the length of the statement as it tried to encompass a broad range of differing points of view.

The Middle States Self-Study Working Group on Mission, Goals and Objectives developed a modified mission statement and submitted it to the Self-Study Steering Committee. In the absence of a formal mechanism in the College governance documents for approving a mission statement, it was decided that the College Faculty was the appropriate body to undertake the task. A modified version of the Steering Committee’s recommendation was presented to the Faculty Senate and after review and discussion at two Senate meetings, was approved on December 3, 2009.

The new mission statement is consistent with the statement that had been approved by the College in 1998. It is also consistent with the original intent of the Free Academy, with the purposes of the School of Business and Civic Administration and with the expanded role granted to the college with its establishment as an autonomous college in 1968. It also seeks to balance a commitment to access as envisioned in open admissions with the aspiration for excellence.

Major Themes of the College Mission

The Baruch College community acknowledges a general, comprehensive mission, but the community's interest groups focus sharply on distinct components of that mission. Like all of the constituent colleges of the City University of New York, Baruch is committed, primarily in its undergraduate programs, to transforming the lives of culturally diverse students with high potential to succeed. Baruch is distinct within the CUNY system because, at the undergraduate level, it focuses on business and professional education in conjunction with liberal arts education. At the masters level it offers professionally oriented degree programs and it houses the City University’s doctoral programs in business and organizational psychology. That the three schools’ full-time faculties teach different levels and in programs with distinctive values and objectives affects faculty perceptions of the institution and its mission.

Recent strategic initiatives in the Zicklin School of Business and the School of Public Affairs to increase research emphases and enhance institutional visibility have influenced faculty views of Baruch's purposes. Faculty in all three schools however, value both scholarship and teaching and recognize an obligation to provide service both within the College itself and to broader constituencies. Baruch aspires, when appropriate, to extend its reach internationally, and the three schools and Continuing and Professional Studies (CAPS) conduct international programs.

[NOTE: The numbering, lettering and bullets in the following descriptions are consistent with their listings in source documents.]
Baruch College Strategic Plan 2006-2011, CUNY Master Plan 2008-2012 and CUNY Performance Management Process (PMP)

The College’s current Strategic Plan 2006-2011 was adopted in January 2006 as by-product of the arrival of a new President in 2004. It was the result of a year-long planning effort involving all segments of the College community. (http://www.baruch.cuny.edu/president/documents/BaruchCollegeStrategicPlan2006-2011.pdf). The plan seeks to reconcile the overall mission of the college with specifically defined and measurable goals and objectives. Below are the six Strategic Goals set forth in the plan:

Strategic Goals of the Baruch College Strategic Plan 2006-2011

I. Offer academic programs of exceptional quality
II. Ensure the quality of the college experience for all students
III. Create a vibrant urban campus
IV. Build a strong financial foundation
V. Embrace a culture of service and accountability that produces excellence
VI. Increase the visibility, recognition and involvement of the College in New York City, the region, the country and the world

Each year a status report on progress in achieving strategic goals is completed and reviewed by the Baruch Cabinet. A copy of the most recent progress report can be found at: http://www.baruch.cuny.edu/president/documents/StrategicPlanProgressReport_9_2008.pdf

In addition to the College’s 2009 Mission Statement and the strategic goals set forth in the College’s Strategic Plan, administrators and faculty must also be cognizant of the City University of New York’s goals, objectives, initiatives and priorities. Under Section 6206 of the New York State Education Law, the Board of Trustees of the City University of New York is required to submit a Master Plan, or Master Plan update, to the Regents every four years, and to "make recommendations . . . for the organization, development, and coordination" of the University. The most recent response to this requirement is the City University of New York Master Plan for 2008-2012, (Appendix 1/B) approved by the CUNY Board of Trustees on June 23, 2008.

The 2008-2012 Master Plan builds on the reforms and initiatives accomplished through the 2000-04 and the 2004-08 plans. It embraces and advances the core values the University has established: an insistence on academic rigor, accountability and assessment, an unwavering commitment to serving students from all backgrounds, and supporting a world-class faculty. The Plan affirms the importance of high standards, performance and quality to the University’s fundamental mission of teaching, research and service. The Plan outlines an ambitious course to meet the challenges identified in the document, reaching from the values the University has established to achieve aims consistent with being the best public urban university in the country.
Chapter 2 – Mission, Integrity and Institutional Assessment

These core values include:

- Adherence to high standards of teaching, scholarship, and service
- Accountability and assessment in every aspect of the University’s mission
- Engaging students who have not traditionally been served by higher education
- Supporting a growing population through innovative colleges, schools and programs
- Prioritizing a seamless education from preschool through college, including smooth transitions between community and baccalaureate colleges
- Meeting evolving workforce training and economic development needs
- Maintaining a historic commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes

In 2002 the City University instituted a Performance Management Process (PMP) that assesses progress toward achieving University-wide goals. This process was described in Chapter 1 and is summarized at: http://web.cuny.edu/administration/chancellor/performance-goals.html

Below are the City University of New York’s overall Performance Management Objectives. Each year every college administration maps out its own performance goals and targets for the coming year reflecting the differences in campus missions, resources and circumstances and recognizing the fact that the colleges all start from different performance baselines. At the end of each academic year, progress toward each college’s performance targets is assessed. High performance is recognized and as resources are available, rewarded.

There are nine continuing objectives in the City University of New York’s Performance Management Process. For each objective there are CUNY Targets and individual targets for each college:

CUNY Performance Management Process Objectives

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity
3. Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study
4. Increase retention and graduation rates
5. Improve post-graduate outcomes
6. Improve quality of student academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services
Chapter 2 – Mission, Integrity and Institutional Assessment

The University’s PMP Goals and Targets for 2009-10 are located at: http://www.cuny.edu/about/administration/chancellor/performance-goals/09_10_University_PMP_Goals.pdf

Baruch College’s PMP Goals and Targets for 2009-10 are located at: http://www.cuny.edu/about/administration/chancellor/performance-goals/Baruch09_10PMPGoalsandTargets.pdf

CUNY’s assessment of Baruch College’s performance in meeting its 2008-09 PMP Goals and Targets can be found in Appendix 7/C.

Programs as a Reflection of the Goals Outlined in the College’s Mission and Strategic Plan

By and large the College has established programs reflecting the goals outlined in the mission statement and the strategic plan. These goals have been publicly shared and are available on the College Web site. Less well understood and disseminated, however, are the much more specific “Baruch College Performance Goals and Targets” issued by the CUNY Central Office as part of its Performance Management Process (PMP), which seem to govern the daily operations of the College. An examination of the President’s report on the Performance Goals and Targets for 2007-2008 reveals that it describes successes but sometimes leaves significant problem areas unaddressed. Below is a list of mission and strategic planning topics that call for closer consideration.

- The strategic plan calls for excellence in both research and teaching. External research funding in a number of fields is, however, in very short supply. While the Zicklin School has special funds to promote summer research, the Weissman School's own support for faculty research remains limited. The College has developed many programs for the improvement of teaching, and a Task Force on Teaching and Learning issued a valuable report in 2005. The College should continue its efforts to place appropriate value on quality of teaching in its tenure and promotion decisions. The College should work to ensure that support for research-active faculty be available to all faculty members.

- The strategic plan stresses the importance of a culture of service and accountability, particularly in support of students. The greatest success in this area has been achieved by the College's award-winning Newman Library, which provides quality library service to faculty and students. On the other hand, other units such the Registrar's Office and Human Resources have been cited for consistently falling short of adequate service. Under-funding of campus support services has been a continuing problem in the City University.

- Mission and strategic planning documents speak consistently of the twin goals of opportunity and excellence. While higher admission standards and support for an honors program reflect initiatives directed to improving quality, the College has limited control over its own admissions process beyond setting quantitative standards for acceptance. The College prides itself on the considerable de facto ethnic diversity in its student body but tends to take a laissez faire attitude toward it. Regarding faculty diversity, some academic departments have exemplary records of diverse faculty hiring while others do not appear to have embraced a commitment to diversity.
• External reviews are regularly scheduled and conducted at all levels, but there is no consistent or shared process for making the best use of the results of these reviews.
• Faculty recruitment is addressed largely in terms of compensation structure and recent contractual changes that allow for above-scale salaries. However, above-scale hirings sometimes create morale problems with long-term faculty and can promote divisiveness among the three schools. Despite the increase in the number of full-time faculty college-wide, not enough has been done to address the use and compensation of adjunct faculty.
• Plans stress the importance of fund-raising and of increasing the size of Baruch’s endowment. However, as alternative sources of support have increased, state support has declined in comparison with that afforded other CUNY campuses.
• The College is making significant progress toward creating the enhanced physical urban campus the plans call for, and the process by which a new Master Plan for the next decade has been shared and openly discussed has been exemplary (see Appendix 7/D, FX Fowle Baruch College Master Plan Amendment, December 8, 2008).

Integrating Strategic Planning with Ongoing Operations of the College

The Baruch College 2006 - 2011 Strategic Plan did not include an implementation plan, but the College has integrated the CUNY Performance Management Process with its own strategic plan in pursuing strategic objectives. Of the six objectives and eleven sub-goals articulated in Baruch’s plan, the College has demonstrated significant progress in many. In September 2008, the president distributed the "2008 Baruch College Strategic Plan Update" which documented significant accomplishments in offering academic programs of exceptional quality, improving physical campus conditions and diversifying funding streams. Progress in improving the quality of the student experience, creating a culture of service and accountability, and increasing institutional visibility remain challenges to be emphasized in the next cycle.

Initially, in the 2008-2009 academic year and more formally in the 2009-2010 academic year, the College involved the Baruch Faculty Senate in the PMP process. These discussions involved the specific goals Baruch established as well as a review of the College's performance with regard to the goals. During the coming years it is anticipated that the College and School leaders will, through faculty meetings and Senate presentations, involve the community in the establishment of particular goals. Explicit and regular communication with the elected governance leaders and the faculty in general will ensure community support for attaining particular goals.

As complex organizations, public colleges and universities invariably include uncertainty and differences of opinion about institutional purposes. At Baruch College, many faculty members' concerns rarely rise above the level of their roles and departments, and thus not surprisingly considerable confusion exists among the faculty about institutional priorities. Whether the faculty should or wants to assume greater participation in strategic formulation is an open question. What is clear is that the City University Central Administration increasingly affects strategic management at Baruch, and to the degree the College values community collegiality and information transparency, more communication about the process by which integration of the CUNY PMP and Baruch's own strategic planning occurs becomes desirable. Stakeholders for Baruch College include New York State taxpayers, students, faculty, alumni, donors and...
administrators, and their trust will be enhanced with enlightenment about the College's mission and strategic implementation.

**Standard 1 – Findings and Recommendations**

**Findings:**

1. The College has a Mission Statement that is both relevant to the 21st century and reflective of its historic mission of access to excellence.
2. The College has a strategic plan that is consistent with and supportive of its mission statement.
3. The College’s strategic plan is in alignment with the City University of New York’s goals and objectives as articulated through the University’s Master Plan and its Performance Management Process.
4. Participation in the PMP process is limited. The lack of participation by the general college community has lead to some confusion about institutional priorities.

**Recommendation:**

**Recommendation 1.1** The College should improve and formalize the process by which it develops specific goals for the annual PMP process.
Chapter 2 – Mission, Integrity and Institutional Assessment

Standard 6: Integrity

_In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom._

Articulation of Ethical Standards for Personal and Institutional Behavior

The College’s Strategic Plan states that one of the four core values on which Baruch’s history and mission are based is integrity and proclaims that “Baruch is dedicated to the highest ethical standards in all aspects of our teaching, research and service. We promote academic integrity among students and faculty and an ethical code of conduct among all members of the Baruch community.”

Baruch College’s ethical standards are described and set forth in the policies and procedures that are posted publicly on the College's website. On the Human Resources section of the website and in the Faculty Handbook, the College provides policies on sexual harassment, affirmative action, acceptable use of computer resources, workplace violence, domestic violence issues in the workplace, use of college owned vehicles, citing commercial organizations in printed and web-based publications, and inviting elected officials and political candidates on campus.

Moreover, the rights of students, such as privacy with respect to their education records and directory information, are posted in the Student Handbook. Under the faculty and staff page of the web site the College lists resources on professional ethics for researchers, including the university's Policy on Research Misconduct guidelines from the College's Institutional Review Board that protect the rights of human subjects.

The College promotes awareness and understanding of these policies through training programs. Newly hired faculty and staff receive copies of relevant policies during their orientation sessions where they are discussed in detail. Newly elected department chairs attend an orientation that covers the ethical application of policies and procedures. The President has appointed a Research Integrity Officer who is responsible for delivering training to faculty, staff and students to foster a research environment that adheres to the highest ethical and moral standards. The Human Resources Department employs a full-time Training and Development Specialist, who arranges periodic mandatory training on sexual harassment, workplace violence, and other policy areas. Before any research study involving human subjects may begin, each researcher must complete a computer-based training session to ensure subjects' voluntary participation, confidentiality, informed consent and limited risk. Over the past four years the chair of the IRB and its administrator have streamlined the review process, reached out to faculty to explain the importance of IRB protocols and held faculty workshops. The result has been a doubling of the number of IRB applications processed annually.

In some cases, the College's ethical standards are seen to govern decisions about personnel and program through close integration with institutional practices. For example, the commitment to affirmative action is realized through the required inclusion of one member of the college's Affirmative Action Committee on the search committee for every managerial and professional
Chapter 2 – Mission, Integrity and Institutional Assessment

staff position. The College's commitment to institutional integrity is also evident in its support of research in this area. For example, the Robert Zicklin Center for Corporate Integrity offers a forum for discussion of a broad range of contemporary issues confronting U.S. corporations and capital markets. The Center aims to engage in timely discussion of corporate behavior and issues, foster interaction among corporate leaders, regulators, scholars and Baruch students, increase the impact of ethics in the classroom and on our students' lives, and raise the ethical climate of corporate America to a higher plane.

Mechanisms for Addressing Inconsistencies

The College provides mechanisms to address lapses in ethical conduct, promotes awareness of these mechanisms, and is responsive when complaints of violations of ethical standards are lodged. The college's Affirmative Action Officer submits an annual Discrimination Investigations Report to the university. In the 2007-08 academic year, the College reported that six discrimination complaints had been filed: one based on race, three for sexual harassment, one based on sexual orientation, and one based on race/ethnicity. Incidents are usually closed within the same academic year in which a complaint is filed and resolution ranges from amicable mediation to separation from the College.

The Student Handbook posted on the college web site includes "Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings". The procedures encourage students to attempt to resolve complaints informally with a faculty member or seek the assistance of the department chairperson or campus ombuds to facilitate informal resolution. Since the university established the process over three years ago there have been no formal complaints that required a fact-finder.

The College Ombuds office offers a confidential, neutral and independent resource for faculty, staff and students to voice concerns and complaints. The Ombuds, who holds a Ph.D. in Clinical Psychology, focuses on communication between parties in conflict to achieve an amicable resolution. The number of complaints received per week ranges from zero to eight.

The responsibilities of the Research Integrity Officer include receiving allegations of research misconduct, making preliminary evaluations of the allegations and recommendations to the President as to whether an inquiry into the allegations is warranted, and serving as a member of the inquiry staff to determine whether a formal investigation of the allegations is warranted.

Articulation of Policy with Regard to Academic Integrity and Processes to Resolve Problems

In the Strategic Plan the college asserts that it "will build a community that strongly values academic integrity. An on-going committee of faculty, students and administrators will initiate and disseminate widely a variety of best practices, including examination proctoring, class discussion, procedures for reporting violations and outreach. The College will participate in an international assessment project to strengthen academic integrity."

Over the past 10 years, under the leadership of the Associate Provost for Faculty Development the College has developed an active academic integrity program that provides forums for
ongoing discussion of the topic and resources to help faculty and students recognize and avoid breaches of integrity. Since 2002 the College has had a committee on Academic Integrity, charged with developing educational efforts aimed at both faculty and students. The committee makes policies and resources available via a dedicated web site. The College created and circulates a "Faculty Guide to Student Academic Integrity" that contains procedures for handling academic dishonesty, definitions, suggestions for preventing cheating during examinations, and guidelines for handling cheating and plagiarism after the fact. The Provost issued a brochure for "Creating and Administering Examinations: Best practices in Support of Academic Honesty," as well as "bookmarks" entitled “Dealing with Academic Dishonesty” and “Cheating and Plagiarism: Student and Faculty Myths and Facts.” The web site provides Sample Statements on Academic Integrity for syllabi. In 2003 the College began administering a student tutorial on plagiarism developed by the Newman Library with an accompanying interactive quiz on Blackboard.

To guide student behavior the College has published an official statement on Academic Honesty on the College's web site and in the Student Handbook. The statement defines academic dishonesty with regard to cheating, plagiarism, obtaining an unfair advantage over other students, and falsification of records and official documents. The statement also outlines students' rights, due process in cases of suspected academic dishonesty, and the penalties associated.

As part of the Freshman Seminar, first-year students work through an ethics module that includes a values clarification exercise, case studies for class discussion, a discussion of the Baruch ethics brochure, "Student Guide to Academic Integrity," a session on sexual harassment and a required online quiz regarding plagiarism. As part of the college’s “Ethics Week” in 2006, 2007, and 2008, an “Ethics Bowl” provided students with an opportunity to discuss controversial issues while practicing their presentation skills.

The National Survey of Student Engagement includes a question that asks students to rate the extent to which the College contributed to their development of a personal code of values and ethics. In the 2008 results Baruch College performed as well on this question as its peer institutions and the national population for freshmen respondents. However, among students in their senior year the College performed below its peers and the national survey population. The College has taken steps to strengthen the development of students' personal code of ethics. Each of the three schools has adopted learning goals for ethics along with methods for assessing the achievement of these goals in their curricula. The Student Development office is also discussing how to reinforce students’ self-monitoring when faced with temptations to breach academic integrity. Freshman-year program initiatives do not suffice, especially given the high numbers of transfer students admitted later in their college careers. Each year the College holds Ethics Week, which involves classroom discussions of ethical issues related to specific disciplines, special events featuring members of the community and invited guests.

Prior to Ethics Week faculty members meet with discussion leaders to hold informal discussions under rubrics such as: “Teaching Ethics: How to Start Discussions and How Not to Snuff Them Out by Accident.” A member of the library faculty with expertise in ethical issues in the use of information is available for guest class sessions.
Chapter 2 – Mission, Integrity and Institutional Assessment

The College has a formal complaint process in place when faculty suspects cheating, plagiarism or other forms of academic dishonesty. After the first year of the current initiative, the number of complaints peaked at 100 per semester, but that number has declined in the past two years. No more than one case per year has required the convening of the disciplinary committee; the others were handled through the Student Development office in consultation with faculty. Ninety-eight percent of reported cases do not result in a repeat offense. The great majority of incidents involve technical failures, such as failure to properly cite sources of information. The college realizes that it is not logging incidents at the prevalence level that is documented in the literature. The underreporting is attributed to a mistaken belief among faculty that the process is cumbersome. To remedy this problem, the Academic Integrity Committee makes presentations at department meetings and faculty orientations. The recent decline in reports will lead to another round of outreach.

Standard 6 – Findings and Recommendations

Findings:

1. University, College, School and Departmental policies and procedures are well documented and readily available to students, faculty and staff in both hard copy and electronic formats.
2. The College has a variety of mechanisms in place to respond to complaints and concerns of all members of the College community.
3. Consistent attention is paid to areas of ethical sensitivity.
4. Mechanisms are in place to educate students on issues of ethics and academic integrity.
5. Under-reporting academic dishonesty is a concern based on the literature.

Recommendations:

Recommendation 6.1
The College, primarily through the Associate Provost for Faculty Development, should make more of an effort to educate faculty and staff about the initiatives already underway to promote integrity throughout the College.

Recommendation 6.2
The College, through the efforts of the Associate Provost for Faculty Development, the Deans, and the School curriculum committee, should place more emphasis on instruction on ethics, especially in classes for juniors and seniors.

Recommendation 6.3
All members of the College community need to be encouraged to more regularly report infractions of ethical conduct.
Chapter 2 – Mission, Integrity and Institutional Assessment

Standard 7 – Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Creating a Culture of Assessment on the Campus

The current strategic planning process, initiated in the spring of 2005, established embracing “a culture of service and accountability that produces excellence” as one of the major goals of the College. Since 2005, the College has fostered a culture of assessment though the engagement of students, faculty, administrators and staff in a variety of assessment activities. Efforts to establish systematic processes for evaluation and assessment throughout the College have progressed significantly since the launching of the College’s current Strategic Plan nearly five years ago. The Office of Institutional Research and Program Assessment maintains an Assessment website (http://www.baruch.cuny.edu/assessment) that serves as a repository for documentation of assessment activities at the Institutional, School and Department levels.

Baruch College’s approach to institutional effectiveness planning uses the four-step planning-assessment process recommended by the Middle States Commission on Higher Education (MSCHE) to address accreditation Standards 7 (Institutional Assessment) and 14 (Assessment of Student Learning). The four-step planning-assessment process articulated by MSCHE is as follows:

1. Defining clearly articulated institutional and unit-level goals;
2. Implementing strategies to achieve those goals;
3. Assessing achievement of those goals; and
4. Using the results of those assessments to improve programs and services and inform planning and resource allocation decisions.

Implementation of the four-step planning-assessment process occurs at the Institutional, School and Department level at Baruch College in which mission, goals, strategic planning, assessment and strategies for improvement are integrated within each level.

Institutional Level Planning and Assessment

In the spring of 2005, the College initiated a new strategic planning process in which the College’s mission and goals were articulated. The process involved over one hundred faculty, students and staff participants and numerous town hall meetings, public debates and hundreds of comments. Each school developed a strategic plan to implement the goals and strategies outlined in the College’s strategic plan. The strategic plan was reviewed and updated in Fall 2008.

The Assessment Framework for Administrative and Support Units (see Appendix 7/A) is a document that was prepared by the Baruch College Office of Institutional Research and Program Assessment to provide guidance to both academic and administrative departments in developing assessment plans. Each unit offers a distinct set of services in response to the Institution’s needs.
Collectively they contribute substantially to the academic success and student persistence to graduation. The framework provides a process for relating missions, resources and activities to measurable outcomes; for systematically collecting and analyzing data to determine whether and to what extent outcomes have been achieved; for using data results to identify strengths and weaknesses in programs and units; and for implementing improvement strategies.

From the City University of New York point of view, assessing achievement of goals at the college institutional level begins in the summer of each year with a cycle of activities called the Performance Management Process (PMP). The PMP is a set of performance indicators developed by the City University of New York’s Institutional Research Office for the entire University. The set of indicators focuses on three major goals: Raise Academic Quality, Improve Student Success, and Enhance Financial and Management Effectiveness. The PMP also includes a set of key indicators for each CUNY College: Percentage of instructional FTEs delivered by full-time faculty, Mean teaching hours of veteran full-time faculty, Mean teaching hours of full-time faculty for contractual release time, Percentage of students passing gateway mathematics courses with C or better, Average number of credits earned by full-time freshmen in BA programs in the first 12 months, Percentage of required test-takers passing the CUNY Proficiency Exam, One-year Retention Rate, Six-year graduation rate, Total enrollment, Mean SAT Scores, Total Voluntary Support, Institutional Support Services as a percentage of Total Tax Levy Budget, Grants and contracts awarded, and Percentage of FTEs offered on Fridays, evenings and weekends.

During the summer months, the performance targets of the previous academic year are reviewed and new ones are set for all PMP indicators for the upcoming academic year. During the academic year improvements are implemented to address performance issues uncovered in the previous PMP. In May of the same academic year, the PMP indicators are reviewed and an explanation is provided for each unmet goal. A final report is submitted to CUNY’s Chancellor’s Office at the end of the academic year in June.

In addition to the PMP, institutional level planning and assessment is also informed by results from the National Survey of Student Engagement (NSSE). Baruch College has participated in the NSSE every year since 2000. The results of the NSSE are supplemented with results from the CUNY Confidential Student Experience Survey (CCSES), which is conducted bi-annually. The results from both surveys are disseminated to administrative and academic departments within the college. The Office of Institutional Research and Program assessment also makes presentations to the college community on how to use the NSSE and CCSES to improve programs and services and inform the planning process at the Institutional Level.

School and department level planning and assessment are described in Chapter 6 of this report.

“Institutional Effectiveness Checklist” Survey Spring, 2009

In spring 2009, the Middle States Self-Study Working Group on Institutional Effectiveness surveyed all departments, including academic and administrative units at the undergraduate and graduate levels, to document the extent of engagement in activities fostering ongoing assessment. The study sought survey data on what assessment information was being gathered and how that
information was being used to improve performance. Information was gathered on among other things direct assessment indicators such as student performance in capstone courses and indirect measures such as job placement (see Appendix 7/B Institutional Effectiveness Checklist Survey).

The following narrative outlines the efforts to establish systematic processes for assessment and informed by the Institutional Effectiveness survey.

Systematic Assessment Processes: Academic

On the academic side, a schedule of regular five-year external evaluations has been set that encompasses all academic departments, centers and programs. Over the course of the past two academic years, 10 such departmental/program reviews took place, and three Centers brought in external evaluators for formal feedback on their offerings. During this current 2008-2009 academic year, it is expected that an additional six academic departments and two more centers will complete external review processes.

With respect to the Institutional Effectiveness survey for the teaching departments, the two most common forms of external validation other than accreditation that are cited are external program reviews and the use of learning goal assessment. The top five uses of assessment data reported by academic units were discussion in faculty meetings, changing course syllabi, review in curriculum decisions, work with faculty development and creation or elimination of courses.

In the spring semester of 2006, the College adopted a formal set of guidelines governing endowed chairs that mandates all faculty chair-holders be evaluated and reappointed (or not) to their chairs on a five-year cycle. To date, this has resulted in the reappointment of eight incumbent chairs and the removal of one.

In the fall semester of 2005, the Baruch College General Faculty voted to adopt a new and more comprehensive Student Course and Faculty Evaluation survey, which has been in use since the spring semester of 2006, and which provides more detailed, and therefore more useful, feedback than the survey which had been in use for several decades prior. The majority of academic departments make use of these course evaluations as a form of assessing teaching effectiveness. The College is now in the fourth year of a process of end-of-year formal tracking of all faculty publications.

The Professional Staff Congress/City University of New York Collective Bargaining Agreement (PSC/CUNY Contract) calls for peer observations for untenured faculty and non-certified faculty once each academic semester and permits peer observation for tenured faculty.

Systematic Assessment Processes: Administrative

A number of externally-designed instruments have allowed the College to build up longitudinal data on the student experience here. In particular, the College has chosen, in its strategic plan, to emphasize the results of the National Survey of Student Engagement, the results of which guide much of the priority-setting in the Student Affairs division. Because the instrument deals in
large part with student-faculty interaction, greater involvement of the three schools and their faculties in engaging with the NSSE data is imperative if the best use is to be made of it. The Institutional Effectiveness survey showed that very few of the academic departments were aware of the NSSE data.

The College also administers a number of student satisfaction surveys that provide feedback on many of the specific service areas and points of contact that students experience on a regular basis. The City University administers one such survey to undergraduates every two years and the results are featured in the College’s overall Performance Management Process review. The Zicklin School also participates in the AACSB-administered EBI (Educational Benchmarking, Inc.) survey of student satisfaction at both the graduate and undergraduate levels.

In the past year, the College’s Office of Institutional Research and Program Development has teamed up with the Offices of the Provost and of the Vice President for Student Affairs and Enrollment Management to develop and implement assessment strategies for each of the administrative units that report to either the Provost or the Vice President for Student Affairs and Enrollment Management. These assessment activities have been designed according to the principles set forth in the Assessment Framework (see above). For each administrative unit, a comprehensive “logic model” was developed and used to guide the assessment activities. Further discussion of the logic models can also be found on the College’s Assessment site: http://www.baruch.cuny.edu/assessment/More_info_about_Logic_models.htm. For an example of a logic model see Appendix 7/F (Sample Logic Model: Writing Center Initiative).

Assessment at the University Level

The City University of New York follows a performance management process (PMP) that links planning and goal-setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. This process was described in Chapter 2 of this report. A summary description of the City University of New York’s PMP Process may be found at: http://web.cuny.edu/administration/chancellor/performance-goals.html, along with the current year 2009-2010 goals for both the University and each of the component campuses. The most recent report on Baruch College’s success in meeting its PMP Goals and Objectives (2008-09) is contained in Appendix 7/C of this document.

As can be seen, the PMP process carefully documents progress toward academic excellence, including faculty hiring, measures of faculty scholarship, rates of full-time teaching, external reviews of academic departments, and innovation in academic program offerings. Similarly, student preparedness – SAT scores and high school grade-point averages – and student success passing rates in key courses and skills tests, retention rates, graduation rates, and post-graduation outcomes are also carefully monitored. Finally, management issues ranging from fundraising success to providing student services at satisfactory levels are also reported. A number of quantitative measures are collected and reported by the University’s central Office of Institutional Research and Assessment; the College typically provides some additional quantitative data and reports on qualitative measures of progress (or lack thereof). Baruch
College has typically performed above the University average on overall measures, landing in the first or second quintile among the component colleges.

The process of integrating the goals determined by the City University with those laid out in the College’s own Strategic Plan has been, with a few exceptions, relatively straightforward. To begin with, the College’s Strategic Plan was created with the University’s overall Master Plan in mind, and in consultation with the University administration, so no major conflicts pre-exist between the goals of the University and those of the College. Furthermore, many of the University’s goals and targets for the campuses leave sufficient room for customization, allowing for alignment with Baruch’s own strategic aims. For example, the CUNY PMP calls for the College to demonstrate the strengthening of “college priority programs,” priority programs that were identified through the College’s strategic planning process in 2005-06.

The College’s senior team of vice presidents, deans and their direct reports have worked consciously and conscientiously over the past several years to be sure that the PMP goals and the College’s Strategic Plan goals are in alignment insofar as is possible, and that the plans and goals for sub-units of the College feed upward into these two processes. Where the College has fallen short, has become apparent through this self-study exercise, is in the articulation of this process of integration to the greater Baruch community of faculty and staff. It is evident that many of the faculty remain largely or completely unaware of the University’s Performance Management Process and that many do not make the connection between initiatives on campus and the goals laid out in the Strategic Plan. This lapse is evidenced most clearly in the recently-completed institutional assessment survey, where only two academic units and 16 non-teaching units reported making use of the PMP data in their planning.

The College has taken steps to address this lack of awareness by scheduling presentations on PMP goals and objectives and progress reports to the Faculty Senate and making documents more readily available on the College website.

**Assessment Requirements of External Bodies**

The College responds to assessment requirements directed by a number of related and external bodies, including the City University of New York’s Chancellory, the Association to Advance Collegiate Schools of Business (AACSB), the National Association of Schools of Public Affairs and Administration, and the Commission on Accreditation of Healthcare Management Education, among others.

**AACSB International – The Association to Advance Collegiate Schools of Business**

The Zicklin School of Business undergoes accreditation review every six years by AACSB International, the Association to Advance Collegiate Schools of Business. The Zicklin School underwent its own self-study simultaneous to this Middle States accreditation process (see Appendix 11/A). The AACSB site visit was held in November 2009. Both the Accountancy Department and the Zicklin School of Business were recommended for and received their reaccreditations. The review team cited as strengths: 1) a strong commitment to mission, 2) strong student satisfaction, 3) very good retention rates and graduation rates, and 4) improving
faculty research emphasis. The review team requested that the process by which the Zicklin School certifies that a faculty member continues to be academically qualified be made more specific. The School has started a process to ensure that the standards applied in practice are specifically identified.

The greatest synergies between AACSB accreditation review and other assessment processes occur in the area of student learning assessment. The Zicklin School has been at the forefront of introducing systematized articulation of learning goals and outcomes and regular assessment of success in meeting these goals. This progress comes largely in response to their accreditation requirements, and has served as an excellent model for the rest of the College in establishing learning outcomes measures (see more in Standard 14).

In contrast with the on-the-ground use of PMP data, familiarity with and use of AACSB standards and data appear to permeate both academic and administrative units within the Zicklin School. The process by which the Zicklin School’s mission and goals are established and articulated (in conjunction with the accreditation self-study) is widely publicized and highly participatory.

**CAHME - Commission on Accreditation of Health Care Management Education**

The Commission on Accreditation of Health Care Management Education extended its most recent five-year accreditation in spring 2006 to the Zicklin School’s graduate program in Health Care Administration, run in cooperation with Mt. Sinai School of Medicine. The next site visit is anticipated in spring 2011. Because of the nature of the program, the requirements and standards of the AACSB are entirely applicable to this degree, and so there is a great deal of integration between the two external review processes.

**NASPAA - National Association of Schools of Public Affairs and Administration**

The most recent accreditation review of the School of Public Affairs by the National Association of Schools of Public Affairs and Administration took place during the 2007-08 academic year. It resulted in the successful reaccreditation of the programs for one year. A copy of the School’s Self-Study Report is available as Appendix 7/F (Volume I) and Appendix 7/G (Volume II). Commission on Peer Review submitted a report in which a small number of concerns were addressed, but an additional site visit was not deemed necessary. NASPAA met in Denver, Colorado, in June 2009 and approved the School of Public Affairs reaccreditation through the 2014-15 academic year (see Accreditation Letter dated July 15, 2009 Appendix 7/H).

**Standard 7 - Findings and Recommendations**

**Findings:**

1. The “Institutional Effectiveness Checklist” created as a part of this Self-Study constitutes a significant effort to catalogue institutional assessment activities among academic units of the College.
2. The *Assessment Framework for Academic and Administrative Student Support Services* is an assessment tool for academic and administrative departments that support institutional resources and provide services for students. The framework provides a process for relating missions, resources and activities to measurable outcomes; for systematically collecting and analyzing data to determine whether and to what extent outcomes have been achieved; for using data results to identify strengths and weaknesses in programs and units; and for implementing improvement strategies. The development and application of “logic models” is a central component of this Framework. The Framework can be used to guide the assessment of other units within the College; most notably the College’s various administrative units that report to the Vice President for Finance and Administration.

3. The College’s participation in the City University of New York’s Performance Management Process (PMP) over the past decade has provided it with a wealth of longitudinal data by which institutional effectiveness can be measured.

4. Although the College has been actively involved in the PMP process, its importance and potential usefulness as an assessment tool is not widely understood beyond the College’s senior management.

**Recommendations:**

**Recommendation 7.1**
The college should develop procedures to insure that NSSE results are better integrated into the planning processes of various Baruch units.

**Recommendation 7.2**
The Vice President for Finance and Administration, working with the Office of Institutional Research, should expand the use of logic models as a framework for assessment to the College’s administrative units.

**Recommendation 7.3**
The President and the College Cabinet should encourage broader participation in the setting of annual PMP goals, as well as in the analysis of the University’s annual assessment of the College’s performance relative to the goals set.

**Recommendation 7.4**
The President and the College Cabinet should share more broadly information on the University’s Performance Management Process (PMP), and should clarify, to the entire College, the links between the PMP and the College’s own Strategic Plan.
Chapter 3 – Standards 2, 3, 4 and 5

Planning, Governance and Resources

Standards

Standard 2 – Planning, Resource Allocation and Institutional Renewal
Standard 3 – Institutional Resources
Standard 4 – Leadership and Governance
Standard 5 – Administration

**Standard 2: Planning, Resource Allocation and Institutional Renewal**

An institution conducts ongoing planning and resource allocation based on its mission and uses the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

**Standard 3: Institutional Resources**

The human, financial, technical and physical facilities, and other resources necessary to achieve 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.

**Standard 4: Leadership and Governance**

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

**Standard 5: Administration**

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement and support the institution's organization and governance.
Chapter 3 – Planning, Governance and Resources
Standard 2 - Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 2

Planning

The strategic planning process for Baruch College is multifaceted. Because the College is part of the City University of New York it must include priorities set in the City University’s Master Plan 2008-2012 (http://web.cuny.edu/administration/chancellor/materplan_08_12.pdf). It must also consider the performance goals established by the Chancellor for each college in the CUNY system. Finally, it must consult its students, faculty, staff, alumni and the community.

In March 2005, the Baruch College President initiated the planning process for a new strategic plan for 2006-2011. Strategic Planning Council was established to help with this process and to identify key goals and objectives of the College. There were also nine subcommittees to advise and provide recommendations to the Council on various issues. After several reviews of the strategic plan draft by the Council, it was made available to faculty, students and staff for comment. Feedback from the Baruch community was then incorporated into the Baruch College Strategic Plan 2006-2011 and adopted by the Baruch Community in January 2006 (http://www.baruch.cuny.edu/president/documents/BaruchCollegeStrategicPlan2006-2011.pdf).

The strategic plan established six goals to realize the College’s vision and guide its growth and development.

I. Offer academic programs of exceptional quality
II. Ensure the quality of the college experience for all students
III. Create a vibrant urban campus
IV. Build a strong financial foundation
V. Embrace a culture of service and accountability that produces excellence
VI. Increase visibility, recognition and involvement of the College in New York City, the region, the country and the world

In order to achieve these strategic goals and fulfill the overall mission of the College, the College needs to ensure that institutional resources are sufficient and effectively utilized. Since Baruch College is a public institution heavily dependent on State funds, it has many resource challenges.

While the Strategic Plan guides the College’s long-term planning, the University’s Performance Management Process (PMP) evaluates annual goals set for the College within the framework of
the University’s master plan. There is a high degree of overlap between the objectives of the Strategic Plan and the objectives assessed in the PMP.

Performance Management Process (PMP) Assessment

Assessment is an integral part of the City University of New York’s Performance Management Process (PMP). As described earlier in this document, the Performance Management Process was initiated as part of the University’s Master Plan for 2000-2004 and was approved by the Board of Trustees on May 22, 2000.

Goals of the Performance Management Process (PMP):

- To ensure clarity about University and college priorities and expectations for the year
- To recognize and acknowledge progress at all levels
- To unite a diverse set of colleges into an integrated University
- To ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission and governance
- To introduce more accountability into the system

The PMP links planning and goal-setting by the University and the colleges, measures annual progress towards key goals, and recognizes excellent performance. The process mandates an annual articulation of the University’s performance objectives and indicators by the Chancellor each spring, guided by the University’s Master Plan. College Presidents work with their executive teams to map out performance goals and targets for the individual colleges based upon their own missions, goals and objectives but within the context of the University’s priorities. At the end of the year the College Presidents submit their year-end reports documenting the extent to which they have met their performance objectives and targets and the results are assessed. Baruch College often ranks well in its efforts towards achieving the nine PMP objectives.

**CUNY Performance Measurement Process Objectives**

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity
3. Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study
4. Increase retention and graduation rates
5. Improve post-graduate outcomes
6. Improve quality of student academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services

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Chapter 3 – Planning, Governance and Resources

New University Targets for 2009-2010

- Reduce performance gaps among students from underrepresented groups and/or genders
- Implement faculty-driven assessment of student learning
- Facilitate students’ timely progress toward degree completion
- Prepare and implement a campus risk management plan that is integrated with the University’s risk management program
- Have a functioning campus sustainability council and have a recognized multi-year campus sustainability plan

Highlights of Baruch College’s success in meeting 2008-09 Performance Management Process: Overall the College scored in the third quintile of the University’s 2008-2009 PMP results on the following objectives:

- Ensure all students receive a solid general education and effective instruction
- Increase retention and graduation rates
- Improve quality of student academic support services

The College scored in the first or second quintile. Only in the objective “Increase revenues and decrease expenses” did the College fail to meet some expectations. This outcome is directly attributable to its falling short of its own ambitious goals for fundraising and research revenues.

Fall 2009 marks the tenth PMP cycle. The process continues to evolve in consultation with presidents, college executives, faculty and students. There is an increased focus on outcomes versus process. Baruch College continues to work on more closely aligning the University’s PMP goals with the College’s Strategic Plan and budget process. To address some of the challenges, the College will begin the PMP process earlier in 2010 to provide for greater campus participation. The challenges identified for the process include:

- Gaining the full involvement of the University community
- Being responsive to external accrediting bodies
- Measuring student learning outcomes
- Using the process to improve teaching and learning

With the guidance of the Strategic Plan and PMP, the budget allocation process guides resources to areas identified for needed investment.

Student Surveys

In addition to the annual PMP reports, the College also uses student surveys to solicit feedback on the quality of administrative and student services. These surveys include the CUNY Student Experience Survey administered by the University’s Office of Institutional Research, the National Survey of Student Engagement (NSSE), a survey used annually by hundreds of four-year colleges and universities nationwide to gather information about student participation in learning and personnel development programs and activities, and the Beginning College Survey of Student Engagement (BCSSE).
Chapter 3 – Planning, Governance and Resources

The CUNY Student Experience Survey canvasses undergraduates across the university system on a wide variety of experiences. The results were weighted to account for over-representation of respondents and size. Regarding Baruch student satisfaction with administrative services, in 2008, in three out of five categories - registration, testing office, billing and payment services - 50% or more students were “satisfied” or “very satisfied.” For the remaining two services, financial aid services and admissions process, only 47% and 48% respectively were “satisfied” or “very satisfied.” Compared with CUNY senior colleges averages, Baruch did not fare as well in satisfaction on registration and admissions and was near the average in the other categories.

A very different picture emerges on Baruch student satisfaction with computer services. In every category (overall, lab hours, lab availability, computer availability, wireless access) Baruch had between 65% and 83% “satisfied” or “very satisfied” and had the best or second-best ranking when compared with other CUNY senior colleges.

In the category of other services (building and grounds and public safety) more than half of the survey respondents were “satisfied” or “very satisfied” and again Baruch fared best among the senior colleges.

Baruch College has participated in the National Survey of Student Engagement (NSSE) every year since 2000 as part of its comprehensive assessment of student learning. The survey collects information from a random sample of freshmen and seniors about the nature and quality of their undergraduate college experience. The survey consists of approximately 100 items within 28 questions. Information is collected on student demographics, academic and intellectual experiences, co-curricular activities, quality of relationships, time usage, institutional environment and personal growth. The Center for Post-secondary Research of Indiana University has developed five benchmarks using selected items from the survey: Academic Challenge, Active Learning, Student-Faculty Interaction, Enriching Educational Experiences and Supportive Campus Environment.

National Survey of Student Engagement (NSSE) for Baruch College published in August 2008 offers interesting data on Baruch students’ attitudes toward their educational experience. While the bulk of survey questions are related to academic matters, there are a few related to administrative services. On the measure of “relationships with administrative personnel and offices” freshmen responses matched the response of “IPEDS Peers” at 4.44 (1 being “inconsiderate” and “rigid” while 7 being “helpful” “considerate” and “flexible”); seniors gave lower ratings on that measure than at IPEDS Peers. The same pattern repeats for the survey question: “Providing the support you need to help you succeed academically.” Freshmen answers are not distinguishable from IPEDS Peer respondents, but by senior year, the view of service has deteriorated, sometimes significantly below IPEDS Peer averages. On the survey question about

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4 IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department’s National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.
the quality of academic advising, the freshmen answer is better than IPEDS Peer averages while the senior response matches the IPEDS Peers. In all three cases above, however, the mean response was above a “neutral” rating. While all survey respondents showed a drop-off of satisfaction from freshmen to seniors, the more marked drop at Baruch may be due to the large number of transfer students, the College admits from CUNY community colleges.

In addition to the NSSE, Baruch College also participates in the Beginning College Survey of Student Engagement (BCSSE). The survey is administered to entering freshmen and measures entering first-year students’ pre-college academic and co-curricular experiences, as well as their interest in and expectations for participating in educationally purposeful activities during college. Used in combination with NSSE results, BCSSE data help Baruch College control for the educational engagement patterns of students prior to enrolling as well as help assess the impact of student programs and services on the first year experience of undergraduates.

At Baruch College, NSSE has been included in its strategic plan as an assessment tool to assess institutional effectiveness. The Office of Institutional Research and Program Assessment, in addition to reporting NSSE results, makes presentations to the Baruch Community to stimulate discussions about teaching and student learning.

Budget Process

As the College was developing the Strategic Plan in 2005, it simultaneously implemented a new budget process for FY2006 to ensure that resource allocations were aligned with the strategic goals and priorities of the College. The need to develop a comprehensive, inclusive and transparent budget planning process was essential to realizing the College’s goals. The goal of the new budget process was to provide a clear link between the College’s strategic plan and resource allocation. In the fall of 2009 the process was extended to include linkages between the University’s Performance Management Process (PMP), the College’s Strategic Plan and annual budget.

The College’s budget is complex due to its varied funding sources, its dependence on state funds and philanthropic support from the Baruch College Fund. Additional resources are available from externally supported research and enterprise activities. Aligning available resources with program activity and then tracking operational performance is complicated by the absence of integrated financial systems. Despite these challenges, the College has made progress toward improving the budget process. Beginning in the fall of 2009, the College began a process of identifying core academic, student services and administrative functions and the resources required to fund them. Budget deliberations and priority-setting involves the full Cabinet.

1. The College now has a clear budget timeline and process that allows for more efficient, effective and creative use of our limited resources. The Office of Planning and Budget issues a budget call to the Deans and Vice Presidents. That call initiates a process of establishing the upcoming year’s revenue and expenditure projections by the individual units at the college and the college as a whole. The budget process also provides units and the college the opportunity to propose and consider resource allocation shifts that would better support the strategic plan.
Chapter 3 – Planning, Governance and Resources

2. The budget process is supported by more timely and accurate financial information to departments and unit heads, allowing for a better understanding of all-funds resource deployment. Primary examples of this reporting are:
   
a. All-Funds Report, and
b. More detailed and transparent budget documentation for non-tax levy funds- Income Fund Reimbursables (CAPS, Executive Education, Student Technology Fee), Designated Funds (local funding), the Bernard M. Baruch Endowment, Auxiliary Enterprises, Bernard M. Baruch College Association, Early Learning Center, and Research Foundation Awards.

3. The budget process has become more collaborative and inclusive, bringing together various college constituencies. Each Dean and Vice President makes budget presentations to the Cabinet, which provides a forum for discussing campus priorities and how the goals of individual units support them. In addition, this process fosters closer coordination across major units and increases fiscal accountability at the school/unit level.

Although the budget process has been greatly improved, many constituents of the College feel that there needs to be more feedback and transparency in how resource allocation decisions are made. Routine presentations on the budget are made before the Faculty Senate. The adoption and implementation of the University’s integrated financial management system (CUNYfirst) over the next few years should provide the college with an opportunity to better meet the expectations of college management and the wider college community. With this new tool the college will be able to continue to refine the budget process, improve transparency and communication about financial resources allocations and uses.

Standard 2 – Findings and Recommendations:

Findings:

1. The College has a formal strategic plan that was constructed based on a review of mission and a linkage to goals. The plan was created by a broadly inclusive committee.
2. Baruch College possesses all of the fundamental attributes for effective planning, resource allocation and institutional renewal. As part of the City University of New York (CUNY) there is a documented and impartially evaluated set of management objectives as part of the University’s Performance Management Process (PMP).
3. There is excellent alignment between the College’s Strategic Plan and the University’s PMP; however, the Strategic Plan has a five-year time horizon, while the PMP focuses on yearly statistics.
4. Formal student surveys are conducted and provide useful information on student satisfaction with resources and services.
5. Resource allocation occurs via the all-funds budget planning process. Although detailed budget and financial data is not as accurate or timely as one would expect, custom reports created to support the budget planning process are sufficient to ensure that resource allocations are directed to units that are the focus of strategic investment.
6. High-level, college-wide all-funds budgets have become standard annual presentations at the Faculty Senate. This is another step toward greater transparency in resource allocation. Additionally, spending plans for incremental budget allocations provided through the CUNY Compact are created with significant input by affected stakeholders. While there has been clear progress in the transparency of resource allocation, more can be done.

7. CUNYfirst has demonstrated the potential for significant savings by streamlining, standardizing and automating administrative and accounting systems.

Recommendations:

Recommendation 2.1
The College should develop three-year business plans that lock in resources and commitments over a longer period of time than the current one-year approach; a three-year business plan would be an appropriate bridge between the College’s five-year Strategic Plan and the University’s annual Performance Management Program.

Recommendation 2.2
The College should embrace and fully utilize the University’s new ERP, CUNYfirst, an ambitious and comprehensive effort that will allow the College to create true all-funds financial reporting; and to link human resources and student data in a manner that will promote greater efficiency. At this early stage in the implementation of CUNYfirst, the College should ensure that complete and accurate data are fed into the new system.

Recommendation 2.3
As a result of the enhanced capabilities provided by CUNYfirst, especially the expansion of standardized financial reports, all units in the College must take greater local responsibility for monitoring their own revenues and expenses.
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Standard 3 – Institutional Resources

The human, financial, technical, facilities and other resources necessary to achieve 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.

Standard 3

Financial Health

As a unit of the City University of New York, the bulk of the funding for Baruch College has been direct allocations of Tax Levy funds from the State of New York. One of the strategic goals of the College is to build a strong financial foundation by diversifying funding streams and increasing its endowment.

Baruch College is not audited independently of the City University of New York. As such the following data represent the operational allocations made available to the college from the State via the University. CUNY’s FY06 through FY08 audited financial statements are available online at http://www.cuny.edu/about/administration/offices/bf/uc.html. CUNY completed the FY09 financial statements in January 2010 (see Appendix 3/A).

The College’s annual publicly appropriated operating budget grew from $81.5M in 2002-2003, to $103.6M in 2008-2009. As can be seen below, the expenses controlled directly by the College are largely personnel related. The State of New York or the University pays directly for fringe benefits, debt service, leases and utilities and so these are not reflected below. In FY09 these four items came to approximately $164M in expenses which were also funded by public appropriations.
Chapter 3 – Planning, Governance and Resources

### Baruch College Tax-Levy Budget

#### (in $000s)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>CUNY Allocations</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>CUNY Base &amp; Lump Sum Allocations (Excl. Compact)</td>
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<td>81,109.0</td>
<td>83,697.1</td>
<td>91,793.9</td>
<td>95,811.2</td>
<td>102,591.2</td>
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<td>74,706.8</td>
<td>80,558.1</td>
<td>81,956.1</td>
<td>82,265.7</td>
<td>89,327.8</td>
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<td>-</td>
<td>-</td>
<td>1,942.7</td>
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<td>4,863.0</td>
<td>359.0</td>
<td>1,833.2</td>
<td>3,622.4</td>
<td>2,425.8</td>
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<td>Actual / Projected Tuition</td>
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<td>74,279.0</td>
<td>75,605.0</td>
<td>80,065.0</td>
<td>83,219.4</td>
<td>83,423.8</td>
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<td>CUNY Revenue Target</td>
<td>52,824.0</td>
<td>69,416.0</td>
<td>75,246.0</td>
<td>78,231.8</td>
<td>79,597.0</td>
<td>80,998.0</td>
<td>82,433.0</td>
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<td><strong>REVENUE TOTAL</strong></td>
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<td>80,366.7</td>
<td>81,468.1</td>
<td>85,530.4</td>
<td>95,416.3</td>
<td>98,237.0</td>
<td>106,226.7</td>
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<td><strong>Expenditures</strong></td>
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<td></td>
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<td></td>
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<td>Full-Time Regular (excl $1.9M Funded by Grad Ctr)</td>
<td>62,355.2</td>
<td>63,757.0</td>
<td>64,708.2</td>
<td>66,775.8</td>
<td>72,465.7</td>
<td>76,176.1</td>
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<td>Adjuncts</td>
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<td>8,226.4</td>
<td>7,973.1</td>
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<td>9,187.3</td>
<td>9,181.5</td>
<td>10,029.7</td>
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<td>Temporary Services</td>
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<td>3,705.8</td>
<td>3,490.1</td>
<td>3,309.5</td>
<td>3,500.7</td>
<td>3,910.2</td>
<td>4,438.0</td>
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<td>OTPS</td>
<td>7,923.0</td>
<td>6,378.0</td>
<td>6,383.6</td>
<td>6,835.5</td>
<td>7,670.4</td>
<td>8,735.3</td>
<td>6,653.2</td>
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<td><strong>EXPENDITURE TOTAL</strong></td>
<td>81,530.0</td>
<td>82,067.2</td>
<td>82,552.0</td>
<td>85,603.5</td>
<td>92,823.9</td>
<td>98,003.1</td>
<td>103,686.4</td>
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<tr>
<td><strong>Surplus / (Need)</strong></td>
<td>208.8</td>
<td>(1,700.6)</td>
<td>(1,084.0)</td>
<td>(73.2)</td>
<td>2,592.5</td>
<td>233.9</td>
<td>2,540.3</td>
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<td>Beginning Revenue Reserve (CUTRA)</td>
<td>3,260.8</td>
<td>3,472.5</td>
<td>1,808.8</td>
<td>748.0</td>
<td>744.3</td>
<td>3,402.7</td>
<td>773.6</td>
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<td>One-Time Planned CUTRA Expenditures</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,862.7</td>
<td>-</td>
</tr>
<tr>
<td><strong>Ending Surplus/ (Deficit), or CUTRA Reserve</strong></td>
<td>3,469.6</td>
<td>1,772.0</td>
<td>724.8</td>
<td>674.8</td>
<td>3,336.8</td>
<td>773.5</td>
<td>3,313.9</td>
</tr>
</tbody>
</table>

On the revenue side there was a large across the board tuition increase in FY04. From FY05 to FY09 there were no tuition increases, however there were some small changes to fees with the rest of the tuition increases coming from changes in enrollment. After FY04 there was enrollment growth in every single year, with a high of 4% in FY05 to a low of .6% in FY07. While further enrollment growth in New York City may be temporarily constrained by space limitations, Baruch is actively pursuing increasing enrollments in overseas executive masters programs.

On the expense side there were modest increases in the first few years of the chart, then a significant increase in Full Time Regular salaries starting in FY07 which coincided with the first year of the CUNY Compact (see next section). The intent of the Compact was to make targeted investments in CUNY colleges to support the university’s master plan. These included, for example, cluster hires in certain disciplines. Beyond these types of investments, the growth in personnel services is attributable to the bargaining successes of municipal unions which represent not only the trades, but also the white collar employees and the faculty employed by the College and University. On the OTPS side, which is minimal due to CUNY and the State centrally funding certain operational categories, the College has maintained very modest growth and even periodic reductions in total OTPS spending.

Not included in the above numbers because the time series is only available for the past two years and because the revenue equal the expenses are Technology Fee expenditures (about $2.5 million) and Continuing and Professional Studies expenditures (about $4 million). Both run through the Income Fund Reimbursements mechanism of the State budget.
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Also not included are research grants which are funneled through the Research Foundation (RF), a separate 501(c)3 established by the university. A modest amount of overhead generated for the College from research is handled through the RF. Although the dollar value of the overhead has been slowly growing over time, it was still worth less than $450,000 in FY09, much of which is used to support the Sponsored Programs and Research Office. A total of $5.3 million in research funding was received in FY09.

The following table summaries the non-publicly appropriated funds available to the College. The largest and most important is the Baruch College Fund, which is the fundraising entity for the College and holds most of the College’s endowment. The Baruch College Fund and the Bernard Baruch Endowment (held by CUNY) suffered significant unrealized losses in FY08 and FY09 as the market value of endowments fell during the financial crisis. It is expected that FY10 will show a reversal of fortune for the market value of the endowments. The Baruch Student Association is showing deficits in multiple years. This is a result of a University directive to spend down a large accumulated fund balance. At the end of FY09 the Association still had a fund balance (unrestricted net assets) of $1.0 million.

<p>| Baruch College Summary of Revenues &amp; Expenditures from Audited Financials for Non-Tax Levy Entities |</p>
<table>
<thead>
<tr>
<th>-------------------------------------------------</th>
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</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated Funds Group (DFG)</td>
<td>3,462,668</td>
<td>5,300,896</td>
<td>4,547,518</td>
<td>5,288,818</td>
<td>5,428,043</td>
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<tr>
<td>DFG - Bernard Baruch Endowment</td>
<td>1,718,212</td>
<td>2,262,801</td>
<td>4,528,646</td>
<td>(2,302,400)</td>
<td>(3,828,400)</td>
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<tr>
<td>DFG Executive Education *</td>
<td>2,619,878</td>
<td>3,029,625</td>
<td>2,972,433</td>
<td>3,739,936</td>
<td>4,230,629</td>
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<tr>
<td>Inter-Fund Revenue (Other than Tech Fee) *</td>
<td>4,357,285</td>
<td>3,895,719</td>
<td>4,128,746</td>
<td>4,117,300</td>
<td>4,793,853</td>
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<tr>
<td>Baruch College Fund</td>
<td>19,347,620</td>
<td>28,820,245</td>
<td>46,762,167</td>
<td>23,848,324</td>
<td>(6,848,324)</td>
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<tr>
<td>Early Learning Center</td>
<td>488,666</td>
<td>666,162</td>
<td>676,051</td>
<td>678,767</td>
<td>657,570</td>
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<tr>
<td>Auxiliary Enterprise Corporation</td>
<td>773,000</td>
<td>794,218</td>
<td>832,076</td>
<td>831,719</td>
<td>814,077</td>
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<tr>
<td>B. Baruch Student Association</td>
<td>4,891,391</td>
<td>4,891,098</td>
<td>4,910,263</td>
<td>4,974,580</td>
<td>4,854,226</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>37,658,920</td>
<td>49,680,764</td>
<td>69,359,902</td>
<td>41,177,044</td>
<td>10,101,674</td>
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<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated Funds Group (DFG)</td>
<td>3,955,051</td>
<td>4,388,483</td>
<td>4,310,597</td>
<td>5,499,747</td>
<td>5,108,937</td>
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<tr>
<td>DFG - Bernard Baruch Endowment</td>
<td>1,350,023</td>
<td>1,434,215</td>
<td>1,882,637</td>
<td>1,316,134</td>
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<tr>
<td>DFG Executive Education *</td>
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<td>3,851,441</td>
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<tr>
<td>Inter-Fund Revenue (Other than Tech Fee) *</td>
<td>3,956,336</td>
<td>4,096,226</td>
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<td>3,868,260</td>
<td>4,886,993</td>
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<td>Baruch College Fund</td>
<td>12,273,398</td>
<td>13,412,837</td>
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<td>15,000,316</td>
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<tr>
<td>Early Learning Center</td>
<td>406,342</td>
<td>703,501</td>
<td>724,068</td>
<td>716,324</td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprise Corporation</td>
<td>675,517</td>
<td>870,961</td>
<td>746,317</td>
<td>801,029</td>
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<tr>
<td>B. Baruch Student Association</td>
<td>4,681,634</td>
<td>4,924,788</td>
<td>5,430,880</td>
<td>5,056,417</td>
<td>4,917,231</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>30,073,895</td>
<td>32,305,052</td>
<td>34,502,202</td>
<td>36,341,124</td>
<td>37,827,996</td>
</tr>
</tbody>
</table>

As with all publicly funded higher education, there has been a slow erosion of pure state funding, which has been steadily made up by increasing tuition. For most of its long history the
University was free or had only modest tuition expenses. The University remains one of the most affordable institutions of higher education anywhere in the country, even at the out-of-state tuition rate. A full-time in-state tuition rate is still covered completely by the State’s tuition assistance program (TAP). However it is likely that the current financial crisis will accelerate the trend to tuition replacing state appropriation as the greatest source of revenue for the University. In the foreseeable future, this poses no threat to the University or the College’s viability.

While CUNY and Baruch are financially stable, the question of resource allocation within the University is a matter of great concern to the College. The University’s senior college allocation model has consistently maintained a disparity in funding. Baruch College consistently has to fund a greater portion of its operating expenses from tuition revenue. As shown in the chart below, in FY10, 95 cents of every operating dollar spent at Baruch is funded by tuition generated at Baruch. City College, at the other extreme, only has to fund 56 cents of every operating dollar through tuition.

Baruch generates 16% of the total tuition revenue from senior colleges, but only gets 12.5% of the operating budget allocation. This is in spite of having 12.8% of the senior college FTEs.
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### Fiscal Year 2010

<table>
<thead>
<tr>
<th>College</th>
<th>Required Revenue Budget 2010*</th>
<th>Percentage of Required Revenue</th>
<th>Operating Budget 2010*</th>
<th>Percentage of Total Operating Budget</th>
<th>Fiscal Year 2010 Full Time Equivalent Enrollment**</th>
<th>Percentage of Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>100,234,000.00</td>
<td>15.97%</td>
<td>105,869,200.00</td>
<td>12.50%</td>
<td>12,784</td>
<td>12.80%</td>
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<td>Brooklyn</td>
<td>78,764,000.00</td>
<td>12.55%</td>
<td>112,889,700.00</td>
<td>13.36%</td>
<td>12,549</td>
<td>12.57%</td>
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<td>City</td>
<td>71,748,000.00</td>
<td>11.43%</td>
<td>128,891,000.00</td>
<td>15.25%</td>
<td>11,869</td>
<td>11.89%</td>
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<td>Hunter</td>
<td>109,897,000.00</td>
<td>17.51%</td>
<td>139,422,600.00</td>
<td>16.49%</td>
<td>16,115</td>
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<td>John Jay</td>
<td>68,798,000.00</td>
<td>10.96%</td>
<td>80,232,600.00</td>
<td>9.49%</td>
<td>12,042</td>
<td>12.06%</td>
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<td>Lehman</td>
<td>49,623,000.00</td>
<td>7.91%</td>
<td>77,912,600.00</td>
<td>9.22%</td>
<td>8,423</td>
<td>8.44%</td>
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<td>Queens</td>
<td>91,333,000.00</td>
<td>14.55%</td>
<td>118,170,200.00</td>
<td>13.98%</td>
<td>15,410</td>
<td>15.43%</td>
</tr>
<tr>
<td>Staten Island</td>
<td>57,146,000.00</td>
<td>9.11%</td>
<td>82,055,800.00</td>
<td>9.71%</td>
<td>10,648</td>
<td>10.67%</td>
</tr>
</tbody>
</table>

Total $627,543,000.00 $845,243,700.00 99,840

*Source: 2009-2010 Senior College Operating Budget Allocations; July 29, 2009

**Source: Cuny Office of Institutional Research and Assessment

Another way to look at this is how much tuition per student Baruch is required to generate based on the University’s financial plan. As you can see in the next graph, Baruch has consistently had the highest required tuition collection per FTE student. This is partial but not completely explained by the fact that the University’s Board of Trustees approved a higher tuition rate for the MBA program than for other graduate programs in the University.

![Revenue Target Per FTE Student (Senior Colleges)](image)

The practical result of this disparity is that Baruch spends less per full time equivalent (FTE) student than the senior college average. When the view is restricted to other senior colleges that are considered competitive nationally (Brooklyn, CCNY, Hunter), the funding disparity becomes more glaring.
Looking at this disparity through the prism of which school has the greatest expenses due to specialization, the distortion becomes even greater. According to the 2009 National Faculty Salary Survey produced by CUPA HR, the three highest paid faculty disciplines are Law, Business and Engineering. Of the senior colleges, Baruch has the major business population. According to the 2009 AAUP Faculty Salary Survey, at the rank of full professor Baruch has the second highest average salary among the CUNY senior colleges. At both the Associate and Assistant Professor levels, Baruch’s average salary is the highest among the senior colleges.

This is consistent with the schools’ relative specializations. How can Baruch afford this faculty while still having a low per FTE operating budget? A large number of unfilled faculty lines have built up over the years. If this continues, there is the possibility in the not too distant future that academic quality will begin to suffer and the percent of classes taught by full time faculty will begin to drop.

The low spending per FTE, relative to expenses and selectivity, is not a recent phenomenon. The following chart comparing Baruch to selected CUNY senior colleges is an extract from a chart produced by CUNY, available at [http://www1.cuny.edu/portal_ur/news/budgetwatch_docs/expenditureanalysis03.pdf](http://www1.cuny.edu/portal_ur/news/budgetwatch_docs/expenditureanalysis03.pdf).

<table>
<thead>
<tr>
<th>College</th>
<th>Required Revenue Per FTE Student</th>
<th>Operating Budget Per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>$7,841</td>
<td>$8,266</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>$6,277</td>
<td>$8,996</td>
</tr>
<tr>
<td>City</td>
<td>$6,045</td>
<td>$10,859</td>
</tr>
<tr>
<td>Hunter</td>
<td>$6,820</td>
<td>$8,652</td>
</tr>
<tr>
<td>John Jay</td>
<td>$5,713</td>
<td>$6,663</td>
</tr>
<tr>
<td>Lehman</td>
<td>$5,891</td>
<td>$9,250</td>
</tr>
<tr>
<td>Queens</td>
<td>$5,927</td>
<td>$7,668</td>
</tr>
<tr>
<td>Staten Island</td>
<td>$5,367</td>
<td>$7,706</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>6234.98</strong></td>
<td><strong>8507.52</strong></td>
</tr>
</tbody>
</table>
Compounding the matter, CUNY has required that philanthropy be diverted to fund CUNY initiatives as described in the next section on Compact. What was once a method to fund some strategic initiatives and innovations has increasingly become part of the basic operating budget and directed not by the College but by the University.

Tax Levy – CUNY Compact

In an effort to bring stability and predictability to University funding, the City University’s Chancellor’s Office developed the concept of a “CUNY Compact” a system for financing the City University of New York where the responsibility would be shared by the City of New York, the State of New York, the University (through efficiencies), philanthropic sources, and students (through enrollment growth and modest, predictable tuition increases). Proponents of the idea argued that in order to stay competitive in the high-tech global economy of tomorrow, it was imperative that CUNY invest in higher education today. Under the Compact, the State and City have committed to fully funding the University’s mandatory costs and a portion of the priorities in the Master Plan, including the hiring of more full-time faculty and providing resources for research, academic enhancements and student services.

The initial proposal approved by the Board of Trustees in November 2005 recommended the following allocations of financial responsibilities.
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CUNY Compact Financial Responsibilities

57.3% Public Mandatory Costs - labor contracts, fringe benefits and energy
8.5% Public Investment - new investments contained in the 2004-08 University Master Plan
8.7% Enrollment Growth – new enrollments stimulated by new initiatives
3.2% Philanthropy – unprecedented focus on philanthropy
18.1% Tuition – small regular, predictable rate increases
4.2% Restructuring – budget reshaping and redeployment of resources

In fiscal year 2007, the College received a significant increase in state funding, through the CUNY Compact. The priorities of the Compact included creating a flagship environment, fostering a research environment, improving academic support, student services and information management systems. Other priorities included upgrading facilities infrastructure, and workforce and economic development. This initiative has helped CUNY and the College take steps toward achieving their strategic goals. A copy of the updated cumulative plan is attached:

http://www1.cuny.edu/mu/forum/2005/12/09/compact-for-public-higher-education/

While the statement above describes the CUNY Compact in general terms, it is important to note individual school requirements to self-fund the Compact vary widely. In fact Baruch College enjoys higher levels of funding from philanthropy, enrollment growth and restructuring than other senior colleges within CUNY, a situation which results in Baruch receiving relatively less incremental State funding.

Baruch College Fund

The Baruch College Fund is a nonprofit organization established in 1970 to promote the educational welfare of the students of Baruch College. Gifts to the Fund pay for student programs and services, bolster financial aid, retain Baruch's teaching faculty, and give the College flexibility to meet its most pressing needs throughout the year. The fund was inspired by Bernard M. Baruch’s initial gifts.

Over the past decade, the Baruch College Fund’s net assets have grown from $59.1M in 1997-98 to $119.8M at the end of 2008-09, an increase of 102%. This allowed the Fund to increase its annual spending for the College from $3.3M in 1997-98 to $15.8M in 2008-09. This additional funding aided in advancing the College’s strategic priorities. In 2006 the BCF board adopted a set of principles, one of which was that the BCF budget must reflect the priorities of the College. Example items included an allocation to the President for strategic priorities including funds for a campaign consultant and scholarship support. Funds were allocated to student affairs to enhance the quality of the student experience including academic advisement, evening student services, counseling, engagement and the Starr Career Development Center. BCF funds were also given to the Provost and the three schools to contribute to offering academic programs of excellent quality, creating a vibrant campus and increasing visibility.
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Sponsored Research

Another College objective is to increase sponsored research from $4.5M annually in FY05 to $15M by 2011. Increasing sponsored research would not only benefit the College financially, but it would strengthen the College’s academic reputation. To grow sponsored research, the College must encourage and assist faculty in applying for and administering awards. Providing an adequate research support infrastructure is a priority for the College. The mission of the Office of Sponsored Research and Program (SPAR) is to assist faculty and staff applying for grants. Prior to 2001, SPAR was under the direction of the Dean of the Weisman School of Arts and Sciences. In 2001-02 SPAR was moved to the Provost’s Office and a new Director was hired. At that time, the SPAR office staff consisted of a Director and an assistant. By fiscal year 2008, the staff had grown to four with a director, two assistant directors and a faculty liaison.

Over the past decade the number of grant applications submitted by Baruch Faculty has increased from 20 in 1999-2000 to 93 in 2008-09, the amount requested has increased from $2.3M to $14.9M. The number of awards received has increased from 30 in 1999-2000 to 77 in 2008-09 and the amount received has increased from $1.7M in 1999-2000 to $5.3 in 2008-09. For an overview of the number of grant applications and awards since 1999, see SPAR Activity Report, 1999-2009 (Appendix 3/B).

Facilities Planning

Baruch College is located in a complex of five CUNY-owned buildings and leased space within an area bound by Lexington and Third Avenues and 22nd and 26th Streets, which is at the heart of one of the world’s most dynamic financial and cultural centers. Along with the advantage of being located in New York City, there are challenges. Perhaps the largest resource challenge currently facing the College is space.

Baruch College occupies 3.3 acres split between the North Campus (24th/26th Streets, between Lexington and Third Avenues) and the South Campus (22nd/23rd Streets, between Lexington and Third Avenues). It is composed of five owned buildings and one partially leased building totaling 1.5 million gross square feet. The net assignable square feet is approximately 850,000. At approximately 68 square feet per student, it is the second most space-constrained senior college in the university, with the average being 96 square feet per student. The buildings range from a fully renovated 1895 building to an award-winning building opened in 2001.

The City University Board of Trustees recognized the need for additional space when it created Baruch College in 1967. “Since its inception in 1919, the Baruch School has never had a campus environment, which in itself contributes to the intellectual atmosphere of an institution of higher education.” The opening of the Vertical campus in 2001 began to address this need. In addition, the Board recognized that the College had other space needs and proposed, “a campus complex may be developed with student housing not available at any University campus. Student housing may be especially helpful for students from low-income families who lack the adequate environment for study.”
In 2001, the College added 700,000 gross square feet of space when it brought the William and Anita Newman Vertical Campus on line. The building received the American Institute of Architects 2003 Institute Honor Award, the highest award it offers for an individual building. Representing nearly $400 million of capital investment by New York State, Baruch College’s Vertical Campus brought together the students and faculty with a unique combination of new technology and innovative architectural design. Nearly a full city block at its base, 14 floors above ground and an athletic facility and performing arts center extending three stories below ground, the building houses the vast majority of faculty and staff offices and most of the classroom space for Baruch’s two largest academic units, the Zicklin School of Business and the Weissman School of Arts and Sciences. It fosters a sense of campus community not previously experienced at the college and has been a key factor in attracting students.

However, much of the new space merely replaced leased space and did not represent a significant net increase in space available. In 2007, the College launched the planning process for a new facilities master plan. With active faculty and student participation, the campus master plan was developed. It was then approved by the CUNY Board of Trustees in December 2008. Outside consultants determined that, based on its current programs and proposed activities; the College has a deficit of over 100,000 square feet. This deficit takes into account the shortage of space for faculty offices, student support space/classrooms and facility operations.

The renovation of the Larry and Eris Field Building at 17 Lexington Avenue (286,000 square feet) is scheduled to begin late 2010. With the 17 Lexington Avenue renovation, the College will be able to expand its classrooms, faculty offices, and student, study and administrative spaces. It is estimated that the renovation could take up to seven years and will be divided into four phases. The phasing will allow the College to occupy approximately 75% of the building while undergoing renovations in other parts of the buildings.

The campus space shortage was somewhat offset by the departure of the Baruch College Campus High School from the 17 Lexington Avenue building in June 2009. This created approximately 30,000 square feet of “swing space” allowing for the phasing of the construction. The college is also exploring the idea of adding classes during the underutilized portions of the week (Fridays and weekends) to help offset the shortage of classrooms that currently exists. The renovation will close many classrooms in 17 Lexington Avenue and the College may look to mitigate the space shortage by leasing additional space.

Newman Library

The William and Anita Newman Library at Baruch College received the 2003 “Excellence in Academic Libraries Award” from the Association of College and Research Libraries, a first for an urban public institution. The library was congratulated specifically because its staff “pulled together limited resources to meet the challenge of supporting the diversity of cultures, languages, and perspectives of the population it serves.” Opened in 1994, the library continues to be the most popular and heavily attended library in the CUNY system. It also has the longest hours (7 a.m. to midnight, seven days a week for most of the year) and is a major drawing card for potential students.
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Technology

Strategic planning for information technology (IT) for the past six years has been accomplished primarily through the City University of New York’s Student Technology Fee. Beginning in fall 2002, each full-time student was assessed a “Technology Fee” of $75 per semester (part-time students were assessed $37.50). These funds were to be collected and administered separately by the colleges and used specifically to “improve computer services for their students and faculty…” Each college established a Student Technology Fee Committee consisting of students, faculty and college administrators to develop and implement annual plans for using the funds. In 2008 the fee was increased to $100 per semester.

At Baruch College the planning committee chose priorities that were derived from a 1999 report of a faculty committee on academic technology incorporating needs identified by students. Subsequent student technology fee committees have followed the lead of the original planning committee and kept these goals in sight as funding priorities were selected for each year. The following are several examples, but year-by-year reports are posted on the college’s web site (http://www.baruch.cuny.edu/bctc/policy/tech_fee_0910.htm).

1. Establish and Maintain a Student-to-Computer Ratio of 10:1 – Over a dozen new labs were opened and staffed with student assistants. The college has fulfilled its commitment to refresh the lab equipment on a three-year cycle.

2. Establish and Maintain a Help Desk – A multi-department committee was formed to determine the requirements for a professional-level help desk. Three full-time IT staff were recruited. After five years of operation, the service will soon increase to 24x7 through after-hours support from an outside contractor.

3. Maintain and Increase Smart Classrooms – The Vertical Campus opened with 110 smart classrooms, but the equipment requires periodic upgrading and replacement. Moreover, there has been increasing demand for similar technology across the campus. The technology fee plans ensured that the classrooms have been maintained and has dramatically increased the number of smart classrooms by 50 per cent.

4. Establish a Faculty Development Program – Each year the college provides at least 10 grants of approximately $5,000 to support faculty projects that involve the innovative use of technology in teaching.

Below is a listing of the allocations included in the 2008-09 Baruch College Technology Plan. The fund is projected to receive approximately $2,654,000 to be generated by Student Technology Fee payments.
### Student Technology Fee Plan Allocations, 2008-09

<table>
<thead>
<tr>
<th>%</th>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>Student Access Computers</td>
<td>Replacement of student access computers and establishment of new labs</td>
</tr>
<tr>
<td>17%</td>
<td>Staff for Computing Services</td>
<td>Staffing for labs and service desks</td>
</tr>
<tr>
<td>10%</td>
<td>Digital Library Services</td>
<td>Access to electronic resources and e-reserves</td>
</tr>
<tr>
<td>10%</td>
<td>Upgrading the Campus Network</td>
<td>Maintenance and upgrading of campus network</td>
</tr>
<tr>
<td>9%</td>
<td>Upgrading Classroom Technology</td>
<td>Upgrading/replacement of classroom equipment</td>
</tr>
<tr>
<td>8%</td>
<td>User Education and Support</td>
<td>Helpdesk staffing</td>
</tr>
<tr>
<td>7%</td>
<td>Online Student Services</td>
<td>Maintenance of Blackboard, DegreeWorks, etc.</td>
</tr>
<tr>
<td>6%</td>
<td>Student Laser Printing</td>
<td>Support for student printing</td>
</tr>
<tr>
<td>5%</td>
<td>Wireless Network</td>
<td>Upgrade &amp; expand campus wireless network</td>
</tr>
<tr>
<td>4%</td>
<td>Software for Student Use</td>
<td>Licensing agreements</td>
</tr>
<tr>
<td>4%</td>
<td>Faculty Development</td>
<td>Grants to faculty for innovative uses of technology</td>
</tr>
<tr>
<td>3%</td>
<td>Assistive Technology</td>
<td>Access for students with disabilities</td>
</tr>
</tbody>
</table>

In addition to the Student Technology Fee program, the College has also planned and implemented several other large-scale technology projects since the last Middle States accreditation visit:

- **1999-2001 Newman Vertical Campus**
  The opening of the Newman Vertical Campus in 2001 brought just over 100 new classrooms online with the technology expected on a modern campus with computers, projectors and network access designed into the rooms.

- **2001-2002 Network Infrastructure Initiative**
  This DASNY/CUNY-funded project upgraded the network infrastructure in the South Campus and the Annex, which included providing Internet access in all classrooms and administrative offices.

After formal consultation with faculty, students and staff, user surveys, reports from CUNY Central CIS, and analysis of IT trends in peer institutions, a technology strategic plan was developed in 2008. Student needs have been identified through the budget planning and management process of the student technology fee committee, regular meetings with Undergraduate Student Government representatives, the biennial Student Experience Survey that CUNY administers, and surveys of student IT needs that are conducted by Baruch doctoral students for BCTC. Faculty needs have been identified through the Baruch College General Faculty Committee on Educational Technology, which in May 2007 issued a report of a series of focus groups it conducted. The findings were verified through the field experience of the BCTC’s instructional technology staff. The CUNY Central Office monitors the performance of Baruch’s systems and services, compares the data to other benchmarks, and advises the CIO on areas for improvement. IT trends in higher education are monitored primarily through Baruch’s membership in Educause, a higher education technology consortium that serves as a clearinghouse for research data and best practices. Below are the priorities of the technology plan.
1. Funding IT – The recommendations for improvements to IT services that have been made by faculty and students all carry additional financial commitments that must be addressed in an increasingly competitive environment for scarce resources. Moreover, with the exception of desktop computers, the cost of hardware, software and consulting services has continued to rise.

2. Information Security – Security ranked as the issue of highest concern in the Educause 2008 survey of higher education leaders. Baruch commonly logs the highest number of security incidents in the bi-weekly report from the CUNY Information Security Office. Internal and external audits over the past several years have noted the vulnerabilities in Baruch’s information security practices.

3. Upgrading Core Systems – The consensus recommendation from the report of the faculty Committee on Educational Technology was that the college should concentrate on fundamental services that are essential to faculty teaching and research: robust and reliable systems for e-mail and document storage; dependable classroom technology; network performance and higher Internet bandwidth; easy on-campus and remote access to computers and software. Student surveys rank extended computer lab hours, access to computers without waiting, ubiquitous wireless network access and printing as their chief concerns.

4. Improving Communication with Users – There is agreement across all user groups that the college needs to make greater efforts to inform them about IT resources and services. It is common for BCTC to receive requests for items that we already provide. Given the likely financial concerns over the next few years, it is especially important that users take advantage of systems and services that entail a heavy investment by the college.

2007-2009 Campus Network Redesign
As the campus network hardware reached end-of-life and the need for unified network architecture became imperative, the college commissioned IBM to work with BCTC to develop a new design. The design was completed on schedule and implementation is in process.

Human Resources

In fall 2008, Baruch College had a full-time workforce of approximately 1,080 and an additional 1,110 who worked part-time. Approximately 750 of the full-time employees were instructional staff (510 faculty and 210 Higher Education Officer series and 30 other) and 330 were classified civil service staff (academic support staff, security, and custodial services). Of the 720-part time instructional staff, 650 were adjunct faculty

As a unit of the City University of New York, all Baruch College employees are employees of the State of New York. Most are represented by one of several major unions and several smaller ones:
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- PSC/CUNY, the Professional Staff Congress/CUNY – represents the faculty and instructional staff

- District Council 37 and its affiliated Locals of AFSCME, AFL-CIO (the American Federation of State, County and Municipal Employees is an affiliate of the AFL-CIO, the American Federation of Labor-Congress of Industrial Organizations) and Local 300, Service Employees International Union, AFL-CIO (blue- and white-collar units) represent classified civil service staff and custodial and security staff.

Collective bargaining agreements for employees of the City University of New York are negotiated between the individual unions and the University with the agreement of the University’s major funding sources, the City of New York and the State of New York. Negotiations and contract compliance are handled through the Office of Labor Relations, a part of the CUNY Chancellor’s Office ([http://web.cuny.edu/administration/labor-relations.html](http://web.cuny.edu/administration/labor-relations.html)).

At the local level, the Baruch College Office of Human Resources handles labor relations and ensures that the College is in compliance with contracts, rules, regulations and procedures, both through CUNY and external agencies.

Before 2000, the structure and operations of the College payroll and personnel offices were separate. However, in preparation for Y2K, the State implemented a new payroll system, PayServ, which combines personnel and payroll information. The implementation of this new system also led to the restructuring of Human Resources. The College combined the formerly separate offices of Personnel and Payroll into one office. With the new payroll system and restructuring of Human Resources, the College saw an improvement in the payroll process. With the launch of CUNYfirst, the College will be able to make further improvements in the payroll and benefits processes.

The most significant challenges facing the College relative to human resources over the next five years are succession planning, talent acquisition, enhancing skills and file management. The process by which these challenges will be addressed are under discussion among Deans, Directors and Chairs. Solutions will involve tracking of searches for length of time, cost of advertisements, numbers of failed searches, skills assessment surveys done by the Coordinator of Training and Development and self-assessment to be done by employees and CUNY policy regarding retention of files. The process by which specific and comprehensive plans for addressing these challenges, within the context of overall institutional planning, is being formulated. A policy of conducting exit interviews was instituted, training and development programs have been designed for skills improvement, cross training of employees has begun and a project began to convert paper files to digital format.
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Operating Efficiencies

An essential element of the CUNY Compact agreement is a redirection of resources to new initiatives as a result of “efficiencies” or cost savings in existing areas. In the last five years, the College has taken steps to improve operating efficiencies and effectiveness. These projects include the Recruitment Authorization Form (RAF), the e-procurement system (EPS) and the Electronic Personnel Action Form (ePAF).

The automated Recruitment Authorization Form (RAF) replaced the paper Position Control Form (PCF) in spring 2006. The PCF served as the form to obtain approval for recruitment of a position. The RAF improved the College’s operational efficiency and performance by allowing the user, from a desktop computer, to prepare a recruitment authorization and track its progress through the recruitment process. The system produces and maintains a history of approvals and expedites the process.

On July 1, 2007, the College adopted the EPS System, which is used for the procurement of goods and services chargeable to Tax Levy OTPS (Other Than Personal Services) funds. This electronic system has greatly enhanced the ordering process for all users of the system, and is a great improvement over the manual system previously used. The EPS electronic requisitioning system has increased efficiency in a number of ways, providing (1) transparency—all authorized users have immediate access to relevant documents online, (2) faster response time—approval/rejection of requisitions whether due to budgetary constraints or other considerations occurs online and is communicated at the moment a determination is made, (3) tracking is immediate—the status of each requisition’s progress through the ordering system is available at all times throughout the processing function, from creation of a requisition through the creation of a purchase order, receiving report document, and payables documents.

Most recently, in spring 2009, the College launched the electronic version of the Personnel Action Form (ePAF) for all part-time Instructional Staff. The ePAF payroll system eliminated the duplication of efforts required previously under the manual system, thereby reducing the chance of errors. Ultimately, the system improved workflow, quality control, cost efficiency and timely payroll processing.

All of these paperless projects are examples of successful process improvement initiatives. Time lags inherent in manual systems have been eliminated and communication between offices has been greatly improved.

A local work order tracking system has also been implemented by custodial services to monitor the campus, priorities repairs and remain responsive to the college community. The system has contributed to efficiencies by allow targeted, prioritized repairs to occur with a smaller custodial and building maintenance staff.

CUNYfirst

Even with improvements in financial management, the College cannot fully realize the benefits of planning without integrated financial systems. The College is still in need of an information
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infrastructure that can provide both budget and expenditure numbers in a single system. To address this problem at the University level, CUNY has launched “CUNYfirst” the City University of New York’s Fully Integrated Resources Services Tool (http://www.baruch.cuny.edu/CUNYfirst/index.html). This new system is expected to be a massive upgrade in how the City University and its constituent colleges will conduct business in the future. The new CUNYfirst processes in Student Administration (Campus Solutions), Human Resources and Finance will change how the College does everything from registering for classes, to developing a budget to paying bills. CUNYfirst applications will replace aging legacy systems. The initiative will also allow the colleges to streamline and standardize budget development, financial reporting, purchasing, hiring, student registration and most other college business processes.

Baruch as well as all of CUNY is committed to the success of this project. Baruch staff have been working closely with CUNY officials on the implementation, and the College has a CUNYfirst team that meets regularly, exchanges updates and goes through the current issues with the team. With the implementation of CUNYfirst, the college should have an opportunity to eliminate many of its current day-to-day problems. Having an integrated system will help minimize the time spent on processing, allowing staff more time to be proactive. Administrative problems such as payroll issues due to multiple archaic and disparate systems would be minimized.

The finance pillar of the system, the general ledger, went into production on July 1, 2008. A new chart of account definitions was created and the College is working closely with CUNY on the budget, purchasing and accounts payable modules. Two components of the Human Resources module went live in the summer of 2009.

- Human Resources (Human Capital Management -- HCM)
- Recruitment (Talent Acquisition Management -- TAM)

These modules will allow every staff member on all CUNY campuses and at the University Offices to log onto CUNYfirst to view their own employee and benefit information. At a later phase of the implementation, employees will also be able to interface with the payroll system, as well as provide more self-service features.

**Standard 3 - Findings and Recommendations:**

**Findings:**

1. Baruch College meets all of the fundamental attributes expected of an accredited institution. Its budget planning process encompasses all funds and financial responsibility is tested via multiple external audits as well as the university’s internal audit function. In addition many of the resources generated outside the public appropriation process are overseen by boards of directors.

2. The College’s spending per full time equivalent student is below the average of all CUNY senior colleges. The impact of this funding pattern has been exacerbated in recent years as the costs of providing high-quality business education have increased at rates far higher than...
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increases in tax-levy support, and increases in the costs of supporting other programs throughout the University. As a result, the gap between the tax-levy funding the College receives, under CUNY’s senior college allocation model, and the costs of providing the level of education we seek, has grown wider. In the past, philanthropic funds and new investment funds provided through the CUNY Compact have mitigated the impact of this gap. As those funds came under greater pressure as well, the below-average allocation of core tax-levy funds became a greater problem for the College.

3. Since the last Middle States reaccreditation, Baruch College has benefited from substantial additional resources provided by both public and private sources. The CUNY Compact, a collaboration between City University and the State of New York to enhance financial resources available to the University, has provided permanent funding for new faculty lines. In addition, CUNY had provided Baruch with additional lines in support of honors education and as part of the University’s investment in selected disciplines. Notwithstanding recent setbacks resulting from stock market declines, over the past decade the Baruch College Fund has greatly increased support of the College, in the form of newly endowed faculty chairs, enhanced scholarships and ongoing support for critical faculty and student services.

4. CUNY Compact funds, CUNY cluster lines, and Baruch College Fund investments have supported increases in the numbers of faculty at Baruch. However, increases in staff to support faculty have not kept up, making an already difficult situation even more difficult.

5. Diversification of revenue sources is a major part of both the Strategic Plan and the PMP, which reflects an understanding of the macro trends related to State support of public institutions of higher learning. Efforts to diversify revenue sources are still in a fledgling state with cultural, administrative and practical impediments to be worked through.

6. The PMP indicators measure efficiencies generated by the College and monitor the extent to which these efficiencies are reinvested in support of core academic activities of the College. Targets for efficiency savings are contained within the CUNY Compact.

7. Although Baruch faculty, as discussed below in Standard 10, have greatly increased their scholarly productivity over the past 10 years, and although a culture of scholarship and research is now well-embedded in the culture of the College, the College still derives rather modest support from funded research activities. Research funding has increased, in relative terms, but remains quite modest.

8. Since the last reaccreditation visit, Baruch College has undergone a physical transformation that has been unmatched since the construction of the building at 17 Lexington Avenue in 1929. The opening of the Newman Vertical Campus in 2001 has transformed the College, making it possible for many faculty to work in proximity to their colleagues across the College and providing students, faculty and staff access to state-of-the-art classrooms, to appropriate cultural and athletic facilities, and to a real campus – one that reflects in fascinating ways the challenge of placing a “campus” in the middle of a very densely populated city (a campus that is truly vertical but a campus nonetheless). It is impossible to overstate the impact that this facility has had on the life and the work of the College; it has brought the institution together in ways that could not have been envisioned in those decades that saw the College scattered among a small number of college-owned buildings and rental spaces, some of which were distant from the College’s core.

9. The College’s facilities Master Plan was updated in 2008 in preparation for a major renovation of the Field Building, a process that is currently in the design phase. However, the plan clearly shows that even after the complete renovation of the Field Building,
including the move of the Baruch Campus High School from the building, facilities will remain inadequate to support the current student population. This situation impedes the growth of both academic partnerships (incubator space) and strategic initiatives (graduate and executive programs).

10. Technology investment plan is widely participatory and wildly successful.

11. The City University of New York and the State of New York have, especially in the past year, avoided some of the very drastic funding cuts that have taken place in other public higher education systems. However, the outlook for the coming years in New York State is particularly challenging.

**Recommendations:**

**Recommendation 3.1**
The College’s leadership needs to continue discussions underway with the University to make adjustments to the senior college allocation model. Through a sustained dialogue with the University’s leadership that focuses on the history surrounding Baruch’s lower-than-average funding, and the relative cost of faculty in different disciplines (especially within business) adjustments need to be made to the senior college allocation model in order to support academic excellence at the College. In making this recommendation, we are well aware of the difficulty of proposing a reallocation during very difficult financial times. Nonetheless, we recommend continued discussions and some efforts to begin to adjust the model.

**Recommendation 3.2**
Considering the prospect of even more severe challenges to Baruch’s public funding, the College must identify and support activities and programs that are key to its mission, and must be aggressive in its pursuit of more diverse funding streams. Particular attention should be devoted to enhancing sponsored research and executive education.

**Recommendation 3.3**
To support efforts to diversify revenue streams, the College must review its internal processes to remove organizational and administrative roadblocks that currently limit the ease with which non-public funds can be secured and spent.

**Recommendation 3.4**
The College should undertake an extensive effort to educate and engage local elected officials and Baruch College Fund members to address the College’s serious space deficit. The College must explore and pursue innovative financing opportunities to reduce its reliance on public funds for acquiring real estate.

**Recommendation 3.5**
Recognizing the College’s considerable success in enhancing technology available for teaching and learning, the College should continue the technology plan that has benefited greatly from the input of students.
Standard 4 - Governance & Leadership

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Governance

The Baruch College of 2009 is the heir of a tradition of publicly supported higher education that goes back over a hundred sixty years -- to the founding of the Free Academy in 1847, the first tuition-free public college in the United States. Formed through the efforts of Townsend Harris, then President of the New York City Board of Education, the Free Academy was governed under the rules that existed for the public school system. It was not until 1926 that a separate Board of Higher Education was created by the New York State Legislature. At the time there were only two municipal colleges, City College of New York (the School of Business and Public Administration had been created in 1919 - later to become The Bernard M. Baruch College) and Hunter College. Given its origin, it is not surprising that the rules governing the Board of Higher Education and the municipal colleges were modeled after the rules governing the Board of Education and public schools.

In 1961 the municipal college system was replaced and "integrated" into a single system known as The City University of New York. By that time two additional four-year colleges had been added, Brooklyn (1930) and Queens (1937), as well as a growing number of community colleges. The legislation that created The City University of New York also "eliminated the legislative mandate for free tuition and gave the Board of Higher Education the ability to impose charges if it chose to."5

In May of 1967 the Board of Higher Education established a Special Committee on the Future of the Baruch School of Business and Public Administration, up until that time still a part of City College. In its report issued on October 23, 1967, the committee recognized "...that the demands of an urban society in business and public administration requires a reevaluation of existing programs in instruction, research and community development; new commitments of resources; and a fresh approach to the School's mission as a public institution in an urban setting… there is a need both in the City and nation for a pioneering institution concerned with the administrative sciences in their broadest sense, offering the highest quality education for the business professions and administration, committed to a research program that will bring knowledge in all of the disciplines to bear on the problems of business and administration, expanding opportunities for members of minority groups, and specializing in business education within the broadest possible framework."6

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The Committee recommended the creation of a separate senior college, to be called The Bernard M. Baruch College. It also made a number of specific recommendations aimed at broadening the Baruch School’s mission that included offering at the undergraduate level a general liberal arts program, a four-year course of study leading to a bachelor's in business specializations with a heavy emphasis in liberal arts work, and graduate programs at both the masters and doctoral levels in the business professions and in the administrative sciences such as fields as business, health and public administration and that it consider the development of integrated five-year professional programs.

The report also recommended the adoption of the SEEK and College Discovery Program to expand opportunities for New York City's minority populations. In addition, the commission foresaw the importance of collaborative arrangements "the College increase its commitment to community relations and economic development through increased research activity and expanded continuing education programs in cooperation with business, government and the community." The report also recognized the need to provide Baruch College additional space to develop a campus environment.

The Board of Higher Education accepted the Committee’s recommendation and authorized the establishment of the Bernard M. Baruch College effective July 1, 1968.

With the fiscal crisis of the 1970s, the City of New York was unable to sustain the range of programs and services provided New Yorkers. As part of the price for federal and state assistance, the City was forced to transfer partial control of the University to the State of New York and to abandon its policy of free tuition. These decisions to transfer control and abandon the tuition-free policy were not popular ones, and resulted in a political struggle that ultimately shaped the new laws governing The City University. The result was Article 125 of the New York State Education Law. This law states:

*The separate and distinct body corporate designated as the Board of Higher Education in the City of New York shall be continued and shall hereinafter be known as the City University of New York.*

The law defines the powers of the Board of Trustees of the University, from which the powers of the individual colleges and other bodies, such as the faculty senate, are largely derived. However, the State Legislature and Executive Branch through the Division of the Budget still exercise a great deal of control over the City University of New York (as well as the State University of New York) through the budget process. While the Trustees can approve tuition increases, the State Legislature must provide the authority to spend the funds. In addition, the Division of the Budget must approve the University’s proposed spending plan and can influence programmatic activity by controlling the availability of funds.

The "budget" approved by the legislature for the senior colleges is only the expense budget (see Education Law §6221). The legislature establishes the portion of the expense budget to be funded directly by The City University from tuition and other sources. The state only funds the net between the amount authorized to be spent and the amount the City University pays for. The
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State of New York pays the debt service on bonds issued to support the University’s approved capital projects.

Governance - The City University of New York

Any discussion of College governance must include the CUNY context in which Baruch functions. 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.

The University's governing Board is composed of 17 Trustees whose selection is dictated by the provisions of the New York Education Law (§6204) (http://law.justia.com/newyork/codes/education/edn06204_6204.html). Ten trustees are appointed by the governor of New York State and five by the mayor of New York City. The chair of the University Faculty Senate and the chair of the University Student Senate serve as ex officio trustees, the former in a non-voting capacity.

The Chancellor of the University, appointed by the Board of Trustees, is the University's principal educational and administrative officer. The Board of Trustees conducts its business pursuant to the provisions of its bylaws. 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.

The powers exercised by the Board over the University's constituent colleges are extensive, and include, among others, the exclusive right to employ every staff member who works at the University. The Education Law states that the Board's powers and duties shall be the same as those of other boards of institutions of higher education. Trustees have the additional statutory responsibility of preparing quadrennial long-range master plans for the University for submission to the New York State Board of Regents. The City University is empowered to conduct collective bargaining negotiations with the unions that represent faculty and staff under Education Law Section 6208. It is interesting to note that all such contracts must be effectively approved by both the New York State Office of Employee Relations and the New York City Office of Municipal Labor Relations.

Two sections of the Bylaws of the Board of Trustees of The City University of New York define the powers of the University Faculty Senate and those of the individual colleges.

Section 8.13. UNIVERSITY FACULTY SENATE

There shall be a university faculty senate, responsible, subject to the board, for the formulation of policy relating to the academic status, role, rights, and freedoms of the faculty, university-level educational and instructional matters, and research and scholarly activities of university-wide import. The powers and duties of the university faculty senate shall not extend to areas or interests which fall exclusively within the domain of the faculty councils of the constituent units of the university. Consistent with the powers of the board in accordance with the education law and the bylaws of the board, the university faculty senate shall make its own bylaws providing
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for the election of its own officers, the establishment of its own rules and procedures for the
election of senators, for its internal administration and for such other matters as is necessary for
its continuing operations.

Section 8.14. COLLEGE GOVERNANCE PLANS

The provisions in duly adopted college governance plans shall supersede any inconsistent
provisions contained in this article.

Governance - Baruch College

Another important responsibility of the Board of Trustees is the review and approval of the
governance charters of the colleges within the University. The Board's Bylaws specify that
approved college governance charters are the ultimate authority for local governance,
superseding any inconsistent provisions of the Bylaws of the Board.

A Charter Revision Commission was appointed at the College in 1995 and conducted extensive
deliberations over the course of the following two years. For the first time, students were given
voting participation in academic personnel decisions such as appointments, promotions and
tenure. A number of faculty were opposed to this change, arguing that students would be poorly
prepared for a responsibility in which advanced academic credentials would be essential to
evaluate the scholarship of candidates fairly. The Charter Revision Commission's draft was
submitted to separate student and faculty referenda in 1997. The Board of Trustees approved
the revised governance charter in June of 1997.

The principal governance unit at the College is the General Faculty. The governance charter also
establishes the role of the College Faculty Senate, which represents the General Faculty and
engages in policy formulation and recommendations. The several faculties of the College have
Bylaws that are specific to their organizations, both at the school and department levels. Student
governance is specified in the College's governance charter and also subject to provisions of the
bylaws of CUNY’s Board of Trustees.

The Baruch Faculty Senate has three standing subcommittees. Below is a list and their charges:

- Committee on Academic Freedom and Responsibility - to protect and assure the rights of
  members of the academic community to freely study, discuss, investigate, teach, research,
  publish or administer, as appropriate to their respective roles and responsibilities.

- Committee on Educational Policy - to consider and make recommendations to the Senate on
  questions of educational policy, which are not wholly within the purview of the faculties of
  the various Schools and Independent Units.

- Committee on Planning and Finance - to participate in: 1) deliberations leading to the
  preparation of the budget submitted by the President to the Chancellor; 2) discussions prior to
  the allocation of the College budget once it has been received, and 3) deliberations of any
other tasks assumed by the Vice President for Administration and associated with obtaining or utilizing resources for College purposes.

Each subcommittee is headed by a vice chair and member of the Senate’s Executive Committee. The chair of the Faculty Senate is elected for a two-year term and can serve in this position no more than two consecutive terms.

For a decade the Chair of the faculty senate served as a member of the College's cabinet. The other members include the four vice presidents and three deans of the College. It is the main administrative decision making body on the campus. Having an elected faculty voice at this level helps ensure that faculty perspectives are considered as policies and budgets are developed.

The overall hierarchy of governance documents affecting the College can be summarized as follows:

- College governance charter
  http://www.baruch.cuny.edu/administration/charter.htm

- Bylaws of the University's Board of Trustees
  http://www1.cuny.edu/abtcuny/trustees/bylaws/index.html

- Bylaws of the General Faculty of the College
  http://www.baruch.cuny.edu/administration/genfacbylaws.htm

- Bylaws of the academic departments of the College
  Bylaws of the faculties of the three schools
  http://www.baruch.cuny.edu/facultyhandbook/documents/BylawsofSPA.doc
  http://www.baruch.cuny.edu/wsas/faculty_resources/WSAS_Bylaws.htm

- Constitution of the Undergraduate Student Government (Appendix 4/A)

- Constitution of the Graduate Student Assembly of Bernard M. Baruch College (Appendix 4/B)

**Shared Governance**

The concept of shared governance, a system in which the faculty and administration jointly determine priorities and policies is well established at Baruch. The composition of the team that prepared this Middle States Self-Study and the manner in which the mission statement was developed are recent examples of shared governance in practice.

One important aspect of shared governance is hiring, promotion and tenure of faculty. Every faculty personnel decision at Baruch is vetted through a series of steps starting at the department
level then to the school level and finally to the college level. At each level evaluation by elected faculty peers plays a dominant role in the process. At Baruch and in fact all CUNY colleges all committees are advisory to the president who has ultimate decision making authority. The president also chairs the College Personnel and Budget Committee, the penultimate review group to the president. This seems anomalous; a committee that is advisory to the president should not be chaired by the president. To ensure that all levels of the process are given appropriate weight by the president and to protect the president's independence someone else should chair this committee.

**Standard 4 - Findings and Recommendations:**

**Findings:**

1. The College has a well-defined system of governance in place.
2. The College’s governing body meets all of the attributes expected of an accredited institution.
3. Student input is formally and informally sought and encouraged in many different forums. From the Faculty Senate to the technology fee planning process, students have a voice in many venues. However, students could have a more active voice.
4. The representation of the faculty senate in the president’s cabinet is an unique and productive collaboration. Such shared governance structures increase willingness to collaborate, increase mutual respect and understanding and lead to a more productive and transparent environment.
5. The College Personnel and Budget Committee should not be chaired by the College Officer to whom it makes recommendations.

**Recommendations:**

**Recommendation 4.1**
The College should increase its ongoing efforts to engage students in all aspects of the life of the College, and to both explore and address the challenges or impediments to greater student input.

**Recommendation 4.2**
The Provost, rather than the President, should chair the College’s Personnel and Budget Committee, the main function of which is advising the President on all faculty personnel actions (appointments, tenure decisions, promotions and scholarly leaves).
Standard 5 - Administration

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Administrative structure, decision-making and reorganization

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. The chancellor reports to a 17-member Board of Trustees, 10 of whom are appointed by the Governor of the State of New York, five by the Mayor of the City of New York, one elected by the students and one non-voting member elected by the faculty.

At the local level, the President is assisted by four vice presidents. The Provost and Senior Vice President for Academic Affairs and the deans of the three schools are responsible for academic affairs, the Vice President for Administration and Finance is responsible for administrative affairs and facilities, the Vice President for Student Affairs and Enrollment Management is responsible for student affairs, and the Vice President for College Advancement is responsible for development. In addition to the four vice presidents, the Dean of Faculty and Staff Relations, Chief of Communications, the Affirmative Action Officer, and Ombuds report to the President (http://www.baruch.cuny.edu/about/chart.html).

The principle structure advising the President is the Cabinet that is composed of the four vice presidents, the deans of the three schools within the College, the Chair of the Faculty Senate, the Dean of Faculty and Staff Relations, the Chief of Communications and the President’s Chief of Staff. The Cabinet meets weekly and addresses issues that affect the entire College. It is charged with framing policy and procedures, making recommendations to the President and with ensuring that decisions reached are effectively implemented. The Cabinet is also charged with aligning the College’s strategic plans and available resources to ensure that the College fulfills its mission. The composition of the Cabinet provides the President with a broad spectrum of senior-level advice and with a strong set of academic voices. To increase transparency, the Cabinet’s Agenda and Minutes are posted on the College’s website beginning fall 2009.

A smaller group of officers under the umbrella of the Provost’s Academic Council meets regularly to address the full range of academic issues impacting the College. The three Deans and the Vice President for Student Affairs and Enrollment Management are members of the Council.

The President has also established a Senior Staff Group that consists primarily of the Vice Presidents and their direct reports as a forum for keeping senior staff informed of the various activities underway at the College. The purpose of this group is to facilitate the exchange of information across all campus divisions. Deans and Associate Deans are also invited to participate, as is the Chair of the Faculty Senate.
These administrative structures review, discuss and make recommendations to the President on many of the administrative decisions at the College. The size of these groups is intimate and the accessibility of its members (and their direct reports) to one another makes it easier to review and improve administrative operations. The management structure has generally been described by its senior members as responsive and effective.

The Provost and Senior Vice President for Academic Affairs is the Chief Academic Officer of the College. He is assisted by two associate provosts, the deans of the three schools, an Assistant Vice President for Information Technology and Chief Information Officer and the directors of several academic administrative officers. Each of the three schools has its own governance structure and makes recommendations on academic and personnel affairs.

The College’s organizational charts reveal a multifaceted organization beneath this senior level of management. Additionally, the staffing and structural design of the college requires the mastery of a complicated set of rules and procedures. The running of administrative processes in many cases is further layered by Baruch’s position as part of the 23 college City University of New York system. Administratively, most units maintain a required relationship with counterparts in the City University of New York Central Office and frequently informal relationships with counterparts at the other CUNY colleges (see organization charts of CUNY Central Office at: http://www.cuny.edu/about/administration/org-charts.html).

In some cases, there may be conflicting goals and interests between local/college and central/CUNY entities that require negotiation in order to achieve the desired result for the College. For example, the SEEK and College NOW programs receive their funding directly from the CUNY Central Office. This results in a dual reporting relationship for both program directors – one line to a senior member of the Baruch Administration and another to the Central Office. The question asked sometimes is, who is the person ultimately in charge of the program?

An important reorganization occurred at the college in 2005 when student services was restructured to group together departments for the purpose of linking enrollment management and student affairs functions. This is a common administrative configuration at colleges and universities allowing enrollment and student affairs to work seamlessly together to support necessary services that span a student’s college career (recruitment through graduation). The reorganization of these departments to report to one vice president has had a strong and positive impact on student services and student life overall. The reorganization has brought departments into closer collaboration with one another, has increased the flow of information from one office to another, and has offered a vision of the needs of Baruch students as all-inclusive (recruitment through graduation) rather than as disconnected pieces of the total Baruch experience. The reorganization has also allowed for more broadly distributed and balanced resource allocation, as all of these parts must be supported in order to have successful students. The reorganization affected the management of undergraduate recruitment. Graduate recruitment and admissions remains the responsibility of the three Schools.

The reorganization put sharper focus on the question of adequate staffing in student services. According to some nationally published ratios, some student services areas are adequately staffed, others are not. Providing the necessary service for student success often requires more
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time and effort than a national standard indicates. In some departments, the staff is intact and working well to achieve the aims of the stated purpose. In others, the College is understaffed and requires more support. Departments that are understaffed include: the Registrar’s Office, Counseling, Admissions, Testing, Student Life, Academic Advisement, Health and Athletics. Since 2005, the College has allocated private philanthropic dollars for critical student services primarily through part-time staff funded through the Baruch College Fund. This funding has dissipated over the course of the last four years, bringing current available dollars down to levels reminiscent of 2005. This loss of philanthropy in conjunction with the economic downturn, which has led to state budget cuts, has caused concern with respect to student services funding going forward.

Administrative Information Infrastructure

The City University has undertaken a university-wide effort to develop an integrated system based on the PeopleSoft/Oracle platform. This effort is known as “CUNYfirst.” With the impending launch of CUNYfirst (CUNY’s Fully Integrated Resource and Services Tool), it is expected that human resources, student information systems, academic information systems and finance and administration of the College generally will benefit greatly from simplified processes, standardized procedures and increased administrative efficiency.

The importance of a successful implementation of this product cannot be overstated because of the potential for providing the kind of information staff, faculty and students require in carrying out the mission of the College. Because it is a system wide implementation, the full impact of the tool will not be evident immediately. CUNYfirst has taken some time to plan and will be phased in over several years. In the meantime, the College has instituted some interim, local solutions that have alleviated some of the inefficiencies of the former manual systems. An example of this is the ePAF system implemented by Human Resources for certain adjunct staff members. The elimination of typed forms for these positions has enabled staff to submit, approve and track forms electronically, substantially decreasing the time and errors associated with paper documentation. Much remains to be done.

Assessment of Effectiveness

Though there has been no overall formal review of the effectiveness of administrative structures at Baruch, senior staff members describe administrative changes as productive.

Hiring new staff was mentioned as one factor that has contributed to administrative improvement. With new staff have come new ways of doing things, renewed energy, and the ability to re-think positions, functions, policies and procedures within departments. Another product of administrative change has been a renewed focus on student services. Despite these accounts of effectiveness from administrative staff, all acknowledged that a formal review of the effectiveness of administrative structures would be of great benefit.

Increased emphasis on the CUNY Performance Management Process as a tool for setting goals and objectives and for assessing improvement is seen as a positive factor. Bringing college operations into alignment with University priorities through such mechanisms as CUNYfirst is
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an important step forward. The CUNY Compact requirement that colleges come up with efficiencies in operations creates pressure for finding new ways of tackling old problems and for finding solutions.

Impact on Learning

All administrative entities that impact Baruch’s populations (students, faculty and staff) have initiated some action, series or program to educate the college community. All understand that administrative structures that work positively affect the teaching and learning mission of the College.

Human Resources has a staff position devoted to training for faculty and staff and has undertaken the job of providing educational training for these groups on essential workplace issues (e.g., workplace violence, supervision, management, etc). It was acknowledged that there is much more to do in this area, but that the College had also come far in its offerings. Faculty development is a responsibility that is carried out by one of the two Associate Provosts at the College. A rich array of programs, conferences, workshops, presentations, discussion groups and more are offered to the faculty throughout the course of each year. Student Services departments have worked with Institutional Research to review their missions and programs to determine whether or not programs and services they provide are meeting student needs and ultimately facilitating learning. This review has helped each student service area to better understand the impact of its programs and services. This process is fed by the regular assessment and evaluation that most student service offices undertake on a programmatic and/or semester basis. Human Resources also participates in internal and external surveys that, when taken together, offer essential information on the impact of its programs and services.

Standard 5 - Findings and Recommendations:

Findings:

1. The College’s chief executive officer and administrative leaders have the correct responsibilities within the organization’s structure and have the academic background and professional qualifications appropriate to carry out their functions.

2. Publication of the President’s Cabinet agendas and minutes is a major step toward greater transparency, especially as related to resource allocation. In conjunction with the increasing availability of high level budget documents discussed in the findings for Standard 2, there has never been more information available about decision-making.

3. Metrics on many basic administrative functions do not exist, mostly because the systems required to collect these data are not yet in place.

4. Large public education systems, such as CUNY, have inherently complex administrative systems governed by statute, administrative guidance and historical practice. Tight coordination between University-level offices, between the University and the College, and even between College-level offices is needed to ensure that administrative matters are handled as efficiently as possible. The level of coordination achieved between offices needs to be maintained at a higher level than currently practiced.
5. The College accomplishes a tremendous amount of critical work in support of the academic endeavor. Certain routine matters, however, fall into backlog status, which then require exception processing on a large scale to rectify. This is inefficient and prevents the adoption of best practices. These situations occur due to administrative staffing shortfalls and old business processes tied to legacy systems. For example, all payroll data needed to be keyed into two distinct systems.

**Recommendations:**

**Recommendation 5.1**
The College should review administrative headcount in all units to ensure that critical units continue to provide high quality service; when reviewing spending plans and proposals, the College needs to be particularly mindful of needed administrative support.

**Recommendation 5.2**
The College should develop and adopt internal metrics that specify optimal processes and outcomes for administrative services. Once key metrics have been established for all critical areas, data on the extent to which metrics are being achieved can be analyzed, and these analyses can be used to guide the development of enhanced and more effective administrative processes.

**Recommendation 5.3**
Especially in light of the implementation of CUNYfirst, the Vice President for Finance and Administration should convene formal and regular meetings of the administrators who work in all units throughout the College. These meetings should address the need to develop new, more effective and efficient business practices around CUNYfirst, and should provide regular opportunities for transmitting standardized information regarding College and University policies and procedures.
Chapter 4 – Standards 8 and 9

Student Recruitment, Retention and Support

Standards:

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

**Standard 8: Student Admissions**

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.

**Standard 9: Student Support Services**

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.
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.

Tradition of Access to Public Higher Education

“Open the doors to all... let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct and intellect.” – Townsend Harris, founder of the Free Academy

Baruch College’s historical goal has been to provide a high-quality, low-cost education for the people of the City of New York. This goal was articulated in the 1847 founding of the Free Academy of the City of New York, the first tuition-free publicly supported institution of higher education in the United States. Initially established as both a prep school and college, the institution’s stated purpose was to “provide children of immigrants and the poor with access to free higher education based on academic merit alone.” As stated by the Free Academy’s first president on the occasion of its formal opening on January 21, 1849, “The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few.”

Baruch College has always had a mandate to provide affordable, high-quality education to the citizens of the City of New York. This mandate has included a commitment to equip students with the skills needed to succeed in business and government services, including an appreciation for the arts and humanities.

Strategic Plan 2006-2011

Baruch College’s current Strategic Plan 2006-2011 was adopted in January 2006 after a year-long planning effort involving all segments of the College community. It identified six high-priority areas of endeavor, one of which dealt with the quality of the college experience for all students.

The Strategic Plan stated that the college would provide students with a collegiate setting that would enable them to attain their educational goals, grow as individuals, complete their studies successfully at Baruch and establish lasting bonds with their fellow students, faculty and the institution as a whole.

Chapter 4 – Student Recruitment, Retention and Support

Accordingly, the College would:

*Strengthen the quality of the academic life for all students, while maintaining and enhancing the diversity of the student body.*

While the College would maintain its current total enrollment constant over the next six years, it would implement a vigorous enrollment management program to ensure a diverse and competitive student body; make certain that all students have access to courses they need in a timely and efficient manner; support growth in academic programs targeted for investment; and determine the optimal mix of undergraduate, graduate and international students.

The College would increase the number of students in the undergraduate honors programs as a means of attracting and retaining especially well-prepared and talented students. Over the next five years, the College would develop a unified and comprehensive honors program that would be instrumental in driving undergraduate academic excellence and be recognized nationally as an innovative program of exceptional quality.

Recognizing its heritage of ensuring opportunity and quality education, the Strategic Plan called for the College to seek excellent students from all ethnic, cultural and economic backgrounds and develop initiatives to ensure that retention and graduation rates would be in the top 25 percentile of all urban colleges of Baruch’s demographic profile. The College would support pre-collegiate activities to help make matriculation seamless and to strengthen retention for all students. It would increase interactions among students who differ in race, gender, ethnicity, religion, socio-economic background, age, language, sexual orientation and disability. It would develop programs to support at-risk students.

The College would encourage faculty to be more actively engaged with students both in their departments and in areas outside their particular fields and courses; develop more experimentation in approaches to teaching and mentoring; explore greater use of learning technologies and information technology; and make better and more informed use of student evaluations such as the National Survey of Student Engagement.

The College would strive to have all students develop excellent communication abilities; strong critical thinking and reasoning capabilities; ethical awareness; information literacy; and an appreciation for diversity, social and civic responsibility and ongoing personal development. The College would address the particular written and spoken communication needs of its diverse student population through the Schwartz Communication Center, communication intensive courses and co-curricular activities that enhance student communication skills.

The College would build a community that strongly values academic integrity. An ongoing committee of faculty, students and administrators would initiate and disseminate widely a variety of best practices, including examination proctoring, class discussion, procedures for reporting violations and outreach. The College would participate in an international assessment project to strengthen academic integrity.
On September 11, 2008, the President of Baruch College issued a mid-term status report on the five-year plan. The report reviewed the goals and documented progress.

**Strengthening the quality of academic life for all students, while maintaining and enhancing the diversity of the student body.**

As planned, overall enrollments remained relatively stable, increasing only slightly over the reporting period as the College struggled with the adequacy of its space and numbers of faculty. It enrolled approximately 16,000 students in Fall 2008, equating to 12,726 full-time equivalents. The mix between undergraduate and graduate students had shifted since 2005, with an increase of just over 300 graduate students. Over the next few years, it expects a continuation of this shift as the demand for professional graduate programs increases.

Competition for seats in Baruch's freshmen class had intensified in the past years as the reputation of the College had improved. SAT scores for regularly enrolled freshmen had increased dramatically, from an average of 1107 in Fall 2005 to 1154 in Fall 2008. At the same time, student ethnic diversity remained strong, with 14% black, 16% Hispanic, 33% Asian, and 37% white. Students represented 160 countries of origin and spoke 110 languages; 53% were female and 47% male.

The Baruch College Honors Program had expanded from 350 to 419 students (toward a goal of 500), comprising Macaulay Honors College students and Baruch Honors Program students. The academic excellence of these students drives other students forward and a new generation of student leaders emerges. The report stated that College would continue to improve the Honors Program over the next few years and forge a stronger connection to the curriculum in the Zicklin School of Business.

Baruch was already a national leader in graduation rates for its student socioeconomic profile. In 2007, the six-year graduation rate was 59.8% -- a 6.7% improvement from three years earlier. At the same time, the four-year graduation rate was 32.8%, a 5.7% improvement from three years earlier. Simultaneously, the four-year graduation rates for transfer students had risen by 10% to 68.9% in 2007. These statistics placed Baruch in the top ranks of colleges in the country with similar populations according to the Education Trust. Over a 10 year period, the graduation rates have essentially doubled. Nevertheless, the College continued to seek to improve these graduation rates and had worked specifically on guiding students to take full course loads, offering larger summer and winter sessions, reviewing "problem" courses, and revising obstacles in the curriculum. In addition, the College had improved registration procedures, developed early-warning programs for students at risk, provided more robust orientation sessions, and revised the Freshmen Experience.

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Chapter 4 – Student Recruitment, Retention and Support

In fall 2003, the College initiated a Learning Communities project for entering freshmen. The program was designed to enrich academic and social experiences and opportunities for incoming freshmen by creating a more conducive atmosphere for learning. It is characterized by common scheduling and small classes that enable students to connect with and rely on each other as they confront and embrace the new challenges and possibilities of college life. It also encourages interaction among students both with and without faculty involvement. The communities were designed to address issues of academic content, rigor and coherence in ways that go beyond the traditional classroom experience. The program has counterparts in many colleges across the country. Although these programs vary widely in a number of details, they have in common the underlying principle that learning has a social dimension. In light of the considerable body of research that suggests that students learn most effectively in an environment that promotes regular exchanges with others, faculty as well as peers, the overriding goals of learning communities are to create an environment that encourages such exchanges and eases the transition from high school to college for incoming freshmen.

In the Fall 2008 semester, nearly two-thirds of all incoming first-year students were enrolled in Learning Communities. Participation in Learning Communities has been associated with increased academic success as well as improved engagement with the College community. Baruch is on track to expand the Communities to include almost all first-year students by 2011. In addition, Learning Communities were piloted with entering transfer students beginning in 2008 since the number of transfer students each fall was nearly equivalent to the number of freshmen.

The College continued to use innovative technology as a way to build community in its commuter population. AirBaruch, a mobile phone based system which connected students to information about resources on campus as well as connecting them socially and academically with each other, was subscribed to by 6,500 students, or roughly half of the undergraduate population.

Student Affairs professionals continued to expand the role that extra-curricular activities played in the student experience at Baruch. In particular, an effort to raise the profile of Division III intercollegiate athletics had resulted in a number of very successful community building events. A renewed focus on excellence in the athletics programs paid off with the Baruch Bearcats winning the CUNYAC Commissioner's Cup in 2006 and 2007, and increasing postseason regional and national play in a number of sports.

The College had improved undergraduate career development services through a generous donation from the Starr Foundation for the Starr Career Development Center. The Center also created the Max Berger Pre-Law program to help students gain admittance to law schools. Similarly, professional advisement was also available for students interested in graduate schools. Counseling added staff to meet increased student demand and the College adopted a Campus Intervention Team approach to assist students in crisis. The team's goal was to assess and determine the necessary intervention required when a student exhibited behaviors that concerned their peers or faculty members.

Evening student services and international students’ services - both noted weak spots - had been
Chapter 4 – Student Recruitment, Retention and Support

expanded significantly, but the College still struggled to support the explosion in student clubs, numbering over 150 in 2008. New student affairs professionals were hired but the College still needed more staff to support students.

**Enrollment Management**

As set forth in the 2006 Strategic Plan, the College seeks to maintain its current total enrollment over the next six years. It would implement a vigorous enrollment management program to ensure a diverse and competitive student body; make certain that all students have access to courses they need in a timely and efficient manner; support growth in academic programs targeted for investment; and determine the optimal mix of undergraduate, graduate and international students. The College prides itself on the diversity of its student body and on the fact that it continues to be cited as one of the most diverse campuses in the country by *US News and World Report* year after year.

**Fall 2009 Freshman Class**

The Fall 2009 incoming freshman class continued to reflect the diversity of New York City. The typical freshman was born in 1990 or 1991 and hailed from one of 65 countries. As Baruch continues to lead the nation in student diversity, the top five countries of origin outside of the U.S. for its students were China, South Korea, Bangladesh, Ukraine and Ecuador, followed by Colombia and India. It also has students from 17 Central American or South American countries and 20 African countries. Twenty-four percent of the freshmen were not born in the United States and about 60% have parents born overseas. The freshman African-Americans remained steady at 10%. The Latino freshmen remained at 16%.

There was a slight decrease in the regular freshman admits. There were 1,442 freshmen in 2009 compared to 1,514 in 2008. The high school GPA was slightly lower (86.7 in 2009 from 87.2 in 2008), but the SAT scores increased from 1154 to 1182.

High school recruitment has improved in the number and quality of high schools. Brooklyn Technical High School, an academically superior program, is the strongest feeder high school, sending over 90 students. There are three other top high schools in the ‘top feeder’ category: Francis Lewis, Edward R. Murrow and Midwood high schools.

**Admissions Process**

Baruch College’s undergraduate admissions process is integrated into the City University of New York’s centralized admissions process administered by the CUNY University Applications Processing Center (UAPC). This coordinated process involves cooperation between the individual CUNY colleges and the University. UAPC allows candidates for first-year admission to simultaneously apply to six CUNY colleges through one application; multiple choices are strongly encouraged on the application. CUNY UAPC reviews the applications and forwards them to the appropriate colleges in phases based upon the applicants’ choices and the criteria set forth by each college. Baruch Admissions and Enrollment Management determines the number of phases to accept based on projected student enrollment and goals.
Chapter 4 – Student Recruitment, Retention and Support

The CUNY Application only considers the SAT, courses and GPA, and does not ask for essays, honors, extracurricular activities or recommendations. Students are admitted to at least one CUNY college (though not necessarily the college of their first choice). CUNY referrals are based upon Index Scores, a number based on High School Grade Point Averages, SAT scores, and high school units. For Fall 2008 Baruch College required a minimum Index Score of 300, the highest in the City University of New York system.

In addition to the admissions process, the colleges and the university participate in joint marketing efforts such as the “Look Who’s Teaching & Learning at CUNY” campaign. The link to the City University of New York Admissions website is an essential component of the individual college’s admission process.

http://www.cuny.edu/admissions/undergraduate.html
http://www.cuny.edu/admissions/undergraduate/explore.html

The administration of transfer applications is also handled by the CUNY University Processing Center. This approach facilitates the admission of the large and growing number of intra-university transfer students by automatically assembling all CUNY transcripts in the admissions portfolio. Intra-university transfers are also assisted by the Transfer Information & Program Planning System (TIPPS), a course equivalency database that helps applicants select their CUNY transfer destination and plan their transfer programs. Baruch College accepts applicants who have or are about to receive an A.A. or A.S. degree from a CUNY or SUNY institution who have a minimum GPA of 2.5 for business programs or a 2.25 GPA for Liberal Arts and Science programs; applicants who are CUNY skills proficient and have earned over 24 college credits with a GPA of 3.0; and applicants who are CUNY skills proficient and have earned fewer than 24 credits with a GPA of 3.0 and meet the freshman units and College Admissions Average requirements.

Undergraduate Recruitment

The Baruch College Undergraduate Admissions Recruitment Team executed a comprehensive plan to recruit the Fall 2009 freshman and transfer class. It has expanded the number of visits to college fairs and high schools in New York City, Long Island, Westchester and New Jersey. Due to increased demand, it also increased the number of campus tours for students and parents and initiated a Wednesday evening tour. It expanded the number of group tours (when high schools bring groups of students to campus) and increased the number of student ambassadors who conduct tours. The Team implemented a new Customer Relationship Management system (CRM), which allows the College to communicate with prospective students by e-mail, tailoring e-mail messages to student interests and to their standing in the admissions cycle. The Team plans to expand its communications plan and to utilize additional features of this system moving forward. In spite of the loss of hundreds of thousands of dollars in scholarship funds due to the economic downturn, the academic indicator goals for the 2009-10 academic year were met. Plans to increase student recruitment efforts were reduced due to mid-year budget reductions. See page 9 of the Student Affairs and Enrollment Management Report to the Spring 2009 General Faculty, below.
Undergraduate and Graduate Enrollment

Enrollment numbers reflect the college’s intentional increase in the first-time student enrollment, while decreasing the number of transfers. It also reflects the college’s deliberate increase in graduate student enrollment while decreasing the undergraduate student enrollment to keep the overall enrollment on target.

The enrollment overview for the 10-year span of Fall 1999 – 2009 shows the following:

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999</th>
<th>Fall 2009</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in First-time Freshmen</td>
<td>1,165</td>
<td>1,442</td>
<td>23.8</td>
</tr>
<tr>
<td>Decrease in Transfer Students</td>
<td>1,655</td>
<td>1,260</td>
<td>-23.9</td>
</tr>
<tr>
<td>Decrease in Continuing Undergraduates</td>
<td>9,505</td>
<td>9,378</td>
<td>-1.3</td>
</tr>
<tr>
<td>Decrease in Nondegree Undergraduates</td>
<td>273</td>
<td>252</td>
<td>-7.7</td>
</tr>
<tr>
<td><strong>Total Undergraduate Enrollment</strong></td>
<td><strong>12,598</strong></td>
<td><strong>12,332</strong></td>
<td><strong>-2.1</strong></td>
</tr>
<tr>
<td>Increase in New Graduate Students</td>
<td>859</td>
<td>1,245</td>
<td>44.9</td>
</tr>
<tr>
<td>Increase in Continuing Graduate Students</td>
<td>1,716</td>
<td>2,608</td>
<td>52.0</td>
</tr>
<tr>
<td>Decrease in Nondegree Graduate Students</td>
<td>81</td>
<td>10</td>
<td>-87.7</td>
</tr>
<tr>
<td><strong>Total Graduate Enrollment</strong></td>
<td><strong>2,656</strong></td>
<td><strong>3,863</strong></td>
<td><strong>45.4</strong></td>
</tr>
<tr>
<td><strong>Total Enrollment</strong>*</td>
<td><strong>15,254</strong></td>
<td><strong>16,195</strong></td>
<td><strong>6.2</strong></td>
</tr>
</tbody>
</table>

For a more detailed summary of enrollment trends between Fall 1999 and Fall 2009 see the following table based on information provided in the Enrollment Overview Report of the Baruch College Office of Institutional Research and Program Assessment.
Baruch College Enrollment Overview Fall 1999 – Fall 2009

Based on data provided by the Baruch College Office of Institutional Research and Program Assessment, February 18, 2010.

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshmen</td>
<td>1,165</td>
<td>1,329</td>
<td>1,704</td>
<td>1,674</td>
<td>1,718</td>
<td>1,641</td>
<td>1,508</td>
<td>1,479</td>
<td>1,512</td>
<td>1,442</td>
<td></td>
</tr>
<tr>
<td>Advanced Standing Transfers</td>
<td>1,655</td>
<td>1,697</td>
<td>1,056</td>
<td>954</td>
<td>1,066</td>
<td>1,299</td>
<td>1,282</td>
<td>1,337</td>
<td>1,397</td>
<td>1,254</td>
<td>1,260</td>
</tr>
<tr>
<td>Continuing Undergraduates</td>
<td>9,505</td>
<td>9,701</td>
<td>9,971</td>
<td>9,782</td>
<td>9,482</td>
<td>9,476</td>
<td>9,694</td>
<td>9,753</td>
<td>9,750</td>
<td>9,707</td>
<td>9,378</td>
</tr>
<tr>
<td>Nondegree Undergraduates</td>
<td>273</td>
<td>298</td>
<td>238</td>
<td>243</td>
<td>240</td>
<td>241</td>
<td>227</td>
<td>198</td>
<td>237</td>
<td>258</td>
<td>252</td>
</tr>
<tr>
<td>Total Undergraduate Enrollment</td>
<td>12,598</td>
<td>13,025</td>
<td>12,969</td>
<td>12,653</td>
<td>12,462</td>
<td>12,734</td>
<td>12,844</td>
<td>12,796</td>
<td>12,863</td>
<td>12,731</td>
<td>12,332</td>
</tr>
<tr>
<td>New Graduate Students</td>
<td>859</td>
<td>895</td>
<td>941</td>
<td>876</td>
<td>902</td>
<td>958</td>
<td>961</td>
<td>991</td>
<td>1,064</td>
<td>1,159</td>
<td>1,245</td>
</tr>
<tr>
<td>Continuing Graduate Students</td>
<td>1,716</td>
<td>1,705</td>
<td>1,795</td>
<td>1,813</td>
<td>1,741</td>
<td>1,824</td>
<td>1,932</td>
<td>1,927</td>
<td>2,153</td>
<td>2,420</td>
<td>2,608</td>
</tr>
<tr>
<td>Nondegree Graduate Students</td>
<td>81</td>
<td>73</td>
<td>68</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Total Graduate Enrollment</td>
<td>2,656</td>
<td>2,673</td>
<td>2,804</td>
<td>2,708</td>
<td>2,664</td>
<td>2,803</td>
<td>2,912</td>
<td>2,934</td>
<td>3,234</td>
<td>3,590</td>
<td>3,863</td>
</tr>
</tbody>
</table>
Graduate Enrollment

The College’s graduate enrollment has steadily increased since the adoption of the Strategic Plan. There were 1,064 new graduate students in 2007 compared with 991 the year before, with an overall graduate enrollment of 3,234 students. Across all programs, GPAs and standardized test scores of new students increased. Overall there was an increase in applications to the graduate programs. The biggest increase is the Financial Engineering program with a 57% increase in applications.

Diversity has gone up across the board in graduate programs. Enrollments of black students in graduate programs was up to 10% in 2007, compared with 9% in 2006; for Latinos, it was 8.7% in 2007 compared to 7.2% in 2006; 9.5% of the 2007 students were Asian, compared with 16% in 2006. Fifty-three percent of the new students were female. Finance, Accounting, the MPA, and Marketing were the top graduate programs.

Baruch College’s Graduate Enrollment Projections 2004 – 2018 continue to show a significant projected increase in new graduate and continuing students. Baruch estimates a total graduate school enrollment of 4,953 by Fall 2018 (new, continuing and non-degree graduate students). The new and continuing graduate projections are based on average growth from 2004 – 2007.

Graduate Programs - Zicklin School of Business

The Zicklin School of Business capitalizes on its New York City location by offering a wide range of graduate management programs to a diverse population coming to the School with differing needs. Baruch College’s innovative MBA, specialty MS, and Executive Programs attract both local working professionals and individuals from around the world seeking traditional full-time business programs. Zicklin students, through the diversity of their professional and personal experiences, bring to the learning environment a sophisticated knowledge of the complexities facing the business world today. The School’s goal is to build upon that foundation, help students explore new ideas, and ensure that every student graduating with a Zicklin graduate degree possesses the core fundamentals for long-term success.

The Zicklin School of Business has experienced steady growth in all the MBA and MS Programs. In Fall 2003 the enrollment was 1,813 and had increased to 2,314 in Fall 2008, a 27.6% increase in MBA/MS graduate enrollment.

The overall make-up of Zicklin Graduate Programs has changed over the last decade. In 2003, 22% of Zicklin graduate students were pursuing a specialty MS degree. In 2010, 33% of the students are pursuing an MS. In that timeframe, the number of students seeking an MS has doubled from 406 in 2003 to 809 in 2010. Meanwhile, the number of MBA students has grown 18%.

The growth in MS Programs has been driven primarily by the market-driven increase in demand for the MS in Accountancy. As of August 2009, New York State requires individuals to have completed 150 hours of course work in order to receive the CPA licensure. Zicklin’s MS in Accountancy, a program which meets the educational requirements for the licensure, has become...
a very popular option to achieve this 150-hour requirement. In Fall 2009 there were 478 students pursuing an MS in Accountancy at Zicklin; in Fall 2003 there were 213.

Degree pursuits among the MBA population has seen a shift as well. In 2003, 29% of the students pursuing MBAs were doing so as Finance majors. By Fall 2009, nearly 40% of all MBAs were pursuing Finance. This growth was partially driven by the introduction of the dual major option in 2005. Currently, 13% of the Zicklin MBA students are pursuing a dual major. Of those students pursuing a dual major, 70% have chosen Finance as one of the two.

While the popularity of Finance over the last decade is unquestionable, the uncertainty in the market over the past 18 months has affected student choices. The number of students pursuing Finance dropped 7% between Fall 2008 and Fall 2009. The number of new students indicating Finance as their desired major slipped 44% over that same period. Meanwhile, the MBA in Accountancy, another option for satisfying the 150-hour requirement, has grown 35% and the MBA in HR Management has grown 20% over last year.

Graduate Programs - School of Public Affairs

The mission of the School of Public Affairs is to enhance the performance of governmental and nonprofit institutions in New York and the nation in the interest of effective and equitable public service and public policy in a diverse society. Using insights from theory, research and practice, the faculty is a multidisciplinary community of scholars engaged in teaching, research, and outreach to achieve this mission. It places special emphasis on educating responsive and accountable leaders who combine managerial expertise, creative and critical thinking, and rigorous analysis in the formation and execution of public policy. The School also serves as a site for debate and reflection on issues of public importance to New York and the world beyond.

Considerable attention is paid to the written essay and resume components of the application portfolio. The School of Public Affairs seeks people who communicate their interests in public service effectively, logically and consistent with their level of experience. The School’s outreach (consultation, seminars, conferences, non-degree and professional development programs) in the nonprofit, government and education sectors affords it the opportunity to engage with large and small organizations and their members. The School of Public Affairs regularly participates in national graduate fairs hosted by organizations like www.idealista.org (Graduate Degrees for the Public Good Graduate Fairs), that target a public-service-oriented student group. It works very closely with alumni to identify friends and colleagues who may be interested in our degree programs. The largest individual graduate program is the MPA which has a current total enrollment of 541 students.

The School of Public Affairs Graduate programs utilize Director’s Briefings and Open Houses for recruitment. These events typically yield applications at a rate exceeding 70%. Yield of accepted students who enroll are regularly above 85%, and for some programs over 95%, first-year retention rates are very high. Only a small fraction of students are academically dismissed or on probation in any given semester. The most common reason given by students who disrupt their studies is increased job/family responsibilities or relocation.
Graduate Programs – Weissman School of Arts and Sciences

The Weissman School of Arts and Sciences graduate programs have experienced increased interest and enrollment in the MA/MS programs. The School offers three Masters Degrees; Corporate Communication, Financial Engineering and Industrial Organizational Psychology. Overall these three programs experienced a 7.7% increase in enrollment from Fall 07 to Fall 08.

Baruch’s Financial Engineering Program led the number of applicants. The College estimates that of the 1,200 people who applied to similar programs in the U.S. in 2008, over 350 applied to the Baruch program. The average GRE Quant score of all applicants for the program was 770, and the GRE Verbal average was 505. The graduation rate is over 85% for full-time students, and 90% of them graduate in three semesters. For part-time students, the graduation rate is 75%, and the median graduation time is five semesters.

Retention and Graduation Rates

The Office of Institutional Research and Program Assessment reports on Retention and Graduation rates show that the total full-time, first-time freshman First-year retention has increased from 87.1% for the Fall 2002 cohort to 88.3% for the Fall 2008 cohort. For these two cohorts of students the mean SAT total score also increased from 1082 to 1182.

The full-time advance standing transfer retention rate indicates an increase in the First-year retention rate. The Fall 2002 cohort has a first-year retention rate of 86.5%. This increased to 88.1% for the Fall 2008 cohort.

The college’s support of its student support services - advisement, tutoring, counseling and student activities along with an increase in the SAT scores, have a direct positive impact on the increased retention rates.
## Total Full-Time First-time Freshmen Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Term</th>
<th>Size of Cohort</th>
<th>Fall Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>1445</td>
<td>76.50%</td>
<td>51.50%</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>1365</td>
<td>72.40%</td>
<td>55.00%</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>1109</td>
<td>79.40%</td>
<td>64.70%</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>946</td>
<td>81.60%</td>
<td>68.40%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>1133</td>
<td>83.80%</td>
<td>70.20%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>1295</td>
<td>85.30%</td>
<td>71.80%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>1688</td>
<td>87.30%</td>
<td>74.80%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1654</td>
<td>87.10%</td>
<td>73.30%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1659</td>
<td>87.50%</td>
<td>77.10%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1693</td>
<td>87.70%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1625</td>
<td>88.20%</td>
<td>75.50%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1493</td>
<td>88.20%</td>
<td>77.40%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1470</td>
<td>89.60%</td>
<td>76.30%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1497</td>
<td>88.30%</td>
<td></td>
</tr>
</tbody>
</table>

Six-year graduation rate (percentage of full-time freshmen in baccalaureate programs that graduated from the college within six years):

<table>
<thead>
<tr>
<th>Entering Class</th>
<th>Size of Cohort</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1998</td>
<td>946</td>
<td>53.1%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>1,133</td>
<td>58.7%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>1,295</td>
<td>56.8%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>1,688</td>
<td>59.8%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1,654</td>
<td>57.6%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1,659</td>
<td>60.3%</td>
</tr>
</tbody>
</table>

As reported by *College Results Online* (CRO) Baruch College’s six-year graduation rate improved by 21.1% between 1999 and 2006, one of the “Top 20 Gainers in Six Year Overall Graduation Rates”. Between 2002 and 2006 Baruch College was also one of the “Top 20 Gainers in Six Year Under-represented Minority Graduate Rates” with a gain of 15.2%. Both were among the highest 6 year graduation rates for institutions serving these socioeconomic groups (see *Appendix 8/A*).

Graduation and retention rates for African American students (six-year graduation rate of 52.5% for the 2001 cohort) were not only the highest in the CUNY system; they are the highest in the country in terms of urban public higher education. The College is concerned; however, about the performance gap for Hispanics students in terms of six-year graduation rates (48.1% versus 59.8%). The College will be investigating appropriate interventions and procedures to focus
Chapter 4 – Student Recruitment, Retention and Support

attention on the performance and academic progress of Hispanic students.

Transfer Students

Undergraduate transfer students continue to enter Baruch with the goal of earning a baccalaureate degree. The Fall 2008 transfer class decreased by 138 students, with 1,248 transfer students. The College planned this decrease to “right size” the student population as the graduate enrollments have increased this year. The average grade point average of transfer students has increased from a 3.0 to 3.1.

Baruch continues to admit large numbers of transfer students from CUNY colleges with 64% of the Fall 2008 transfer students coming from these schools. Of that group, 45% come from CUNY community colleges. The Borough of Manhattan and LaGuardia are the top feeder CUNY community colleges. Transfer students also transfer to Baruch from 177 colleges from across the country, including 24 colleges in the State University of New York system. For more data on transfer trends see the 1997-2007 Enrollment Overview report from the Baruch College Office of Institutional Research and Program Assessment cited above.

In line with the Strategic Plan, in June 2008 the College opened a new Transfer Student Center on the 7th Floor of the Newman Library Building. This Center provides all services to transfer students in one location: transfer admissions counseling, transfer credit evaluation, as well as assistance with Baruch’s registration and payment processes. Staff have been relocated from Admissions areas to the Center and their primary focus will now be on the successful transition of the transfer population into Baruch academic life.

### Full-Time Advance Standing Transfer Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Term</th>
<th>Size of Cohort</th>
<th>Fall Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>914</td>
<td>74.40%</td>
<td>51.40%</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>1065</td>
<td>75.90%</td>
<td>54.20%</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>1194</td>
<td>80.40%</td>
<td>58.50%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>1098</td>
<td>82.50%</td>
<td>56.90%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>1131</td>
<td>84.20%</td>
<td>60.60%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>732</td>
<td>87.70%</td>
<td>57.50%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>669</td>
<td>86.50%</td>
<td>55.20%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>776</td>
<td>85.10%</td>
<td>57.10%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>946</td>
<td>87.50%</td>
<td>64.20%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>909</td>
<td>85.40%</td>
<td>65.70%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>941</td>
<td>88.30%</td>
<td>67.40%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1016</td>
<td>86.50%</td>
<td>63.30%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>948</td>
<td>88.10%</td>
<td></td>
</tr>
</tbody>
</table>
Diversity - Recruitment and Retention of Students from Underrepresented Groups.

While the Strategic Plan called for “strengthening the quality of the academic life for all students,” it also called for “maintaining and enhancing the diversity of the student body.”

The table below documents the shifting demographics of the Baruch College Undergraduate Student Population from Fall 1998- Fall 2008.

<table>
<thead>
<tr>
<th>Undergraduate Student Population, Fall 1998 – Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>American Indian/Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>White</td>
</tr>
</tbody>
</table>

*Less than one percent

The percentage of black and Latino undergraduates declined between 1998 and 2008 as noted in the chart above. For a period of time immediately following 1998, several points of pressure converged without a timely or capable response. CUNY eliminated all remedial education from the senior colleges relegating public high school graduates to community colleges if unable to pass three placement tests prior to matriculation. This policy was implemented between 1998 and 2001, and as cohorts moved through to graduation, new cohorts that replenished the pool changed demographically. At the same time CUNY increased admission standards and began requiring the SAT for CUNY senior colleges. During this period, tuition increased by approximately 25%. Given a most challenging budget environment in 2000 and several years thereafter, there was little or no investment in SEEK and immersion opportunity programs from 1998-2005; financial aid leveraging was not utilized as an enrollment tool; and the College could not put forward an investment in undergraduate recruitment for prospects who met the new requirements.

Multiple and varying initiatives have been implemented since 2006 and 2007, and while academic indictors have risen dramatically, the percentage of students of color has no longer declined and has remained steady, a notable enrollment feat in an infamously competitive market. The College is now recruiting aggressively in diverse high schools; it invests in outreach media in specific markets; brings 3,000 diverse high school students to campus on Saturdays in the spring to prepare them for AP exams; it has bridge programs with diverse community colleges; it has built a sophisticated data mining enrollment operation; and has hired three new diverse admissions counselors. Baruch College has invested in and institutionalized diversity recruitment and looks to continue to widen the pipeline of black and Hispanic applicants.
Chapter 4 – Student Recruitment, Retention and Support

What must be noted is that diversity is not simply headcount, but quality. Building access to excellence, as opposed to a revolving door, is the true test of strong diversity efforts. Over the past three years, the six-year graduation rate for African Americans has increased from 43% to 57% and the four-year graduation rate has improved from 20% to 34%.

Financial Aid

The College disbursed approximately $52 million dollars in financial aid to over 10,200 students during the 2007-08 academic year. The Office continues to work in cooperation with the Registrar, BCTC, Academic Advisement and the TAP Certifying Officer to ensure that students are made aware of the academic requirements to receive New York State TAP (Tuition Assistance Program) awards. Most students who are identified as potentially out of compliance are able to change their programs, declare or change their major/minor in order to qualify for TAP. The information on students registered for ineligible course work is forwarded to the TAP Certifying Office who decertifies their state aid. This process will result in a marked increase in compliance.

Additionally, attendance information provided by faculty through the e-roster has allowed the College to more accurately process Return to Title IV calculations and to adjust the Federal awards of students who register but fail to begin attendance in some or all of their classes. The Spring 2008 semester saw an increase in compliance with e-rosters attendance certification. The Office also actively participated in the CUNY ERP fit/gap sessions to ensure that the new system would be designed to assist efforts to comply with Federal and State requirements for processing and distributing aid.

Special Programs

There are several special programs designed to target, recruit and provide services to specific groups of students. These include honor students, high school students being recruited, and students from economically disadvantaged backgrounds who demonstrate intellectual potential but may not have the academic preparation or economic resources to pursue a college education.

Honors Programs

The Baruch College Honors Program was established in 1978. It is designed to immerse students in a challenging and stimulating intellectual environment during their undergraduate years. It emphasizes academic and cultural enrichment, as well as a strong sense of community and social responsibility. The classroom experience stresses excellent teaching, academic rigor, and active learning. There is a stress upon primary source reading and upon assignments that develop communications and critical thinking abilities. Outside the classroom, students are introduced to a rich array of cultural programming that is supported by the college. This includes artists, writers-in-residence, visiting performers, Baruch’s Mishkin Gallery, and a broad range of lecture and panel presentations. In conjunction with particular courses, students are exposed to the cultural and scientific resources of the city at large.

The Honors Program requires students to engage in community service, either at the College or
in the outside community. Via service, students develop leadership skills and an awareness of the essential relationship between privilege and responsibility. Students in the Honors Program are encouraged to think about life beyond Baruch via internships, networking with alumni, and pre-professional and graduate school workshops.

With the college’s participation in the CUNY Macaulay Honors College Program, the Baruch College Honors Program has expanded to 419 students in 2008 (toward a goal of 500), comprising Macaulay Honors College and Baruch Scholars students. The academic excellence of these students drives other students forward and a new generation of student leaders emerges. The College will continue to improve the Baruch College Honors Program over the next few years.

College Now

The College Now program is a collaborative effort of the City University of New York and the New York City Department of Education. Designed to improve the academic achievement of high school students, College Now prepares students to begin college-level work.

College Now at Baruch College allows qualified high school students to enroll in courses that earn college credit and provide academic enrichment, giving students the foundation for academic success. Students have the opportunity to experience the richness of the campus by having access to the college’s facilities and participating in academic, social, and cultural events.

Interaction with Baruch College faculty and students gives College Now students an authentic college experience, eases the transition from high school to college and prepares students for a successful academic career.

SEEK Program

The SEEK Program (Search for Education, Elevation, and Knowledge) was instituted in The City University of New York in the summer of 1966. It was established by the New York State Legislature for the CUNY senior colleges.

SEEK was designed to open the door to higher education for students from New York City who had the intellectual potential to get a college degree but had neither the strong academic background nor the economic resources to pursue a college education. SEEK offers eligible students financial and academic support while attending college.

For the past five years, the Baruch SEEK Program has had a higher first-year retention rate than the college as a whole. This is noteworthy since the SEEK student comes into the college with lower GPA and SAT scores. Approximately 35% to 40% of the students fail one or more Skills Assessment tests when they arrive. In 2008, 43% of the freshmen failed one or more skills tests. SEEK students’ six-year graduation rates have been improving steadily and are close to the college's. (In 2000 the SEEK rate was 55.6% to college's 57%) The Baruch SEEK program has the highest graduation and retention rates of all SEEK Programs in CUNY. SEEK students have
Chapter 4 – Student Recruitment, Retention and Support

a higher pass rate on the CPE than the college (91.6% vs. 87.4% for 2004). 65% to 70% of students who go through the Academic Survival Program get off probation.

<table>
<thead>
<tr>
<th>Term</th>
<th>Size of Cohort</th>
<th>Fall Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>70</td>
<td>68.60%</td>
<td>51.40%</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>94</td>
<td>76.60%</td>
<td>48.90%</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>78</td>
<td>80.80%</td>
<td>70.50%</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>137</td>
<td>78.80%</td>
<td>63.50%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>135</td>
<td>84.40%</td>
<td>77.00%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>162</td>
<td>88.90%</td>
<td>73.50%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>160</td>
<td>94.40%</td>
<td>80.60%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>183</td>
<td>90.70%</td>
<td>78.70%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>217</td>
<td>89.40%</td>
<td>71.00%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>46</td>
<td>87.00%</td>
<td>76.10%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>124</td>
<td>98.40%</td>
<td></td>
</tr>
</tbody>
</table>

**Comparison with Peer Institutions – First-Year Retention Rates and Six-Year Graduation Rates**

A comparison was made between Baruch College and other Level 1 Masters-granting colleges and institutions and various Doctorate-granting institutions:

- First-Year Retention Rates for 2006 First-time Freshman Cohort
- Six-Year Graduation Rates for the 2001 First-time Freshman Cohort

The peer institutions reviewed were:

- Penn State University, University Park
- Rutgers State University, New Brunswick
- Temple University
- University of Delaware
- University of Maryland, College Park
- University of Delaware

For the 2006 First-time Freshman Cohort, Baruch ranked fifth, with an average SAT score of 1108. In the same cohort Baruch’s first-year retention rate ranks fifth with 88%, slightly below Rutgers and the University of Delaware both at 90%. Reflective of its history and mission, Baruch ranked first for the percentage of the 2006 First-time Freshman cohort that received federal grants at 53%, compared with the second ranked Temple with 35% of the Freshman cohort receiving federal grants. The percentage of part-time students among the six schools is also the highest at Baruch (25%). When comparing the six-year graduation rates using the 2001 first-time Freshman Cohort, Baruch ranks fifth for the 6-year graduation rate (2007) with Penn State University –UP ranking first with 91%. The comparisons suggest that Baruch will have to continue to improve if it is going to achieve results equal to schools like Maryland, Delaware and Penn State. Having said that, it is important that the challenges associated with the socio-economic characteristics of Baruch College’s student base be taken into consideration.
### Middle States Commission Report

**First-year Retention Rates and Institutional Characteristics**

**2006 First-time Freshman Cohort**

<table>
<thead>
<tr>
<th>Size</th>
<th>Institution</th>
<th>Total Underg. Enrolled</th>
<th>Percent Part-time Underg.</th>
<th>Cohort Head Count</th>
<th>Freshman Cohort Avg. SAT</th>
<th>1st-term Avg. GPA</th>
<th>Gender</th>
<th>Received Fed. Grants</th>
<th>1st-term GPA &lt; 2.0</th>
<th>Underrep. Minorities</th>
<th>1st Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Baruch College</td>
<td>12,796</td>
<td>25%</td>
<td>1,493</td>
<td>1108</td>
<td>2.87</td>
<td>56%</td>
<td>44%</td>
<td>53%</td>
<td>11%</td>
<td>27%</td>
</tr>
<tr>
<td>DR</td>
<td>Penn State University – UP</td>
<td>36,612</td>
<td>4%</td>
<td>8,027</td>
<td>1194</td>
<td>2.97</td>
<td>53%</td>
<td>47%</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>DR</td>
<td>Rutgers State University – B</td>
<td>26,691</td>
<td>8%</td>
<td>5,259</td>
<td>1195</td>
<td>2.76</td>
<td>52%</td>
<td>48%</td>
<td>23%</td>
<td>14%</td>
<td>46%</td>
</tr>
<tr>
<td>DR</td>
<td>Temple University</td>
<td>26,674</td>
<td>10%</td>
<td>3,851</td>
<td>1090</td>
<td>N/A</td>
<td>45%</td>
<td>55%</td>
<td>35%</td>
<td>N/A</td>
<td>42%</td>
</tr>
<tr>
<td>DR</td>
<td>University of Delaware</td>
<td>15,211</td>
<td>5%</td>
<td>3,252</td>
<td>1194</td>
<td>3.60</td>
<td>40%</td>
<td>60%</td>
<td>8%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>DR</td>
<td>University of Maryland – CP</td>
<td>25,104</td>
<td>8%</td>
<td>3,945</td>
<td>1267</td>
<td>3.08</td>
<td>52%</td>
<td>48%</td>
<td>11%</td>
<td>7%</td>
<td>23%</td>
</tr>
</tbody>
</table>

### Six-year Graduation Rates and Institutional Characteristics

**2001 First-time Freshman Cohort**

<table>
<thead>
<tr>
<th>Size</th>
<th>Institution</th>
<th>Total Underg. Enrolled</th>
<th>Percent Part-time Undergrad</th>
<th>Cohort Head Count</th>
<th>Freshman Cohort Avg. SAT</th>
<th>1st-term Avg. GPA</th>
<th>Gender</th>
<th>Received Fed. Grants</th>
<th>1st-term GPA &lt; 2.0</th>
<th>Underrep. Minorities</th>
<th>1st Retention Rate</th>
<th>6-year Graduation Rate (2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Baruch College</td>
<td>12,969</td>
<td>31%</td>
<td>1,688</td>
<td>1043</td>
<td>2.72</td>
<td>46%</td>
<td>55%</td>
<td>48%</td>
<td>14%</td>
<td>26%</td>
<td>87%</td>
</tr>
<tr>
<td>DR</td>
<td>Penn State University – UP</td>
<td>34,539</td>
<td>5%</td>
<td>6,115</td>
<td>1203</td>
<td>2.94</td>
<td>49%</td>
<td>51%</td>
<td>15%</td>
<td>9%</td>
<td>8%</td>
<td>91%</td>
</tr>
<tr>
<td>DR</td>
<td>Rutgers State University – B</td>
<td>28,351</td>
<td>9%</td>
<td>5,439</td>
<td>1179</td>
<td>2.74</td>
<td>45%</td>
<td>55%</td>
<td>25%</td>
<td>13%</td>
<td>39%</td>
<td>88%</td>
</tr>
<tr>
<td>DR</td>
<td>Temple University</td>
<td>19,606</td>
<td>18%</td>
<td>3,160</td>
<td>1047</td>
<td>N/A</td>
<td>42%</td>
<td>58%</td>
<td>39%</td>
<td>N/A</td>
<td>41%</td>
<td>78%</td>
</tr>
<tr>
<td>DR</td>
<td>University of Delaware</td>
<td>15,731</td>
<td>7%</td>
<td>3,362</td>
<td>1159</td>
<td>3.50</td>
<td>42%</td>
<td>58%</td>
<td>11%</td>
<td>0%</td>
<td>8%</td>
<td>89%</td>
</tr>
<tr>
<td>DR</td>
<td>University of Maryland – CP</td>
<td>25,099</td>
<td>11%</td>
<td>4,357</td>
<td>1240</td>
<td>2.98</td>
<td>53%</td>
<td>47%</td>
<td>13%</td>
<td>9%</td>
<td>17%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Note: A comparison was made between Baruch College and various peer and aspirant institutions. M1 is defined as those institutions that typically offer a wide range of baccalaureate programs, and that also committed to graduate education through a master’s degree. The institutions above awarded 40 or more master’s degrees per year across three or more disciplines. A comparison was made between Baruch College and various Doctorate-granting (DR) institutions. DR is defined as those institutions that typically offer a wide range of baccalaureate programs, and that are also committed to graduate education through the doctorate. The institutions award 50 or more doctoral degrees per year across at least 15 disciplines. (Source: Center for Institutional Data Exchange and Analysis (C-IDEA), University of Oklahoma Outreach 2007-2008 Report).

Standard 8 - Findings and Recommendations:

Findings:

1. Baruch College continues to serve as a catalyst for the social, cultural, and financial mobility of a diverse student body, reflective of its historical mission.
2. The College offers rigorous baccalaureate, masters, and doctoral programs to qualified students who seek careers in business, public affairs and the arts and sciences.
3. As outlined in the College’s Strategic Plan, the University’s Master Plan, and the University’s Performance Management Process, the College has stabilized the size of its overall student body while shifting the balance between graduate and undergraduate enrollments.
4. While maintaining its rigorous undergraduate and general education programs it has stimulated the growth of strong graduate programs.
5. Since the last reaccreditation, the College has greatly increased the numbers of students seeking admission; has greatly increased the selectivity of those students admitted; and has retained its commitment to educating a diverse student body, one that has often been characterized in recent years as the most diverse student body in the country. Average SAT scores for regularly admitted first year students increased from 1036 in 1998 to 1154 in 2008.
6. The College has improved its first-year retention rate from 81.6% for the Fall 1998 cohort to 88.3% for the Fall 2008 cohort.
7. The College has improved its four-, five-, and six-year graduation rates from 24.5%, 46.6% and 53.1% for the Fall 1998 cohort to 32.8%, 54.4% and 59.8% for the Fall 2001 cohort. The cohort that entered in Fall 2005 had a four year graduation rate of 35.5% in 2009.
8. Baruch College’s six-year graduation rate as reported by College Results Online (CRO) shows that Baruch College has one of the highest six-year graduation rates for colleges with students in its socioeconomic group.

Recommendations:

Recommendation 8.1
The College should urge the University to adopt the “Common Application for Undergraduate Admissions,” now employed by more than 400 colleges and universities across the country, including many campuses of the State University of New York system.

Recommendation 8.2
The Vice President for Student Affairs, working with the Provost, should establish a faculty-administration committee to encourage greater faculty involvement in the admissions process.
Chapter 4 – Student Recruitment, Retention and Support

**Recommendation 8.3**
The Vice President for Student Affairs should take steps to increase student satisfaction with all aspects of the admission and registration process, and all related student services. These steps should involve improved publicity and public relations material (both print-based and web-based); improved internal communication; and enhanced professional development programs for staff in these areas.

**Recommendation 8.4**
Although the College currently has a limited role in setting guidelines for admission of transfer students, the College’s Office of Enrollment Management should work with CUNY to ensure that transfer students are prepared to succeed at Baruch, and that the distribution of transfer students by major area of interest is consistent with the College’s capacities in various academic programs.
Standard 9 – Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

The College provides a broad range of student support services that are appropriate to student strengths and needs and at the same time are reflective of the college’s mission and consistent with student expectations. The Working Group on Student Support Services selected “at risk” students as the example of an area in which the College has identified a group of students, determined their needs, developed programs and services to address those needs, and assessed its success in addressing them.

This chapter also discusses the mechanisms that have been put in place for the ongoing assessment of Student Support Services and sites changes that have been implemented over the past five years in response various kinds of feedback. In addition to the feedback generated by the College's formal assessment system, administrators use national and university-wide surveys that document student needs and expectations. The chapter also addresses the results of an informal survey of student attitudes conducted by a group of students as a part of the institutional Self-Study. The Working Group also reviewed the Student Affairs Committee discussion that had emerged from the 2004 Strategic Planning process. The findings and recommendations at the end of the chapter summarize the results of the research and identify areas in need of further attention.

Student Support Services for Students "at risk"

The College provides numerous support programs for all enrolled students both at the undergraduate and graduate level, and additional services for “at risk” students. The following is a discussion of some of those programs with brief summaries of services offered and constituencies addressed.

Center for Academic Advisement (CAO) (http://www.baruch.cuny.edu/advisement) provides the following services:

Probation Workshops for students who are on academic probation to explain the College’s probation policies and to provide students with information on resources that are available to them (such as SACC, the Student Academic Counseling Center - a tutoring center for undergraduate students).

International Student Service Center – provides international students with information regarding academic requirements (degree information and GPA computation) and visa requirements.

Mid-semester At Risk Roster Project/In Gear/Students for Success - Students are supported throughout their first year and beyond via three initiatives offered through the Advisement Center.
Chapter 4 – Student Recruitment, Retention and Support

- Mid-Semester Assessment at Risk Project for students who have been flagged by their professors as having academic difficulty or excessive absences.
- the In Gear project to assist reinstated students (combined fall and spring); and the
- Students for Success Project for at-risk second-semester freshmen.

Transfer Transition program-Transfer Early Intervention Program - This program is for second-semester transfer students with a GPA below 2.0 in courses taken at Baruch. Students are required to attend six group sessions. The goal is to help transfer students in academic jeopardy get back on track and improve their chances for academic success.

Student Academic Consulting Center (SACC) (http://www.baruch.cuny.edu/sacc) provides the following services:

Summer and January Immersion Program – CUNY administers the College Assessment Test to all incoming students. The tests are given in Mathematics, Reading and Writing. While primarily a placement test, the failure to pass the test precludes a student from enrolling in a senior college such as Baruch. Students who fail these tests are offered 40 hours of small class instruction during the summer or January intersession. Students who participate in these courses significantly improve their test results. The last two years have shown improvement in pass rates in Mathematics, Reading and Writing:

<table>
<thead>
<tr>
<th>CAT Scores After Immersion Participation</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td>Reading</td>
<td>39%</td>
<td>63%</td>
</tr>
<tr>
<td>Math</td>
<td>37%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Specialized Workshops for At-Risk Students - The Student Academic Consulting Center offers pre-calculus prep workshops in January for students who withdraw or fail the course in the fall and who agree to retake the course in the spring. Of the 32 students who participated in SACC’s January 2008 MTH 2003 prep workshop, 63% of students went on to receive A – C during the spring semester. Other tutoring is provided in math, writing and business courses.

See Appendix 9/A the Coordinated Undergraduate Education (CUE) Plan for more details on tutoring and other undergraduate services mentioned here.

Campus Intervention Team (CIT) www.baruch.cuny.edu/cit

Formed in the Fall 2008 semester, the Campus Intervention Team (CIT) acts as a support network for students in crisis. The team is a coordinated point of contact to follow-up on concerns about students expressed by other members of the Baruch community. Crisis may manifest itself in many ways. The team reaches out to identify students and offers the appropriate support service, whether it is counseling or general health services, academic advising, disability student services or some other need.
Search for Education, Elevation and Knowledge (SEEK)

SEEK is a New York State funded program that provides additional academic and financial support to disadvantaged students. Its components include:

- Mandatory SEEK Summer Program for incoming freshmen - a six-week program of intensive course work, skill building, counseling and enrichment to foster a smooth transition from high school to college.
- Mandatory January Math Program - Any student that fails, drops or receives a grade of less than "C" in math during the fall semester must participate in the math program during intercession.
- Laptop and Graphing Calculator Loan programs
- CPE (College Preparatory Exam) workshops
- Two retreats for SEEK students that emphasize soft-skills in general and communication skills in particular.
- Integrated oral communication component into the Summer SEEK Program with support continuing throughout their Baruch Experience.
- Transfer Bridge program to support SEEK students who are transferring to Baruch College
- Expanded mandatory Academic Survival Program
- Created a culture of achievement

Student Support Services – Graduate Program, Zicklin School of Business

- Tutoring services are available for graduate students needing support in any of the MBA core courses and the first Accountancy major course.
- Students who are “at-risk” in the Honors and APT (Accelerated Part-time) programs are required to meet with the Assistant Director of Graduate Student Services for a counseling session. These students also complete an “acknowledgement of probation” form that outlines the terms of probation and the consequences of violating these terms. Periodic “check-ins” on these students is done.
- For part time MBA students and for MS students the school provides individual advising of students in academic difficulty.

Student Support Services - Graduate Program, School of Public Affairs

- Advisement staff in the School of Public Affairs Graduate Program are in regular contact with faculty who are encouraged to report any signs of student problems for early intervention.
- Tutoring services, assessment of academic load, writing center referrals, and counseling center referrals are routinely considered upon meeting individually with students to assess how best to remedy problems that are present.
- A good majority of students identified as “at risk” get through the programs successfully; others are counseled out when it is determined that available resources will not insure a student’s success.
Chapter 4 – Student Recruitment, Retention and Support

Student Support Services - Graduate Programs, Weissman School of Arts and Sciences

The three graduate programs in Weissman (the MS in Financial Engineering, MS in Corporate Communication and the MS in I/O Psychology) all have close ties to individual departments. The program coordinator for each MS program monitors “at risk” graduate students.

**Overall Assessment of Student Support Services – Effectiveness and Demonstration of Institutional Commitment to Student Success.**

In pursuit of the Baruch College Strategic Plan’s goal of “embracing a culture of service and accountability that produces excellence,” the College has established mechanisms for collecting information documenting various aspects of services and programs and has developed tools for analyzing their success. Under the leadership of the Office for Institutional Research and Program Assessment, the College has established an Assessment Framework for Academic and Administrative Support Services.

(See the [http://www.baruch.cuny.edu/assessment/framework.htm](http://www.baruch.cuny.edu/assessment/framework.htm))

The assessment process consists of four steps:

- Design of a Program Logic Model
- Design and Implementation of an Assessment Plan
- Analysis and Documentation of Assessment Results
- Implementation of Improvement Strategies

**Student Support Services Planning and Assessment:**

In fall 2008, the Office of Institutional Research and Program Assessment, in collaboration with staff from student support services, developed a logic model approach to implement the four-step planning-assessment process. The logic model approach is ideally suited for carrying out assessments in administrative units as it provides a systematic way of linking goals and inputs to service and student learning outcomes.

The Office of Institutional Research assisted 30 administrative units, from Student Services, Admissions, the Registrar’s Office and the Provost’s Office, with the development of their logic models to map out the relationship among resources, activities and outcomes (the logic model developed by each unit may be found on the Institutional Research website at [http://www.baruch.cuny.edu/assessment](http://www.baruch.cuny.edu/assessment)). Each administrative unit’s mission, goals and outcomes were also linked to the goals and outcomes established in the College’s Strategic plan (see “Aligning Outcomes with Strategic Plan,” at: [http://www.baruch.cuny.edu/assessment/documents/Aligning_Outcomes_with_Strategic_Plan_FEB_02_2009.pdf](http://www.baruch.cuny.edu/assessment/documents/Aligning_Outcomes_with_Strategic_Plan_FEB_02_2009.pdf)).

The Office of Institutional Research also requested each administrative unit to review the National Survey of Student Engagement and check off engagement items addressed in the services and student learning activities that they provided. The checked-off items were then
mapped onto the Middle States Standards to ascertain where specific standards were being addressed. In this way, the College is able to determine how and to what extent the Middle States Standards are being addressed by the administrative student services’ units (Mapping the Middle States Standards for the Administrative Support Services, http://www.baruch.cuny.edu/assessment/documents/Mapping_the_MiddleStates_Standards_for_Adm_support_Services_January_2009.pdf).

The development of logic models for each administrative unit was completed at the end of the fall 2008 semester. The administrative units then developed evaluation plans to assess one or two outcomes outlined in their logic models. The evaluation plan consisted of evaluations questions to be addressed, outcome indicators, sources of data, and methods of analysis. After analyzing their results, the administrative units summarized their findings and follow-up actions in a written report.

The first cycle of Administrative Assessments was completed at the end of spring 2009. Final evaluation reports, which included a section on follow-up actions (i.e., closing the loop), are posted on the assessment website. At the end of fall 2009, the Administrative units reported on the implementation of their follow-up actions, which was appended to the end of their final reports. A second cycle of assessments began in fall 2009 and final evaluation reports will be due at the end of the spring 2010 semester.

All Baruch undergraduate programs will be doing assessment reports. Numerous changes and additions have been made in the area of student services on both graduate and undergraduate levels based in part upon feedback generated by assessments.

**Survey Information**

The Strategic Plan states that Baruch College “will improve scores in the National Survey of Student Engagement and strengthen ratings in such national surveys as the Educational Benchmarking Institute Undergraduate Business Student Exit Survey and Graduate Satisfaction Surveys to the top 25 percentile of Carnegie peer institutions.”

Baruch College has participated in the National Survey of Student Engagement (NSSE) every year since 2000 as part of its comprehensive assessment of student learning. The survey collects information from a random sample of freshmen and seniors about the nature and quality of their undergraduate college experience. The survey consists of approximately 100 items within 28 questions. Information is collected on student demographics, academic and intellectual experiences, co-curricular activities, quality of relationships, time usage, institutional environment and personal growth. The Center for Postsecondary Research of Indiana University has developed five benchmarks using selected items from the survey: Academic Challenge, Active Learning, Student-Faculty Interaction, Enriching Educational Experiences and Supportive Campus Environment.

National Survey of Student Engagement (NSSE) for Baruch College published in August 2008 offers interesting data on Baruch students’ attitudes toward their educational experience. Highlights were discussed in Chapter 3 of this report under the heading “Student Surveys” and
can be studied in more detail in the NSSE documents listed below. While all survey respondents showed a drop-off of satisfaction from freshmen to seniors, the more marked drop at Baruch may be due to the large number of transfer students that the College admits.

- NSSE Guide to Baruch Student Experience
  NSSE 08 Pocket Guide Report – CUNY Baruch College (Appendix 9/B)

- NSEE Multi-year Benchmark Report, August 2008 (Appendix 9/C)

The CUNY Student Experience Survey canvasses undergraduates across the university system on a wide variety of experiences. Regarding Baruch student satisfaction with administrative services, in 2008, in three out of five categories, registration, testing office, billing and payment services, 50% or more students were “satisfied” or “very satisfied.” For the remaining two services, financial aid services and admissions process, only 47% and 48%, respectively, were “satisfied” or “very satisfied.” Compared with CUNY senior colleges averages, Baruch did not fare as well in satisfaction on registration and admissions and was near the average in the other categories.

- 2008 Student Experience Survey. CUNY Office of Institutional Research and Assessment.

### Changes in Student Support Services Implemented During the Past Five Years

Over the last five years, the following undergraduate support services have been developed or expanded:

**Student Academic Counseling Center, SACC**

SACC has grown from managing the College’s tutorial services to also running the College’s Summer/January Immersion Program and overseeing the ESL Speech Lab. To help handle these additional responsibilities, a new line of Assistant Director was added. Because work has expanded exponentially, SACC now also has a full-time, non-teaching adjunct to coordinate all writing- and reading-related issues and has an agreement with the math department to grant one course release time to a math professor so that she can train the math tutors on a weekly basis. SACC has moved into online scheduling and has increased its number of staff, both college assistants and faculty, to address the additional services. SACC has organized peer academic support covering most undergraduate courses.

**Bernard Schwartz Institute**

The Schwartz Communication Institute has steadily increased the support of communication-intensive courses (CICs). Each year, the Institute adds new courses and increases the number of sections receiving curricular support. Currently, over 14,000 enrollments are supported each year. Due to limited resources and significant overlap with other academic service units, the Institute has slowly begun to shift focus from individual consultations with students to intensive
faculty development efforts focused on communication-intensive activities. This shift is taking place in recognition of the fact that, given limited resources, enabling faculty to better prepare students to write and speak effectively is a more efficient and potentially fruitful way to serve student needs in this area.

The Schwartz Communications Institute’s work in helping faculty members infuse communication-intensive activities into the curriculum and its leading role in the use of weblogs to improve student writing was recently recognized when Baruch College won the TIAA-CREF Institute’s prestigious Theodore M. Hesburgh Faculty Development Award for 2008 (see http://www.tiaa-crefinstitute.org/press/news/020108a.html).

Writing Center

The Writing Center has expanded and adapted its hours, methods and programming in order to serve the unique needs of Baruch’s students. It has extended its operating hours into the evenings and weekends in order to provide support to students who work full-time or have other responsibilities during the day. It has also developed offerings beyond typical one-to-one writing conferences: eTutoring, a method of tutoring through which students electronically submit their papers and receive feedback from a Writing Center consultant, and Online Chat, which allows students to conference in real time with a consultant through their home or work computer.

In response to an increased demand for services, it has developed two programs to allow greater numbers of students to access the Writing Center, including small-group workshops that concentrate on subjects from Getting Started to MLA citation to Advanced Stylistics: Emulating Master Writers, and classroom visit workshops, in which a consultant leads an entire class through the process of close reading an assignment for formal and informal writing requirements, planning out the steps of research, drafting and revision, and reflecting on where in that process the Writing Center might be of most use to them. Furthermore, the Center is in the process of launching an online literary journal of student academic and creative writing, to help students recognize and build on their strengths as writers, and to create an environment where all students are proud to work on their writing.

It is anticipated that this online journal will be a valuable resource in the classroom by providing models of excellent student writing. In Spring 2008, students from 118 courses signed up for 875 appointments, requested 136 eTutoring consultations, participated in 33 workshops, and were seen in 238 walk-in sessions at Baruch College’s Writing Center.

Learning Communities

To better facilitate the transition to Baruch for incoming freshmen, the College developed learning communities. These are cohort based programs supplemented with additional academic support. Initially started as a pilot program with two sections the program has expanded to 40 sections covering 57% of incoming freshmen. The increase in the number and scope of the Learning Communities has required a concomitant increase in resources committed to this program. Students who take part in this program show a statistically significant difference in
achievement and retention. The College intends to continue to expand the Learning Communities so that more freshmen can participate. The College has also established and intends to increase the number of Transfer Learning Communities to make the experience available to transfer students as well.

Graduate Programs - Zicklin School of Business

- The availability of academic advising was increased with the addition of express advising for evening MBA students. The MBA advisers set up shop in the lobby of the Vertical Campus and counsel approximately 130 students each semester in this two day event. Similarly small group advising is held each semester for incoming MBA and MS students to facilitate the start of their graduate programs.
- An Office of Graduate Student Services was established and additional resources, including a new full time professional position, were provided. The new professional’s responsibility is primarily in the area of advising and registration services.
- The orientation program for all incoming Masters candidates was expanded both in time and content. Interactive sessions for students were added to introduce case analysis, introduce professional development opportunities and highlight the importance of communication skills.
- Resources were provided to graduate teams that entered local and national competition including case competitions.

Graduate Program - School of Public Affairs

- Designed and implemented a quantitative skills workshop and learning tools that serve to prime students for first year graduate study. We are still assessing this new program, but early results are promising. Significant School resources were committed to this program. The workshops and materials are offered free of charge.
- Effective fall 2008, faculty release time for advisement was discontinued. All graduate advisement in the School is currently the charge of two full-time professional staff with little or no attendant administrative support services. However, with a graduate population exceeding 800 students, more resources are needed given the goals for student engagement and success.

Graduate Programs - Weissman School of Arts & Sciences

- In 2009, the MA in Corporate Communications Program instituted a comprehensive orientation session in corporate communication. It is an immersion experience, followed by intensive workshops. It is run by program faculty and members of an Advisory Board. This program is a visible and participative demonstration to the students that faculty, advisors and the institution are committed to their success.
- In 2008, the graduate students developed their own student association, the Baruch Corporate Communication Graduate Student Association BCCGSA (http://bccgsa.synthasite.com). It provides the students with a network for professional, social, and personal development. It has also been instrumental in creating its own Executives on Campus program, a mentoring relationship pairing graduate students with executive mentors for a full year.
Chapter 4 – Student Recruitment, Retention and Support

- For the MS in I/O Psychology a non-matriculation approach for borderline applicants was instituted and it has been successful. The success of almost all these students in the program once they matriculated demonstrates success for this approach. This does not preclude that additional services could be added in the future (e.g., mentoring).

**Challenges for Student Support Services**

**Center for Academic Advisement (CAO)**

The Center for Academic Advisement’s Probation Workshops and Students Toward Success Programs need to find ways to increase attendance at the workshops. The center is exploring ways of reaching out to “at risk” students.

**SEEK**

The SEEK program at Baruch College faces a particular challenge in that it appears that a growing number of SEEK students are entering the College with oral language skills that are not adequate for the level of course work expected, even with the additional support provided by the SEEK and other College programs, such as SACC and the Writing Center. In response to this recent experience, the SEEK program has recommended that baseline scores on the reading or critical reasoning elements of standardized tests be increased to a level at which the resources of SEEK, and related programs, can ensure the success of admitted students. Students unable to reach these higher levels can, perhaps, be better served by taking additional communication courses prior to their matriculation at Baruch. Appropriate courses are offered by the College’s Center for Applied and Professional Studies (CAPS).

**Survey by Student Representatives on Self-Study Working Group**

As a part of their participation in the Middle States Self-Study effort, a group of students on the Working Group on Student Support Services conducted an informal survey of their colleagues to ascertain attitudes about student support services and other aspects of the Baruch College experience. The interviews were conducted by the student members of the committee over a period of several days in February 2009.

The survey suggested that the Baruch College website should be reviewed to ensure that information important to students is easy to find and the nearly 100% utilization of the Vertical Campus during peak times creates logistical issues for the students. In general the survey reinforced the results of the NSSE survey. Baruch students are satisfied with most of the services offered. However the quality and quantity of student services need to be improved. The full survey is available at Appendix 9/D Student Experience Survey Results.

**Student Affairs Committee**

A Baruch College Student Affairs Committee was established in 2004 as a part of the planning for the 2006-11 College Strategic Plan. It was to be a permanent standing committee to guide Baruch College’s leaders on matters related to student service, satisfaction and engagement on
campus. The committee was charged by and advisory to the President’s Cabinet with instructions to report activities and recommendations at least twice a year. The charge included:

- Monitoring the “student experience” and offering recommendations for the improvement of programs and services for students
- Establishing project priorities and developing measurable outcomes
- Seeking ways to improve customer service performance in all areas of the College, but in particular those with high-volume student transactional business, including, but not limited to, admissions, financial aid, registrar and the bursar
- Seeking improved models of service delivery in key educational non-curricular areas, including, but not limited to, academic advising, career development and counseling
- Seeking to enhance the number of students and the quality of the experience of students engaged in extra-curricular activities including student government, clubs and athletics

(See charge to Student Affairs Committee, September 15, 2004, Appendix 9/E)

In its initial annual report in June 2005, the Committee reported on three areas. Actions have taken place based on these reports:

- New Student Orientations  
  Appendix 9/F: Student Affairs Committee Recommendations on New Student Orientations

- Office of Undergraduate Admissions and Financial Aid  
  Appendix 9/G: Student Affairs Committee Recommendations on the Office of Undergraduate Admissions and Financial Aid

- Problems and Recommendations for the Registrar  
  Appendix 9/H: Student Affairs Committee Recommendations on the Registrar

The committee has not met in the last four years. It should be reconstituted and begin ongoing oversight over Student Services throughout the college.

**Standard 9 - Findings and Recommendations:**

**Findings:**

1. The College provides numerous support services for all enrolled students both at the undergraduate and graduate level, and additional services for “at risk” students including services provided by the Center for Academic Advisement (CAO); Student Academic Consulting Center (SACC); Zicklin School of Business Graduate Program Support Services.
2. Staffing in Student Support Service programs has not kept up with demand. The College is fortunate to have dedicated staff who work tirelessly to improve the student’s academic and non-academic experiences.
3. There have been significant increases in pass rates in the Writing/Reading and Math results of students who participate in the SACC center’s tutoring programs and in the specialized workshops for “at risk” students.
4. The newly formed Campus Intervention Team (CIT) acts as a support network for students in crisis.
5. All three Schools provide both academic and student support for their graduate students.
6. All Baruch undergraduate programs are doing assessment reports to keep up the standards and to make improvements in programs.
7. The National Survey of Student Engagement (NSSE), CUNY Student Experience Survey and other student surveys provide useful information on Baruch student attitudes and perceptions and provide mechanisms for comparing findings with results from other institutions.
8. The SEEK Program has added several components to help SEEK students succeed academically. With this additional support, SEEK students’ six-year graduation rates have been improving steadily and are close to the College's. Baruch’s SEEK program has the highest graduation and retention rates of all SEEK Programs in CUNY.
9. The Student Affairs Committee established in 2004 initially had a positive impact on student support services.

Recommendations:

Recommendation 9.1
Since Baruch, like most publicly-supported colleges and universities, does not have adequate staff to carry out critical activities (particularly in areas broadly related to student support), the College should aggressively seek the private and public funding needed to address this critical shortage. Recognizing the considerable demands placed on existing staff, the College should greatly enhance training, particularly in the areas of technology and customer service, to improve the job satisfaction and effectiveness of the College’s existing staff.

Recommendation 9.2
The College should address critical staffing needs in key offices and areas, including the Writing Center, the Student Academic Consulting Center, the Career Services Office, the International Student Services Office, and in all units and offices that provide advice to students. Across the board, the College does not provide as many advisors as the students need and deserve.

Recommendation 9.3
The College should ensure that students have ready access to all information on resources available to them. To achieve this goal, the College should undertake a thorough review and revision of its website, paying particular attention to the needs of current students. In addition, the College should ensure that key student-serving offices are available during evenings, when many graduate and undergraduate students take classes.

Recommendation 9.4
The College should encourage at-risk students to participate more actively in workshops available to them, and develop innovative ways to reach out to these students.

Recommendation 9.5
The College should continue, aggressively, to ensure that facilities are appropriate to students needs, and in fact that they are in working order. Fixing escalators and elevators in all College
buildings is essential, as is providing adequate computer labs and reliable access to critical electronic resources, including Blackboard.

**Recommendation 9.6**
The College should reconstitute its Student Affairs Committee to provide ongoing attention to the issues covered by the Committee’s charge.

**Recommendation 9.7**
The College should strive to increase its visibility to the City’s business and public sector communities, specifically to enable more students at all levels to obtain more internships and more jobs.
Chapter 5 – Standard 10

Faculty

Standard: Standard 10 – Faculty

**Standard 10: Faculty**

*The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*
Chapter 5 - Faculty
Chapter 5 - Faculty

Standard 10 – Faculty

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Overview

Under the mandate that it “offer academic programs of exceptional quality,” the Baruch College Strategic Plan 2006-11 calls for the College to “recruit, develop and retain a faculty of international quality.”

Central to Baruch's aspirations is the quality of its faculty. Baruch will continue to recruit a high caliber international faculty and maintain rigorous standards for tenure and promotion. We will support faculty in their work and professional development and expect faculty to be meaningfully involved in the life of the College and contribute to its vitality and quality. We will seek to involve adjunct faculty more fully in the life of the College, and continue to seek ways to increase the participation of all of our faculty in teaching, research and service.

The College will promote teaching excellence by mentoring new faculty members; developing new master teaching workshops; providing travel support to attend conferences and consult with national experts in college-level pedagogy. Recognizing that the College will continue to offer large classes for some part of the student experience, the College will endeavor to be outstanding in this category and in the forefront of using technology in the classroom as a tool to enhance learning.

The College will strengthen the research culture on campus through improved research incentives for both junior and senior faculty; greater recognition for published research; new approaches to faculty development and retention; summer support for research; increased support for research assistants; and additional conference travel support. We will also explore areas in which we can gain a strategic advantage in research, including, for instance, large-scale social science analysis, entrepreneurship, public policy and accounting; new ways of involving undergraduate and graduate students in faculty research; and other areas in which Baruch has particular strengths.

The City University of New York Master Plan for 2008-12 also recognizes the importance of a strong faculty. It states that… “Without a first-class, full-time faculty, no university can succeed in its core academic mission.” The University has institutionalized its concern for the quality of its faculty by making it a high priority “Objective” under the first “Goal” of the Performance Measurement Process (PMP). The PMP is a planning management tool that has been used by the City University of New York since 2000 to set planning goals and objectives among the individual colleges and to monitor success in achieving them. With respect to faculty, the University PMP states that each college will “attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.”

Each year each College identifies its targets for the upcoming year and identifies the indicators by which its success will be measured. Indicators can include numbers of lines to be filled, amount of money spent on faculty development, numbers of scholarly publications issued, numbers of presentations at professional conferences, proportion of instruction delivered by full-time to part-time faculty, etc.
Each year each college reports on its success in meeting the targets set forth in its Performance Goals and Targets for the preceding year.

Demographics of Baruch College Faculty, Fall 2008

As of fall 2008 the Baruch College faculty consisted of 507 full-time and 516 part-time members. The full-time faculty were 36.7% female and 63.3% male; 73.7% white and 26.2% minority – 5.7% Black, 4.4% Hispanic (including Puerto Rican), 16.2% Asian/Pacific Islander and 0.0% American Indian.

The part-time faculty (adjuncts) were 39.1% female and 60.9% male; 73.6% white and 26.4% minority – 8.7% Black, 6.8% Hispanic (including Puerto Rican), 10.7% Asian/Pacific Islander and 0.2% Native American.

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<td>Faculty Distribution by Gender, Race/Ethnicity and Rank by Full-Time/Part-Time Status: Fall 2008</td>
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In addition to the fifty-six full-time faculty lines added since fall 1998 (an increase of approximately 12.4%), the College has experienced a considerable amount of turn-over among existing lines. Therefore, over the past decade Baruch has been able to renew and regenerate the
faculty and to adapt to changes in pedagogy and technology. With approximately one-third of the full-time faculty at or above the age for retirement eligibility, there will be additional opportunities for faculty growth and development as positions become available.

**Themes of Baruch College Self-Study – Faculty**

This self-study addresses five themes in ascertaining the College’s compliance with Middle States Standard 10 - Faculty, and its success in meeting the goals, objectives and targets set forth in the College’s Strategic Plan, the University’s Master Plan and in the University’s Performance Management Process:

- Recruitment and Retention
- Faculty Development
- Criteria for Personnel Actions
- Faculty Diversity
- Utilization of Part-time Faculty

For each theme, the study poses a question, presents a rationale for the question and discusses the research technique employed. Then it presents an itemized list of results, indicating Baruch’s strengths and weakness regarding faculty concerns in the areas of growth, campus culture (including citizenship), research and teaching. The report concludes with a set of key findings and recommendations.

The Committee collected data on each of the five themes from a variety of sources:

- Structured interviews with campus administrators (school deans and provost)
- Focus Groups (three different groups)
  - Untenured faculty
  - Tenured faculty
  - Department chairs
- Statistics from administrative offices
  - Provost’s Office
  - Office of Institutional Research and Program Assessment
  - Affirmative Action Office
  - Office of Sponsored Programs and Research
  - International Faculty Development Program
  - Bernard L. Schwartz Institute for Communications
  - Individual Department Chairs’ Offices
  - Offices of the Deans of the three schools
- Questionnaires on handling of adjunct faculty were sent to all department chairs.

The specific questions posed to the administrators and to the three focus groups are included in Appendix 10/F.
The Committee combined the responses from the Deans and Provost with the focus group responses and with data on faculty development, hiring and salaries. The observations, challenges and recommendations that follow are summaries of the responses received from the sources.

A. Recruitment and Retention

How effective are policies and practices in regard to recruiting, integrating and retaining new faculty? How competitive are the College’s salaries at every level?

Rationale - The ability to attract and retain talented faculty is a hallmark of a college’s vitality and future prospects. New junior faculty bring cutting-edge skills and intellectual energy. The ability to attract and retain talented senior faculty reflects a college’s competitiveness intellectually as well as financially.

Baruch has made tremendous strides since 1998. The number of full-time faculty grew from 441 in 1998-99 to 502 in 2008, a 13.8% percent increase (see Appendix 10/A Table 1). Each school experienced growth in faculty (see Appendix 10/A Tables 1a-1d). Since the 2003 PSC-CUNY contract, the College has been able to finance salaries up to 1.65 times the union scale for rank and experience. This has greatly helped the College, especially the Zicklin School; compete for top talent over the past five years. Average salaries for new assistant professors across all units increased from $49,121 in 1998-99 to $87,012, an increase of 77.1% percent in nominal terms. Adjusted for inflation, the overall starting salaries grew by 34.1% (see Appendix 10/B).

In addition, the Zicklin School was granted permission by the CUNY Board of Trustees to increase tuition for its MBA degree, which has helped the school finance its efforts at recruitment and retention. The average starting salaries for a new assistant professor in the Zicklin School increased from $55,451 in 1998-99 to $111,019 in 2008, a nominal increase of 100% and 51.6% when adjusted for inflation (see Appendix 10/B).

In an effort to reward and retain its most outstanding faculty, the College has initiated a Presidential Professorship with salary support above the top of the Full Professor scale. The first set of three Presidential Faculty were awarded their titles in 2008.

With a decision that has a profound effect on faculty recruitment and retention, the City University of New York has changed the number of years until tenure from five to seven. This important step provides junior faculty with more time to develop a record of scholarship. It also provides the College with more time to assess the long-term potential of its junior faculty. All three schools have made good use of the 24-credit reduction for junior faculty contained in the most recent contracts.

Finally, in recent years the College has recruited a new academic leadership team; it has hired three deans and a provost since 2002. All have faculty positions and all but one were hired from outside the College. The new dean in the Weissman School of Arts and Sciences has brought energy and a sense of initiative; news about rankings of the Zicklin School of Business has also
contributed to a feeling of positive development. The School of Public Affairs is the fastest-growing school of public policy and administration in the United States and is now its fourth largest overall.

Challenges for Recruitment and Retention - Despite the recent increase in salary offers, the Dean of the Zicklin School estimates that starting salaries for Assistant Professors in the key business disciplines are approximately $10,000 below those of the competing schools of business in New York City. Similarly, the Dean of the Weissman School acknowledges that salaries in his school are not competitive.

Salary issues remain a major challenge, along with the high cost of living in New York. Salary inversion by rank within the Zicklin School and variation in salary levels across schools remains substantial. Junior faculty in Zicklin typically earn more than senior faculty, because newer faculty members are eligible for “over-scale” starting salaries to aid in hiring and retention. Senior faculty are locked into a step-based collective bargaining structure. The cost of living in New York and the College’s inability to assist in any way with housing may be a particular disincentive for minority scholars who might otherwise seek employment at Baruch.

The Dean of Zicklin believes that the AQ standard for the school is still relatively low and should be raised in the future. [AQ – Academically Qualified, is an AACSB designation recognizing a faculty member’s education, experience, and scholarly activity.] See: http://www.aacsb.edu/accreditation/papers/DeployingProfessionallyQualifiedFaculty.pdf

The Zicklin School already faces a highly competitive labor market, with positions often going unfilled for unacceptably long periods. Increasing the expectations of the scholarship of new faculty will make this more of a challenge.

Some faculty also cited the inadequacy of space as a problem for recruitment and retention, especially for faculty in the sciences who need laboratory space and technical equipment.

Retirement looms as a three-fold challenge for Baruch, with a nearly a third of the full-time faculty technically eligible to file for retirement due to age (being 62 or older). Many senior faculty are excellent teachers and strong citizens of the college. Their departures will leave large holes in instruction and campus life.

Due to salary inversion, every line replaced, particularly in Zicklin, will cost more than it did prior to the current occupant’s retirement. Further, because most newly appointed faculty members have either contractually guaranteed course reductions before tenure, a special course-reduction incentive to support their scholarship, or both, retiring faculty are likely to bring down the full-time teaching ratios even if they are replaced. Some faculty who may wish to retire cannot because of the current state of the economy and the battering that 403(b) accounts have taken recently.
B. Faculty Development

How does the College support faculty development in their roles as scholars, teachers and citizens? How does it assess and evaluate faculty performance in these three roles? What efforts are made to maintain faculty engagement and morale?

Rationale - Meaningful faculty development in research, teaching and citizenship creates a core of intellectual excitement in a college and its absence can lead to stagnation, disservice to students, and flight of strong faculty. Given that research, teaching and citizenship are all taken into consideration in the granting of tenure, our degree of success in each is worth assessing.

Development opportunities with a research focus are numerous, and have increased greatly at Baruch in the past 10 years. Two of the most important developments are the result of changes in faculty contracts and University policies. All non-tenured Assistant Professors at Baruch are now entitled to 24 hours of research reassigned time during the first five years of their appointment. This new policy provides junior faculty with considerably more time, early in their careers, to devote to research. Another important policy change benefits senior faculty, who are now eligible for year-long fellowship leaves, during which time they receive 80% of their salary. This new leave policy is much more generous than those of most other universities, which typically provide no more than 50% pay for a scholarly leave. Semester-long and year-long leaves have been awarded to 88 faculty over the past four years.

In addition, with funding from the Mrs. Giles Whiting Foundation, the College has been able to provide promising junior faculty, who are excellent teachers, significant time off from teaching to allow them to pursue their research interests.

Other development opportunities with a research focus are numerous, offered by Sponsored Programs and Research, the International Faculty Development Program, departmental symposia and brown bags, and the Provost’s office. The Zicklin School has, in recent years, had a particularly robust series of programs and opportunities for junior faculty. The Zicklin School now offers most new junior faculty two months of summer support for the first three years. In 1998-99, six assistant professors in Zicklin received two months of summer support in addition to the tax-levy salary. By Fall 2008, the number of new hires receiving summer support had increased to 13. These awards have substantially increased the competitiveness of Zicklin’s offers to recruit new junior faculty. Since 2005, the Zicklin School has offered summer research support to tenured faculty who are research-active. The objective is to address salary inversion and stimulate research. Awards ranged up to a maximum of $12,000. The program grew each year before the current economic crisis. In the summer of 2005 $293,000 was distributed to 48 faculty for an average award of $6,104. By 2007, total support for summer research reached $513,000 among 61 faculty, an average grant of $8,410. Zicklin awarded $508,000 in summer research to 64 faculty in 2008, but only $168,500 has been distributed to date due to the fiscal situation.

SPA and Weissman offer research reassigned time, but much more limited direct summer and financial support. In fact, of the three schools, SPA has the largest percentage of research release time, which is consistent with its mission and the faculty’s success in garnering research support.
(though only about 7% of the faculty, the School of Public Affairs has more than 50% of Baruch’s funded research).

In addition, newly established existing Centers and Institutes within the College are excellent sources for research support and funding; the Center for Nonprofit Strategy and Management and the CUNY Institute for Demographic Research in the School of Public Affairs have been particularly active in this regard.

Considering the extent of the developments reported above, it is not surprising that the quality and quantity of research in all three schools has increased since the last self-study; the Provost’s Office has begun keeping detailed records.

Faculty development programs in pedagogy are at least as strong as those focused on research, and have even been nationally recognized. Baruch was the sole winner in 2008 of the TIAA-CREF Institute’s Theodore M. Hesburgh Faculty Development Award, the function of which is “acknowledging and rewarding exceptional faculty-development programs.” The award specifically cites the Schwartz Communication Institute. Other professional development opportunities in support of teaching are numerous, including those sponsored by the Schwartz Communications Institute, by the Provost’s Office, and by the International Faculty Development Program. Specific departments also offer teaching workshops.

In addition, engaged teaching and pedagogical experiments have been encouraged through prizes like the Whiting Award, begun in 2002; and programs like the Freshman Learning Communities, which rewards faculty with small classes for a greater level of engagement with students. The Feit Seminars offer an opportunity for faculty to collaborate in interdisciplinary co-teaching. More recently, based on the results of a year-long faculty Task Force on Quantitative Pedagogy convened by the Provost, the College received an $80,000 grant from CUNY, a grant that will allow us to support experiments in alternative ways to provide education in basic calculus and pre-calculus courses. Faculty will be supported in their efforts to develop and implement new approaches in these critical areas of instruction.

Other, more informal, supports for teaching exist as well. For example, faculty teaching sections of the same course often advise one another, even collaborating on textbooks in the School of Public Affairs. To offer another specific example, the English Department maintains a bank of syllabuses and successful assignments.

Efforts towards increasing faculty involvement in service are, admittedly, more sporadic, perhaps because Baruch faculty are by and large deeply engaged in the work of the College. The Associate Dean of the Weissman School, for example, estimates that up to 75% of faculty are engaged to some extent as citizens. In addition, the School of Public Affairs encourages junior faculty to become involved in governance by reserving two Executive Committee positions for junior faculty. Junior faculty are also encouraged to serve on one (though typically not more than one, given the need to focus on preparing a case for tenure) of the following committees: Curriculum, Admissions or Appeals.
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**Challenges in Faculty Development** - In many departments, there is inadequate mentoring of new faculty. This propagates disengagement. On a College-wide level, this disengagement might be exacerbated by the observation that there is little sense of a campus-wide intellectual culture. The integration of new faculty occurs primarily at the departmental level, with less effort to foster a sense of an overall mission at the College.

Research release time remains generally insufficient, especially for faculty devoting substantial time to their teaching; encouragement of a sustained research program fades once faculty have been awarded tenure and the publication rates of senior faculty are too often low.

Despite good publicity from the Provost’s office and sustained efforts by the Schwartz Institute, attendance at faculty development events is not as strong as it could be. The Schwartz Institute, for example, estimates that it has contact with about 75 faculty members per semester (many repeat attendees), out of 150 Communication Intensive Courses. Adjunct attendance regularly outnumbers full-time attendance.

**C. Equity in Application of Criteria for Personnel Actions**

Is the process for faculty appointment, tenure and promotion consistent and transparent across all academic units? Are the standards for scholarship similar in all three schools and in all departments? What impact does workload have in this process, and is the workload consistent across all three schools?

**Rationale** - This question was asked to determine whether faculty members across academic units are being treated in a similar manner. Some of the morale issues at Baruch have been caused by the perception that the standards for tenure and promotion vary not only among the three schools, but also among departments. Similarly, morale issues have also been caused by the perception that workloads differ from school to school and department to department.

It is important to understand what the standards are for all three schools and for these standards to become as consistent as possible. In light of the impact that the current financial crisis has had on morale at Baruch, it is particularly worthwhile to address these issues.

The College recognizes the importance of transparency and consistency with regard to appointment, tenure and promotion decisions and is moving in the direction of increased transparency and consistency. There is a consensus among the College’s academic leaders that standards are basically fair and consistent. There are perceptions (borne out by data) that faculty in Weissman teach more than faculty members in Zicklin and SPA. Zicklin, however, has been able to offer more faculty an effective 2-course-per-semester workload by having each faculty teach one “ maxi” class (greater than 80 students) and one regular class (fewer than 40), each semester. Last year, the History Department in the Weissman School piloted a new program to create 2-course-per-semester teaching loads for research-active faculty by following strategies similar to those used more routinely in Zicklin. Research-active faculty were given the opportunity to teach one large and one regular class each semester. Since large classes receive double workload credit, this arrangement produces 18 hours per academic year. Research-active faculty routinely receive three hours’ credit per year to pursue their scholarly interests.
Chapter 5 - Faculty

Combined with the 18 hours of teaching credit, and three hours of research reassigned time, research-active faculty can expect what is in effect a 2-2 teaching load. (To insure that students in large history classes continue to have opportunities to present written material and have it evaluated in these classes, the History Department, with support from the Provost’s Office, has assigned graduate assistants to each of these large classes. Preliminary assessments indicate that this is a very promising model. However, since there are real costs involved, expansion of this model to other departments has not proceeded as quickly as had been hoped.

Challenges in Equity of Application of Criteria for Personnel Actions - The perception that the tenure process places little value on teaching and even less on service acts as a disincentive in these areas. The focus on student evaluations of teaching can discourage teachers from challenging their students academically. This challenge exists throughout the college. Another critical challenge results from the 21-credit workload, which is too burdensome for a college with Baruch’s aspirations. Various efforts to address this by schools and departments on an ad hoc basis lack consistency and tend to create resentment while failing to free up the desired time for superior teaching, engaged service and a strong research program.

More specifically, the Dean of the Weissman School is concerned by the fact that the faculty in his school have long felt that they are treated as second-class. He believes that the school needs to change the discourse of its self-presentation.

D. Faculty Diversity

Have hiring practices supported the College’s goal of creating a more diverse faculty? What plans are being developed to address the impending retirement of a significant number of senior faculty, and how are they linked to the diversity goal?

Rationale - While hiring practices are not the only influences on faculty diversity, they are among those variables that can be controlled. Knowing the relationship between those practices and the College’s goal of achieving greater faculty diversity is helpful as departments continue to improve their recruitment efforts. Faculty retirements are related in that each search to fill a line from which a senior member of the faculty has retired creates another opportunity to diversify the faculty, particularly given that most senior faculty are the least diverse faculty cohort.

The College has an Affirmative Action Plan and has repeatedly endorsed the goal of diversity in faculty hiring. The College has made modest gains in overall minority representation among the faculty over the last 10 years. In 1998, 27.9 percent of the faculty self-identified as Black, Hispanic, Asian/Pacific Islander, or Italian American. By 2008, 29.3 percent of the faculty so identified (Table 1). The College has also made modest gains in the representation of women on the faculty. In 1998, 33.3 percent of faculty members were women; that number had risen to 35.9 percent by 2008 (see Appendix 10/A Table 1).

The two professional schools and the Independent Units have outpaced the College as a whole in the percentage of women and minorities on their faculties. Just under 29 percent of the Zicklin School of Business faculty self-identified as minority in 1998 as opposed to 34 percent in 2008. The Zicklin School also saw more than a four percentage-point increase in women faculty (see Appendix 10/A Table 1).
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Appendix 10/A Table 1a). The School of Public Affairs faculty was 10.7 percent minority in 1998; that number had risen to 17.1 percent in 2008 (see Appendix 10/A Table 1c). The percentage of women rose from 29 percent to 39 percent over the same period. While the proportion of women serving as faculty in the Independent Units dropped from 55.6 percent to 46.7 percent, minority representation has climbed from 51.9 to 56.7 percent (see Appendix 10/A Table 1d).

The College supports outreach for faculty of color in specialty publications and has been flexible in finding lines to hire promising minority scholars.

Faculty/Administration Diversity

Tables 3 and 4 in Appendix 10/C document changes in the composition of Baruch College’s faculty and administration between Fall 1998 and Fall 2008. These tables are based on data taken from the City University of New York’s Office of Faculty and Staff Relations, Affirmative Action Data by College, Ethnicity, and Gender for Fall 1998 through Fall 2008 and are sometimes slightly different from the numbers shown in Tables 1 – 1d in Appendix 10/A that are based on information provided by the College’s local Affirmative Action Office. The slight differences are explained by the fact that the reports are sometimes made at different times and sometimes use different terms and definitions.

Between Fall 1998 and Fall 2008, the number of “minority” administrators (presidents, vice presidents, assistant and associate vice presidents, deans and assistant and associate deans) increased from 2 out of 18 (11.1%) to 4 out of 24 (16.7%). The number of “minority” full-time faculty (all ranks) increased from 106 out of 451 (23.5%) to 133 out of 507 (26.2%). The number of “minority” HEOs (Higher Education Officer Series positions) increased from 44 out of 141 (31.3%) to 103 out of 212 (48.6%). Although on the surface these numbers show progress in diversifying the administration and faculty of the College, when compared with the composition of the student body and with the population of the City of New York, more progress would be expected.

Appendix 10/D compares the diversity of these same categories of titles with those of the four “comparable” CUNY senior colleges (City, Brooklyn, Hunter and Queens), all CUNY Senior Colleges and the University as a whole. It shows that with 16.7% “minority” administrators, Baruch’s administration is more diverse than Queens College but less diverse than Brooklyn, City College, Hunter College, CUNY Senior Colleges as a whole and All CUNY Colleges. With 26.2% “minority” faculty, Baruch College’s faculty is more diverse than Brooklyn or Queens but less diverse than City College, Hunter College, CUNY Senior Colleges as a whole or All CUNY Colleges. With HEO series positions, at 48.6%, Baruch College’s HEO workforce is more diverse than Brooklyn, Hunter or Queens, but less diverse than City College, CUNY Senior Colleges or All CUNY Colleges.

The Baruch College Strategic Plan states that the College will “…recruit, develop and retain a faculty of international quality.” The College is also committed to furthering the “…recruitment, retention, and professional advancement of a diverse faculty, where diversity includes gender
Chapter 5 - Faculty

and ethnicity.” In an effort to formalize this commitment to increasing diversity, in the spring of 2006 the College adopted a “Faculty Diversity Protocol” (see Appendix 10/E).

The Protocol restated the College’s commitment to recruiting and retaining a diverse faculty, it assigned responsibilities for monitoring diversity in the recruitment and hiring process at the department, school and college levels. It also identified professional development resources and services that should be provided to all junior faculty once they were hired but especially to those from under-represented groups to increase the likelihood of their being reappointed and tenured. An implementation plan with targets and criteria for assessment was approved and incorporated into the College’s annual PMP Report to the University.

Challenges to Faculty Diversity - The College still lacks sufficient diversity and is not well-equipped to match offers for the most talented minority scholars. Although there have been modest overall improvements in faculty diversity, these improvements are uneven across the College and across groups of underrepresented faculty. Several examples of this can be reported. On a net basis, Asian/Pacific Islanders accounted for all of the increase in minority representation since 1998. The proportion of Black and Hispanic faculty has slipped College-wide (though the figure for Blacks is up in the School of Public Affairs and is up for Latinos in Zicklin and the Independent Units). There are no Hispanic faculty in the School of Public Affairs. The Weissman School increased its absolute numbers of minority faculty but slipped in percentage terms from 1998 to 2008, with minorities comprising 26.4 percent of the faculty at the start of the study period and 23.8 percent at its close. The Weissman School’s male-female ratio is essentially flat; with women constituting 41.6 percent of the faculty in 1998-99 and 42 percent in 2008 (see Appendix 10/A Table 1b).

E. Part-time Faculty (Adjuncts)

What percentage of courses is taught by adjuncts? How are adjuncts who teach at the College integrated into departmental and institutional goals? What are the mechanisms in place for their hiring, training, and professional development?

Rationale - Across the country, in both private and public institutions of higher learning, the number of adjuncts, or part-time faculty, continues to grow and continues to be perceived as a problem. Optimally, full-time professors should instruct students, while the creation of an ever-expanding intellectual proletariat rightfully raises moral and economic concerns about the place of adjuncts in the academy. The global financial crisis will likely exacerbate the situation as hiring will pause, and retiring faculty will not be replaced, at least in the near future.

In the Weissman School, over the past five years, the number of courses taught by adjuncts has hovered around 50%, with only four of the 12 departments reporting percentages below that. In the School of Public Affairs, since 2003, adjuncts have taught about 35% of their 230-262 courses. For the whole College, approximately 45.8 % of the undergraduate courses were taught by adjuncts in 2008-09 and 38.3% of the graduate courses.

While these percentages will remain a fact of Baruch life, the question remains: How well are Baruch adjuncts treated?
First, it must be acknowledged that Baruch adjuncts are highly qualified. In the Weissman School, 306 of the 398 adjuncts have masters or doctorates. Nearly all in the School of Public Affairs are working professionals and are highly regarded for their practical expertise. In Zicklin, roughly the same holds true. They are not, however, highly paid.

Adjuncts receive support in their teaching from technology services, the Schwartz Communication Institute, the Writing Center, and the Student Academic Consulting Center, and they constitute two-thirds of the participants in the Master Teacher series sponsored by the Office of the Provost, which compensates them for their time. Some departments hold teaching workshops, to which adjuncts are invited, as well as adjunct luncheons. In Zicklin, adjuncts are instructed in course content and delivery.

In addition, Baruch College maintains an online Adjunct Handbook that receives more than one thousand hits per month [http://www.baruch.cuny.edu/facultyhandbook/adjunct/index.htm]. Some departments provide adjuncts with a handbook or guide, and chairs conduct informal orientation sessions. Furthermore, some chairs feel that adjuncts receive adequate monitoring, chiefly through peer observations and student evaluations. The PSC/CUNY contract has made progress in regard to adjuncts in the past six years: Adjuncts now get paid for an extra “professional” or office hour, if they are teaching six or more credit hours. They now receive health care benefits after they have been employed for three semesters. Adjunct Professional Development Grants of up to $3,000 per academic year have been made available for research, course development, conferences, field studies, etc. Moreover, adjunct conversion lines have been introduced, allowing some longtime adjuncts to move into the position of lecturer.

**Challenges regarding adjuncts** - Adjuncts continue to experience substandard treatment in a variety of ways, most notably in their pay, which is extremely low. Exacerbating the problem of low pay, adjuncts engage in much uncompensated and/or under-compensated labor: grading, holding office hours, teaching over-large classes, often with a majority of lower-level less-well-prepared students.

Adjuncts’ second-class status is reinforced by their lack of job security or representation and by their being crammed together in shared cubicles. In some departments, nearly half are “career adjuncts,” with few prospects for any further professional development and with no other position.

In the majority of departments, there is inadequate mentoring of adjuncts. This situation is all the more upsetting since, too often, adjuncts are hired on the basis of their qualifications on paper, rather than a personal interview. Roughly half of the adjuncts do not feel integrated into the faculty, according to chair surveys. Although adjunct development programs exist and compensate participants for their time, efforts to encourage the professional training or development of adjuncts are sporadic.
Standard 10 - Findings and Recommendations:

Findings:

1. The faculty has grown. Baruch has made tremendous strides since 1998. The number of full-time faculty grew from 441 in 1998-99 to 502 in 2008, a 14-percent increase (Appendix 10/A Table 1). Each school experienced growth in faculty (Appendix 10/A Tables 1a-1d).

2. Salaries are more competitive. Since the 2003 contract, the College has been able to finance salaries up to 1.65 times the union scale for rank and experience. This has greatly helped the college, especially the Zicklin School of Business; compete for top talent over the past five years.

3. Time-to-tenure has been extended. With the approval of the Legislature and Governor of the State of New York and the acquiescence of the Professional Staff Congress (the faculty’s Collective Bargaining Agent), the City University of New York changed the number of years from initial appoint to tenure from 5 to 7. This important step provides junior faculty more time to develop a record of scholarship. It also provides the College with more time to assess the long-term potential of its junior faculty. Junior faculty have made good use of the 24-credit reduction in teaching included in recent Collective Bargaining Agreements.

4. Salary competitiveness is still a problem. Despite the recent increase in salary offers, the Zicklin School Dean estimates that starting salaries for Assistant Professors in the key business disciplines are approximately $10,000 below those of the Columbia, New York University, and Fordham business schools. The Weissman School Dean acknowledges that salaries in the School of Arts and Sciences are not competitive, and the Public Affairs School Dean says that the same is true for his area.

5. Salary inversion by rank within the Business School and variation in salary levels across schools remains substantial.

6. Pending retirements loom as a challenge for Baruch, with nearly one third of the faculty aged 62 or older and technically eligible to file for retirement.

7. The quality and quantity of research in all three schools has increased since the last Middle States Self-Study, as documented in records of scholarly activity maintained by the Provost’s Office.

8. Development opportunities with a research focus are numerous, offered by the Office of Sponsored Programs and Research, the International Faculty Development Program, departmental symposia and brown bags, and the Provost’s Office. Regular notification of these opportunities comes from the Provost’s Office, and a schedule is maintained on a website.

9. Recognition of faculty effort has improved in the forms of summer compensation, additional released time for research (especially for junior faculty) and summer support. Baruch has
Chapter 5 - Faculty

initiated a Presidential Professorship with salary support above the top of the Full Professor scale.

10. The faculty development programs in pedagogy are strong, and have even been nationally recognized. Baruch was the sole winner in 2008 of the TIAA-CREF Institute’s Theodore M. Hesburgh Faculty Development Award, the function of which is “acknowledging and rewarding exceptional faculty-development programs.” The award specifically cites the Schwartz Communication Institute.

11. Baruch College recognizes the importance of increasing transparency and consistency with regard to appointment, tenure and promotion decisions.

12. A 21-credit workload is too burdensome for a College with aspirations like Baruch’s. Various ad hoc efforts to address this by school and department de facto lack consistency and tend to create resentment while failing to open up adequate time for superior teaching, engaged service and a strong research program.

13. Diversity has improved since the last Middle States Self-Study. The College has made modest gains in overall minority representation among the faculty over the last 10 years. The College has also made modest gains in the representation of women on the faculty.

14. The College still lacks sufficient diversity and is not well-equipped to match offers for the most talented minority scholars.

15. Communication from the Provost’s Office to members of the adjunct faculty is good, and adjunct participation in faculty development is robust. Adjuncts continue to experience substandard treatment in pay, job security and professional development.

16. There remains a critical space shortage on the campus that affects the activities of faculty students and staff.

Recommendations:

Recommendation 10.1
The College should - on its own or in concert with the University – develop a policy on retirement that would allow senior faculty more flexibility in their transition to retirement, while also making it possible to recruit additional junior faculty.

Recommendation 10.2
The Provost, the Deans and the various College Personnel and Budget Committees should ensure that the desired balance among scholarship, teaching and service in tenure and promotion decisions be more clearly defined and more effectively communicated to faculty and department chairs.
Chapter 5 - Faculty

**Recommendation 10.3**
Recognizing the increasing emphasis placed on faculty scholarship, the College should lower faculty teaching loads to two classes per semester, for tenured and tenure-track faculty who are active scholars.

**Recommendation 10.4**
The College should devote more resources to the recruitment and retention of faculty from underrepresented groups, making use of both tenure-track and Distinguished Lecturer and Visiting Professor lines. To ensure the effectiveness of these actions, the Provost should name a senior person in that office, and provide that person with the authority, responsibility and resources needed to enhance faculty diversity.

**Recommendation 10.5**
Since part-time faculty provide a substantial proportion of the education delivered at Baruch, the Provost should convene a College-wide task force to formulate a coherent policy to enhance the experience and effectiveness of adjunct faculty.

**Recommendation 10.6**
The College must secure additional, appropriate space to allow the faculty to carry out the very high levels of teaching, research and service now expected of them.
Chapter 5 - Faculty
Chapter 6 – Standards 11, 12, 13 and 14

Development and Assessment of Educational Programs

Standards:

Standard 11 – Educational Offerings
Standard 12 – General Education
Standard 13 – Related Education Activities
Standard 14 – Assessment of Student Learning

**Standard 11: Educational Offerings**

The institution's educational offerings display academic content, rigor and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

**Standard 12: General Education**

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

**Standard 13: Related Educational Activities**

Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

**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.
Chapter 6 – Development and Assessment of Educational Programs

**Standard 11 – Educational Offerings**

The institution's educational offerings display academic content, rigor and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

The working group assigned to Chapter 6 developed several research questions for each of the four standards. The questions developed for Standard 11 were:

1. To what extent do our educational offerings display academic content, rigor and coherence appropriate to the College’s mission? How do we know?
2. In what ways does the learning experience of our transfer students differ from that of students in the same program who have completed all their courses at Baruch College? Are these differences positive or negative? Have we attempted to address the impact that the different learning experiences of our transfer students have on our students or on our programs?
3. For courses that are offered in many sections, how have we ensured consistently high quality? Are syllabi, textbooks, and exams uniform? Should they be? What evidence supports this conclusion?

Responses to these questions shape the three main sections that follow.

1. To What Extent Do Our Educational Offerings Display Academic Content, Rigor And Coherence Appropriate To The College’s Mission? How Do We Know?

Baruch College’s mission statement promises to offer “rigorous baccalaureate, master’s, and doctoral programs to qualified students who seek careers in business, public affairs, and the arts and sciences. Integrating professional education with the arts and sciences for undergraduates, Baruch College's faculty cultivates its students’ analytical ability, critical thinking, cultural awareness and ethical sensibility. The College’s graduate programs focus on professional preparation that enables students to become leaders and innovators in their fields,” ([http://www.baruch.cuny.edu/president/mission.html](http://www.baruch.cuny.edu/president/mission.html)).

The College includes 31 departments or programs, with 27 majors and more than 40 minors ([http://www.baruch.cuny.edu/ugradprograms/index.html#Dept](http://www.baruch.cuny.edu/ugradprograms/index.html#Dept)). Ensuring that these educational offerings do indeed display an appropriate level of academic content, rigor and coherence appropriate to the college’s mission is dependent on the process by which they are developed and on both internal and external review.

The curriculum is the province of the faculty. It begins with discussions within disciplines: every department has its own curriculum committee, which makes recommendations to the department. If the recommendations are approved, they are brought to the school’s curriculum committee, which includes representatives from each department and from the offices of the dean, provost, registrar, and academic advisement, as well as from the other schools within the college. The Weissman School of Arts and Sciences and the Zicklin School of Business maintain separate undergraduate and graduate curriculum committees. The School of Public
Affairs maintains a single curriculum committee that considers both undergraduate and graduate proposals. The process for all three schools then continues to include consideration by the entire faculty of the school, and, if approved, inclusion in a report to the CUNY Chancellor for consideration by the CUNY Board of Trustees. Only with this final approval of the CUNY Board of Trustees are curriculum changes accepted officially.

At all of these levels, discussions are substantive and proposals are frequently discussed and tabled pending improvements or further development. Faculty members critically examine new proposals with an eye toward topicality, relevance, scholarly rigor and pedagogical integrity. Faculty members from departments proposing new courses, for example, are often questioned extensively on the relevance of required readings and on the reasoning behind inclusion and exclusion of various course units, and, in recent years, proposals have been increasingly approved contingent upon revision of learning goals. Before forwarding proposals to the Chancellor’s office, the Provost’s office may request changes from the perspective of College-wide coherence and consistency. Finally, the Director of Program Review, Articulation, and Transfer at the CUNY Office of Academic Affairs sometimes requests clarification before submission to the CUNY Board, or returns proposals for reasons either substantive or procedural, sometimes with reference to guidelines of the New York State Education Department (NYSED). More sweeping or structural changes that affect educational offerings, such as new programs, departments, and majors, must, after extensive review within the CUNY system, be approved by the NYSED.

The foregoing summary describes a systematic review procedure that is primarily internal to the College or university and that derives its content, rigor and coherence mostly from the expertise of members of the College’s own faculty, nearly all of whom hold terminal degrees in their fields. This procedure is one of the ways that the College guarantees that offerings are appropriate to the College’s mission. There are two others: one involves the ongoing process of assessment that is discussed under Standard 14; the other is based on the regular process of external reviews to which all academic programs and the curricula they offer are subject.

**EXTERNAL REVIEW PROCESS(ES)**

**The Zicklin School of Business (ZSB)**

The content, rigor and coherence of the educational offerings in ZSB are evaluated by outside accrediting agencies and by a regular cycle of departmental external reviews. ZSB is subject to a five-year re-accreditation cycle with the Association to Advance Collegiate Schools of Business (AACSB). The most recent AACSB site visit took place in October 2009. Since the previous AACSB visit in 2000, the organization has changed its site visit cycle from 10 years to five years and streamlined the review process by requiring each school to submit an annual maintenance report and to reply to an annual business school survey. In lieu of an extended self-study report every 10 years, the association now requires participating schools to submit yearly summaries and a fifth-year maintenance report (see Appendix 11/A for the most recent five-year report). In addition, in October 2009 the Stan Ross Department of Accountancy underwent the AACSB’s five-year re-accreditation process concurrently with that of the entire school to ensure that the accountancy programs deliver the rigorous and coherent educational offerings that the
accounting industry collectively demands. (The Accountancy Department’s fifth-year maintenance report is attached as Appendix 11/B.) As a result of this recent visit, both the Zicklin School and the Accountancy Department were recommended for and received full six-year re-accreditations. The review team cited as strengths: 1) a strong commitment to mission, 2) strong student satisfaction, 3) very good retention rates and graduation rates and 4) improving faculty research emphasis (see Appendix 11/N and Appendix 11/O).

The strategic planning process of the ZSB is facilitated also by a formal self-study and external review process at the departmental level. Each academic department in ZSB has participated in an external review conducted by leading academics at peer and aspirant institutions. External reviewers meet with department chairs, faculty, administration and students. This thorough review process is meant not only to ensure academic rigor, but also to help shape strategic objectives for the specific department and for the business school as a whole. The detailed external review reports offer a fresh and candid perspective and help direct goal-setting conversations. The college mandates that each department be subject to self-study and external review every five years. The most recent self-studies and reviews are attached as Appendix 11/C.

ZSB calls also upon students to provide their perspectives. Every year since 2001, ZSB has participated in the Educational Benchmarking, Inc. (EBI) MBA Exit Assessment. This survey is meant to provide comparative feedback from students of both the Full and Part-time MBA Programs regarding their overall MBA experience. The survey measures everything from the students’ satisfaction with particular courses to their perception of their own learning outcomes, including to what extent the program enhanced each student’s ability to be an effective leader. The data is measured not only on a year-to-year basis, but also against data from peer and aspirant institutions. ZSB also participates in the Graduate Management Admissions Council (GMAC) annual survey of student satisfaction. Data from both the EBI and GMAC surveys are often referenced in helping to shape student experiences (for an example of the EBI Survey Report see Appendix 11/D). Another stakeholder involved in measuring the academic rigor of the business programs is the corporate recruiter. The Graduate Career Services Center conducts regular surveys of recruiters and meets with all on-campus recruiters to garner their feedback. Summaries of these surveys and conversations are reported to the Graduate Curriculum Committee regularly and have motivated the Committee to take action when appropriate. One recent example is the addition of a Business Communications requirement in the MBA Core Curriculum. Zicklin Career Advisers had heard repeatedly that the communication skills of MBA students needed improvement. After a year of course development, the Graduate Curriculum Committee responded with two new communications courses required of all MBA students.

The Zicklin Graduate Curriculum Committee recently initiated an MBA core revision based on three principles identified through feedback from students and recruiters: flexibility; learning goals; and breadth (see Appendix 11/E). In evaluating the curriculum, the Committee calls upon all of the aforementioned resources. External reviews also help in shaping changes to some of the courses in the core, as do regular assessments of learning as measured against learning goals; the curriculum committee monitors these assessments to determine whether curricular changes are needed to ensure continuous improvement in program offerings. A thorough benchmark of
curricula at local, peer and aspirant institutions, one that includes a review of nearly 40 institutions, also shapes the discussion. 9

**The Weissman School of Arts and Sciences (WSAS)**

In the Weissman School of Arts and Sciences (WSAS), each of the 13 departments follows an external review model similar to those in the ZSB, comprising a self-study, a site visit that includes conferences with faculty, students and administrators, and a written report from the review panel. With the exception of the new Journalism Department, which is scheduled to have its first external review in 2009-2010, each department is scheduled for or has completed a second external review. **Appendix 11/F** includes the External Review Schedule and the External Review Reports completed in the last three years.

The rigorous process of external evaluation in WSAS includes the school’s three graduate programs: MS in I/O Psychology, MA in Corporate Communication and MS in Financial Engineering. The most recent review (in 2006) of the MS in I/O Psychology indicated that the curriculum of the program matched well with course prescriptions of the Society of Industrial/Organizational Psychology. The program surpassed typical requirements by including more than the standard research and measurement classes and a research thesis requirement. Suggestions of the external reviewers for the MS in I/O Psychology have led to some specific changes, including: ensuring that full-time faculty members teach most of the required courses; adding summer courses; better integrating the MS students with other programs; setting up a listserv to forward job opportunities to students in the program; and adding an internship course to the curriculum to enhance student practical experience. An additional suggestion made by the reviewers was to expand the global focus of the program. To that end, the program has successfully launched overseas MS programs in Taipei and Singapore.

The I/O Psychology program also draws upon student satisfaction surveys. As a result of a recent survey, the program increased its offerings of student courses with high demand, including summer courses and internships. Finally, the program evaluates itself in the context of other similar programs nearby, such as those at Columbia University and New York University (NYU). The Baruch program emphasizes the role of full-time faculty more than at NYU and stresses the development of advanced research techniques in its students by requiring a thesis.

The course offerings of the MA in Corporate Communication combine practice-based and theoretically-based approaches. The external review of the program in spring 2006 led to the implementation of a number of suggestions and comments made by the reviewers. Several faculty members were added, including a senior professor with specific experience and expertise in corporate communication, and several other professionals also now add their expertise, along with other members of the full-time faculty, in courses in communication technology, media relations and reputation management. Furthermore, Corporate Communication International

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9 The Ph.D. Programs in Business and Industrial/Organizational Psychology that are housed at Baruch College are programs of the CUNY Graduate Center. As such, they are part of the Graduate Center’s self-study. Here it may be noted that members of the Baruch faculty are active participants in these programs, as they are in most of the Ph.D. programs at the Graduate Center.
(CCI), a research center, is now affiliated with Baruch to encourage outreach to the professional community.

Student surveys in the MA in Corporate Communication also have spurred changes, including smaller class size, summer and January Intersession offerings, courses in reputation management, corporate culture, social media and an international seminar abroad.

The Advisory Board of the MA in Corporate Communication (20 industry professionals and alumni from the field) is actively involved in the program’s new student orientation, as well as in the structuring of a career development opportunity in conjunction with Baruch’s Executives on Campus program.

As the only MA program fully dedicated to corporate communication, Baruch’s stands apart from similar programs in New York. Unlike those at NYU and Columbia, it is situated within the strictly academic context of WSAS, as opposed to continuing education. All of the full-time faculty members have earned the Ph.D.

The MS in Financial Engineering Program (MFE) will be undergoing its first external review in spring 2010. But other measures suggest that not only do its “offerings display academic content, rigor, and coherence appropriate to the College’s mission,” but that since the program’s inception in 2002, it has become one of the most prestigious such programs in the country. More than 90% of its 150+ graduates are employed in the financial industry. In an extremely difficult job market, the high quality, both technical and human, of the program’s graduates, and the strong support provided by program alumni, managed to generate an impressive 88% employment rate: of the 17 graduates from the class of December 2008, 15 were employed within three months of graduation, with $92K average first-year compensation. Similarly impressive is the success of students who entered in fall 2008, our strongest cohort ever, in finding internships: 21 of 24 completed summer internships in the financial industry in summer 2009.

Admission to the program is extremely competitive and has become more so every year over the last three years – only 29 of 353 applicants (8%) were admitted for the fall 2009 semester. Of these, 24 students enrolled in the program for an extraordinary 83% yield.

The strengths of the MFE program include one-on-one mentoring by MFE alumni and bi-weekly presentations by practitioners from the financial industry. A forum founded by Baruch students, QuantNet.org, is among the most popular financial engineering educational forums in the world, in terms of traffic and new members.

The School of Public Affairs (SPA)

The curricula delivered by the School of Public Affairs are subject to review and re-accreditation every seven years by the National Association of Schools of Public Affairs and Administration (NASPAA). A recent NASPAA visit resulted in modest recommendations for curricular change, including the addition of a required Human Resources component to the core curriculum. The
School has made changes to the core accordingly and as a result received final re-accreditation in spring 2009.

NASPAA accreditation flows from the implementation of the stated mission of the School of Public Affairs, which is to “enhance the performance of governmental and nonprofit institutions in New York and the nation in the interest of effective and equitable public service and public policy in a diverse society.” To this end, SPA can make several unique claims, such as having the most racially and ethnically diverse student body, and claiming the highest number of elected African American officials as alumni, of any school of public affairs in the nation. NASPAA requires SPA to map a variety of NASPAA-stated learning goals across its curriculum such as familiarity with the current management scholarship; human resources regulations; statistical approaches to quantitative reasoning and data analysis; public sector budgeting and accounting techniques; and theories of government and the civil service. To this end, NASPAA evaluated SPA’s syllabi and the ability of SPA’s faculty to deliver course material, and in all cases found syllabi and faculty appropriate to the stated mission of the school, and to the standards of the accrediting body. NASPAA also evaluated SPA’s admissions criteria to make sure that admitted students were adequately prepared to undertake a master’s degree in public administration, and the school’s student support and career placement resources to ascertain that students were being adequately supported in their growth and practice once matriculated. Last, NASPAA examined faculty research productivity by way of measuring faculty engagement in their disciplines. By all measures, the school passed the accreditation standards easily.

SPA’s program in educational leadership must meet different criteria. Its program in K-12 educational leadership culminates in students taking the state SBL exam (“School Building Leadership”). In 2009, 83% of the Baruch students who had completed the SBL program passed the statewide exam. SPA’s program in higher education administration does not have to meet the standards of external accreditation. In an effort to ascertain that the program was adequately delivering on its stated goals, SPA appointed a task force in 2007 to review the program faculty, curriculum and admissions procedures. The program was judged by the task force to be successful in all areas. The applicant pool is competitive enough to force the school to develop a wait list, and alumni are being well-placed in positions in higher education administration. The task force did recommend the development of a “track specialization” which will be addressed in the school’s curriculum committee this year, as well as the hiring of at least one additional full-time professor whose primary teaching obligations will be in that program.

**SOME RECENT INITIATIVES THAT DISPLAY COMMITMENT TO ACADEMIC CONTENT, RIGOR AND COHERENCE**

**Learning Communities at Baruch College**

In fall 2003, the College initiated a learning communities project for entering freshmen. The communities were designed to address issues of academic content, rigor and coherence in ways that go beyond the traditional classroom experience. The program has counterparts in many colleges across the country. Although these programs vary widely in a number of details, they have in common the underlying principle that learning has a social dimension. In light of the considerable body of research that suggests that students learn most effectively in an
environment that promotes regular exchanges with others, faculty as well as peers, the overriding goals of learning communities are to create an environment that encourages such exchanges and eases the transition from high school to college for incoming freshmen.

Each community at Baruch is organized around two classes in a freshman scheduling bloc. Because they have identical rosters of only 20 students, the two professors may create interdisciplinary links between their classes, such as shared themes, readings or assignments that begin in one class and end in another. They are also asked to plan and organize at least two co-curricular activities (e.g., attendance at cultural events on campus, visits to museums, concerts, theater, historical sites, etc.). These activities may provide topics for discussion in meetings (“colloquia”) held outside of class time, or faculty may use the colloquia for other kinds of exercises, according to their discretion. Each community has a budget for co-curricular and colloquia activities, as well as a peer leader, who is usually a veteran of the program. The peer leader also participates in a series of meetings. Together the two professors and the peer leader assigned to the community are responsible for communicating regularly and keeping everyone informed about activities, colloquia, and any other news that affects the community over the course of the semester.

The learning communities project began with two pilot communities in 2003. It has grown each year: in fall 2008 the College arrived at the significant benchmark of 40 communities, more than half of the incoming freshman class. Response from the students themselves has been overwhelmingly positive, and those who have had the benefit of learning communities have posted markedly higher GPAs over the course of their first year at Baruch (and beyond) than students in non-learning community blocs (see Appendix 11/H). The college’s Strategic Plan mandates that the learning communities program continue to grow and become a permanent part of the freshman experience at Baruch College.

**Emphasis on Communication Skills**

The Baruch College mission statement refers to the College’s commitment to integrating professional education with education in the arts and sciences for our undergraduates. The College’s thoroughgoing dedication to communication-across-the curriculum flows from this commitment: many courses throughout the curriculum are designated as “communication intensive,” and all Bachelor in Business Administration (BBA) students—approximately 80% of the undergraduates—are required to take at least four such communication-intensive courses (CICs). These courses receive the support of the Bernard L. Schwartz Communication Institute, which, for its work in this area, received the 2007 Theodore M. Hesburgh Faculty Development Award from the American Council on Education. Schwartz Fellows work directly with members of the faculty to help them redesign their syllabi and assignments to emphasize oral and/or written communication skills within a specific discipline. They also work with students to help them achieve the communication goals of the courses. Each department in ZSB has developed a CIC for its majors (i.e., an upper-level course within each discipline), and all BBA students take Business 1000, an introductory course, and Business Policy 5100, a CIC capstone. Moreover, all
undergraduates take a CIC capstone in their Tier III minor (described below and in Standard 12), as well as other CICs at various levels.10

Responsiveness to the Needs of Our Constituencies

Demonstration of the college’s alertness to opportunities to match its activities with the needs of its constituencies may be witnessed by some of the significant structural and programmatic changes the College has initiated in response to those needs. For example, since the last Middle States reaccreditation, two new departments have been created: Real Estate (part of the Zicklin School) and Journalism and the Writing Professions (Weissman School). Both coalesced around cores of existing faculty members and courses, and both were initiated precisely in recognition of needs within those professions and of opportunities in New York. A complete list of departments, programs, institutes and centers new since 2000 appears in Appendix 11/I.

The most significant change in academic programming took effect in 2001 with the initiation of a three-tier General Education program, which includes a liberal arts minor for all undergraduates. The program and the Tier III minor are discussed under Standard 12. It is sufficient here to note that in recognition of the need for students to study in some depth an area outside their major, the College has created programs for more than 30 liberal arts minors (several with multiple tracks), each of which culminates in a communication-intensive capstone course. The list of Tier III minors appears as Appendix 11/J.

Conclusion: Academic Content, Rigor and Coherence of Educational Offerings to the College Mission

- In conclusion, our confidence in the academic content, rigor and coherence of our educational offerings derives from the systematic process of curriculum development and substantive review that begins with the expertise of faculty members and then occurs at many levels both inside and outside the College; from an ongoing internal assessment process; from a systematic cycle of review by nationally recognized accrediting agencies and visiting panels of external reviewers for specific disciplines; and from a demonstrated willingness to change and to grow in response to these indices.

2. In What Ways Does The Learning Experience Of Our Transfer Students Differ From That Of Students In The Same Program Who Have Completed All Their Courses At Baruch College? Are These Differences Positive Or Negative? Have We Attempted To Address The Impact That The Different Learning Experiences Of Our Transfer Students Have On Our Students Or On Our Programs?

Approximately 2,000 students transfer into Baruch College each year. They constitute almost 60% of the undergraduate population. Roughly 60% of the transfer students come from other CUNY colleges; almost three-quarters of that group come from CUNY’s community colleges.

10 The Schwartz Institute was founded in 1997 in direct response to concerns expressed by the employers of Baruch alumni that insufficient communication skills had a negative impact on their careers.
The overall transfer population, then, falls into three broad groups, as follows (with percentages rounded off): 11

**Table 11.1: Categories of Transfer (Tr) Students**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr1: Transfers from CUNY community colleges</td>
<td>43%</td>
</tr>
<tr>
<td>Tr1a: 56% with AA or AS degrees</td>
<td></td>
</tr>
<tr>
<td>Tr1b: 44% without degrees</td>
<td></td>
</tr>
<tr>
<td>Tr2: Transfers from CUNY senior colleges</td>
<td>17%</td>
</tr>
<tr>
<td>Tr3: Transfers from outside of CUNY</td>
<td>40%</td>
</tr>
</tbody>
</table>

Distinctions among these categories are important because transfer student experiences sometimes differ by pre-Baruch backgrounds. This study considers the students’ experiences here at Baruch—despite the fact that “learning experiences” may occur in any circumstances, including far from the college and unrelated to the curriculum. On the other hand, while “learning” traditionally is associated with academic experience, the College believes that the social component also is vital, contributing hugely to the context in which learning takes place, as well as the quality of engagement that fosters a commitment to learn. Therefore, this study will address both academic and social perspectives.

**The Academic Perspective**

*Curriculum*

At the most basic level, the academic experience consists of the courses that the students take. About 76% of transfer students (categories Tr1b, Tr2, and Tr3) take the same or similar courses as the students who enter Baruch College as freshmen—the courses of the Common Core Curriculum (as outlined in the discussion of Standard 12). These students either have taken courses that Baruch faculty members have judged to be comparable to specific courses within the Baruch Core or must take them at Baruch College. Courses beyond the core similarly are evaluated for transfer credit on a case-by-case basis, although all students must take communication-intensive capstone courses at Baruch and cannot apply more than 90-93 credits from another institution towards their Baruch degree. 12 Similarly, no more than 70 credits may be transferred from a two-year institution.

Almost one quarter of the transfer students (Tr1a) arrive at Baruch with CUNY AA or AS degrees. According to CUNY guidelines, these students are considered to have completed Tiers I and II of the common core curriculum even if the General Education requirements of their community colleges do not align with those of Baruch. Many are consequently waived from the requirement to take courses such as philosophy or lab science or other disciplines within Tier II

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11 Over the five-year period fall 2003-spring 2008, the College admitted an average of 2,045 transfer students each year. The yearly average was distributed as follows: from outside of CUNY 816 (39.9%); from within CUNY 1,229 (60.1%); from CUNY senior colleges 339 (27.6% of the CUNY total); from CUNY community colleges 890 (72.4% of the CUNY total). Of the CUNY community college total, an average of 502 (56.4%) came each year with an AA or AS degree and 389 (43.6%) came without a degree.

12 Up to 90 credits may be transferred towards the BA or BS degrees, 93 towards the BBA.
of the Baruch Gen Ed curriculum. Again, courses beyond the core are judged on a case-by-case basis.

In sum, for the three-quarters of the transfer students who come without an AA or AS degree, the coursework at both the level of General Education and beyond is roughly comparable to those who enter as freshmen. The remaining quarter of transfers have completed general education requirements that are, to some degree, less stringent than Baruch’s, but their work at more advanced levels is comparable.

Achievement in courses as measured by GPA and graduation rates

In general, once transfer students arrive at Baruch, their achievements as measured by grade point average are comparable to students who begin at Baruch as freshmen. For example, the average number of credits taken by transfer students at Baruch is 77. The mean GPA for those 77 credits is 3.14, compared to 3.20 for the last 77 credits taken by native freshman. (Statistics in this section derive from a comparison of freshmen who entered in 2002 with the transfer cohort of 2004, see Appendix 11/K). A look at specific courses taken early and late in the academic careers of students shows that GPAs for transfer students and native students are comparable. For example, in English 2800 (Great Works), a required course usually taken by native freshmen in their sophomore year and by many transfers soon after they arrive at Baruch, the mean grade for native freshman is 2.85 versus 2.83 for transfers. At the end of their academic careers at Baruch, BBA students are required to take BPL 5100 (Business Policy), the BBA capstone. The overall grades are again very similar: 3.26 for students who entered as freshman versus 3.21 for transfer students.

These similarities are striking, but it is worth noting that students from different categories within the transfer cohort consistently fare differently:

<table>
<thead>
<tr>
<th>Table 11.2 Native Freshmen/Transfer Comparisons</th>
<th>Fresh</th>
<th>Tr1a</th>
<th>Tr1b</th>
<th>Tr2</th>
<th>Tr3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA (last 77 credits for native freshmen)</td>
<td>3.20</td>
<td>3.05</td>
<td>3.05</td>
<td>3.21</td>
<td>3.22</td>
</tr>
<tr>
<td>English 2800 (Great Works)</td>
<td>2.82</td>
<td>2.70</td>
<td>2.60</td>
<td>3.06</td>
<td>2.95</td>
</tr>
<tr>
<td>BPL 5100 (Business Policy – capstone course)</td>
<td>3.26</td>
<td>3.21</td>
<td>3.10</td>
<td>3.29</td>
<td>3.26</td>
</tr>
</tbody>
</table>

Tr1a: Transfers from CUNY community colleges with AA or AS degrees
Tr1b: Transfers from CUNY community colleges without degrees
Tr2: Transfers from CUNY senior colleges
Tr3: Transfers from outside of CUNY

Table 11.2 indicates that students in Tr2 and Tr3 consistently achieved higher overall grades than those in Tr1 (those who transfer from CUNY community colleges) and also higher than the students who entered as freshmen. The lower grades of the Tr1 students might not be surprising, considering that admission standards for CUNY community colleges tend to be lower than those for four-year institutions. Moreover, the students in Tr1a (CUNY community college transfers with AA or AS degrees) need a GPA of only 2.5 at the community colleges to transfer to Baruch, while other transferring students need a GPA of 2.75.
Yet any such differences are belied by graduation and retention rates: by those measures, academic success is at least as strong for transfer students as native freshmen. By fall 2008, 62.6% of the freshmen cohort of 2002 had either graduated or continued to be enrolled at the college, compared with 69.4% of the 2004 transfer cohort (Tr1a-69.1%; Tr1b-74.2%; Tr 2-67.4%; Tr3-69.4%).

Other means of assessing the learning experience academically

Although the standard measures of student success—grades and retention—might lead to the conclusion that the learning experience of transfers and native freshmen is roughly comparable (allowing for the relatively small differences noted above), other means of assessment have pointed to differences that suggest that the overall learning experience may be more positive for native students. In assessments administered in spring 2006 to advanced business students, striking differences in written and analytical skills were seen among transfer students and students who entered Baruch as freshmen. Again the lowest scores were achieved by students Tr1a and Tr1b (those transferring from CUNY community colleges), but the results for the other categories also were lower than those of the native freshmen (see Appendix 11/L).

Given that the overall GPA of transfers is comparable to that of native freshmen (as Table 11.2 indicates, it is virtually the same for freshmen and students in Tr2 and Tr3) and that transfers take most of their courses in the business school, the differences between these groups in written and analytical skills led to the conclusion that grades in business courses did not hinge on the ability to write or to think analytically. This discovery, in turn, led to recognition that to improve our students’ skills would mean increased attention to those skills throughout the curriculum. Thus the need for reinforcement of communication and thinking skills in the context of our more advanced business courses became apparent.

Addressing the academic differences

Recognition of the need for reinforcement of communication skills has led to increased weight on courses within business disciplines that are communication-intensive and that emphasize active learning. It has led also to additional faculty development efforts in support of this shift. These efforts directly affect the experience of students who began as freshman and the experience of transfer students.

A significant attempt to address impediments to the learning experiences of transfer students began with the Memorandum of Understanding (MOU) signed by Baruch College and seven CUNY community colleges in June 2006. The MOU spells out “pathways to eligibility” for students at CUNY colleges offering pre-BBA associate degree programs to pursue a major at Baruch’s Zicklin School of Business. It makes Zicklin’s eligibility requirements and pre-BBA equivalencies explicit so that CUNY AA and AS degree holders interested in earning a BBA degree from Baruch will be better able to plan what they must do to be admitted to Baruch, to qualify to declare a business major at Zicklin (i.e., be allowed to take upper-division business courses), and to be positioned to earn a BBA with a minimal “loss” of credits earned after enrolling at Baruch.
Chapter 6 – Development and Assessment of Educational Programs

As a follow-up to the MOU, the College plans to introduce separate “So You Want to Go to Baruch” brochures customized to each of the CUNY community colleges. The brochure will outline the most efficient ways for students to gain access to the courses they would like to take toward their majors at Baruch by referring to specific courses at the community colleges that serve as prerequisites.

Another way that the College has begun to address the academic needs of transfer students is through programs based in the Center for Academic Advisement. In spring 2009, 82 transfer students with a cumulative GPA of a 2.0 or below after their first semester (fall 2008) were identified. The Center’s transfer student specialists worked with these students over the course of six weeks in group sessions that included discussions and exercises about academic responsibility, decision making, time management, effective study techniques, effective group work, and emotional intelligence. Data on the impact of this intervention indicates that attendance at multiple group sessions correlated with higher grades and fewer academic problems in this cohort.

Finally, the College has expanded a program previously limited to first-semester freshmen: faculty members were asked to identify first-semester transfer students who were having academic difficulty. These “at-risk” students were then sent a letter by the Center for Academic Advisement (CAA) that described college resources that might be helpful and outlined several recommendations, including attending advisement sessions at the CAA. Assessments have demonstrated that students who participate in two or more such advisement sessions have had a much lower rate of academic probation than students who have not participated (see Appendix 11/M).

Summary

Although the academic curricula experienced by transfer students are not identical to the curricula offered to Baruch College’s freshmen, they are comparable for most at the introductory level and essentially the same at the upper levels. The learning experiences of transfers as measured by GPA and retention rate once at Baruch is roughly comparable (with some differences among groups), although other types of assessment suggest some specific deficiencies. The College has targeted those deficiencies through faculty and course development efforts, by outreach to the main feeder schools, and with programs designed to assist students experiencing difficulty.

The Social Perspective

In view of the importance to learning of the social component, the College has directly addressed this aspect of the transfer experience in a number of ways, some of them through recently initiated pilot programs supported by CUNY’s Coordinated Undergraduate Education (CUE) program.

13 Of the 74 eligible students (12 were either not enrolled in spring 2009 or had received grade changes that raised their GPAs): 54 attended several sessions and achieved a spring GPA of well above 2.0. Of the 20 students who attended only one session or none, the average spring semester GPA was 1.70 and 11 ended up on probation.
NSSE Indicators

Using multiple years of data from the National Survey of Student Engagement (NSSE), the College Office of Institutional Research and Program Assessment has examined differences in patterns of student engagement between native and transfer students enrolled at Baruch College. This examination has revealed that, overall, the differences are not vast. For example, the Office of Institutional Research found that differences between transfer and native populations were not statistically significant in three of NSSE’s five benchmark indicators of educational practice: Active and Collaborative Learning; Student-Faculty Interaction; and Supportive Campus Environment. In the remaining two categories, the results were mixed: whereas graduating students who began as Baruch freshmen reported higher levels of engagement than graduating transfers in the area of Enriching Educational Experiences, graduating transfer students reported higher levels of engagement with respect to Level of Academic Challenge (see Appendix 11/G).

Although these results are encouraging, many faculty and administrators felt that transfer students—the majority of undergraduates who graduate from Baruch College—were deserving of a level of attention that was closer to the level paid to those who entered as freshmen. The following programs are examples of ways the College has addressed the different experiences of transfer students.

Transfer Orientations

All entering transfer students at the College are required to attend a half-day orientation that focuses on advisement and registration. Students attend a welcome session, a hands-on technology orientation, and an advisement session to review their transfer credit evaluation and to prepare a registration worksheet. Before leaving the orientation, students are able to register on line. By the middle of the first semester, all first semester transfers are invited to a follow-up information session to answer remaining questions about credit evaluation, the curriculum, and support services. In surveys, students consistently rate the orientation program highly in terms of satisfaction and usefulness, with more than 90% of responses consistently positive regarding the helpfulness of their advisement session, and the clarity of explanations they receive. Students also find the handouts and the orientation CD provided to be particularly helpful. In spring 2009, the College introduced an on-line curriculum advisement tutorial that incoming transfers were asked to complete prior to attending the transfer student orientation.

Transfer Convocation

In fall 2008, the College invited all entering transfer students to its first Transfer Convocation ceremony. Approximately 200 transfer students attended the session that included greetings from College officials and a keynote address. The students then joined the entering freshman class for a barbecue and Street Fair. Budget cuts in the CUE program meant that the College was not able to hold a convocation for transfers in January or August 2009. The program is not mandatory, so starting when the College is next able to hold a transfer convocation, comparisons will be made of GPA and retention outcomes of students who attend the program with those who
do not, factoring in self-selection patterns. The goal is to determine the impact of this program on the learning experiences of transfer students.

Transfer Student Center

In June 2008, Baruch College opened a Transfer Student Center that provides a one-stop location designed to serve the needs of the 2,000 students who transfer to Baruch each year. The Center has made it possible to consolidate staff from numerous offices and to provide credit evaluation and admissions and placement information in one location. The Center also works with Academic Advisement and other student service offices on campus to host workshops that provide essential information for transfer students.

Transfer Learning Communities

CUNY’s Coordinated Undergraduate Education Program (CUE) enabled Baruch College to pilot four Transfer Learning Communities during both the spring and fall semesters of 2008. Based on its success with Freshman Learning Communities (see Standard 11, section on Learning Communities), the College hoped to create a community of learners both in and outside of the classroom by assigning students to work with a faculty member, an academic advisor, and a peer mentor. The students also participated in co-curricular activities with the assigned faculty members and a 10-week student success seminar focused on academic advisement and career success skills.

Surveys, focus groups and GPA outcomes have been positive, but the most impressive evidence of the success of the transfer learning communities comes from retention rates. The one-year retention rate for full-time students in the transfer learning communities in spring 2008 was 77.8% versus 60.3% for those not in learning communities; for those in fall 2008 LCs the difference was 76.7% versus 66.9%. Students have been highly enthusiastic about the program, particularly citing the bonds they were able to make with faculty and other students that they would not have been able to make without the transfer learning communities and that they were unsuccessful in making in their other classes. They consistently have stated that making these connections has helped them with their transitional first semester, and have found that the 10 week seminar sessions on academic advisement and career success were especially helpful. In view of this success, the College is running two transfer learning communities in spring 2010, despite budget constraints.

Summary

Although the NSSE data do not suggest vastly different levels of student engagement between transfer students and native students, the College has initiated several programs that address the different learning experiences of transfer students in carefully targeted ways. Supported by the CUE program, it has created a transfer center to meet a wide variety of transfer-specific needs, a convocation to help them feel a part of the wider community from the start, and learning communities to help them form relationships with members of the faculty and other students. By continually refining the transfer orientation sessions, faculty and staff have learned to address
myriad issues before they become urgent, and to follow up with additional assistance as the need arises.

3. *For Courses That Are Offered In Many Sections, How Have We Ensured Consistently High Quality? Are Syllabi, Textbooks And Exams Uniform? Should They Be? What Evidence Supports This Conclusion?*

Ensuring that multi-section courses are offered at consistently high levels of quality is an ongoing process that has been aided considerably by the gradual acceptance of the concept of learning goals. Such goals have now become necessary features for all curricular changes, and the Zicklin School further requires that syllabi include specific designation of how individual courses advance the school’s overall learning goals for the degree.

**Weissman School of Arts and Sciences**

All core curriculum courses in the Weissman School of Arts and Sciences are directed toward a set of learning goals, which encourage a common purpose among the various sections of these courses and are described under Standard 12 (General Education). Although many of these courses allow latitude with respect to syllabi, textbooks and exams, all sections of each course are monitored by the department offering the course to ensure that they address the learning goals of that course. In some cases—the basic writing courses (ENG 2100 and 2150), the Great Works courses (ENG and LIT 2800 and 2850), and the basic public speaking course (COM 1010)—individual faculty members receive reassigned time to coordinate the various sections and to see that they are being taught with the goals of the course in mind.

In the case of the Mathematics courses, departmental committees perform the same coordinating function. In this way, students that take a core math course are equally well prepared for the next level of math. Thus, for example, one committee oversees the lower level courses (CSTM 0120 and MTH 1030); another handles the pre-calculus course (MTH 2003) and the regular calculus courses (MTH 2205 and 2207); and a third handles the higher-level calculus courses (MTH 2610) and the electives. Moreover, all sections of each of these courses use the same text; all have departmental syllabi; and all except the advanced calculus courses have departmental finals (there is a Final Exam Coordinator who receives released time for creating the finals).

In the English writing courses, there is also a common textbook, which has been especially assembled for Baruch College by the publisher. Students are encouraged to retain the book, which offers both a grammar reference and a guide to research and composition, for the remainder of their careers in college and beyond. In the introductory English course, English 2100, professors share departmental recommendations regarding content but do not administer a common final. In the “Great Works” courses (ENG or LIT 2800/2850), instructors have wide latitude to include and share material that best suits their interests (and thus their enthusiasm) and their expertise. Faculty members generally believe that this affords them the academic flexibility to teach the course tailored to their own expertise, and that this best serves students. Instructors in these English courses, including adjuncts, meet during the semester to discuss issues such as best practices in creating and grading writing assignments.
In fall 2009, the College will experiment with delivering the theoretical elements of the basic public speaking course in a large lecture, which will meet once a week, breaking out into small recitation sections of 20 students for the purpose of practicing speeches. The idea behind this new format is that the large lecture will help to ensure a uniform content, while the small break-out groups will still allow for sufficient attention to the needs of individual students.

**Zicklin School of Business**

In the Zicklin School of Business, undergraduate courses are focused on addressing at least some of the BBA learning goals for the School (see Standard 14 for a discussion of these goals). To do this, multi-section courses all must meet uniformly high standards. The goal is the delivery of high-quality education in all sections via whatever format is chosen by the instructor. Syllabi are collected routinely, and sample syllabi are provided for new instructors; faculty development opportunities are made available to adjuncts; and mentoring is available to new full-time faculty when requested. For several years, the Dean’s Office has encouraged departments to create opportunities for faculty members to discuss learning goals and teaching pedagogies. Many departments have developed grading curves and other departments monitor the grades from section to section each semester. All of these interactions around learning and teaching initiatives have improved the instructional environment for multi-section courses.

At the undergraduate level efforts in the Zicklin School to standardize multi-section courses with uniform syllabi, books, and assessments began as early as spring 2000. An early and successful model for this process was the micro/macro economics sequence. Low student success rates in both courses focused administrative attention on the organization and pedagogy in these courses, which enroll more than 2,500 students a year. Grade distributions, books and syllabi of all sections were examined by members of the faculty. As a result, the faculty initiated several significant changes to the introductory economics courses. For example, pre-calculus was made a pre-requisite for micro economics, which itself became a pre-requisite for macro economics. Faculty teaching in the program selected a single text (subsequently they moved to two approved texts) and the faculty agreed to specific topics to be covered and to shared learning goals. The School moved to a large-lecture format for all sections, taught by experienced faculty, with students required to attend mandatory review sessions. Faculty experimented with a single final, but, based on the results, did not think that this restrictiveness ultimately served the students’ best interests. The college’s administration has provided support for TAs to lead the review sessions and to participate in faculty development sessions and book publishers have provided training for both instructors and TAs on how to use the technological supplements to the textbooks. These efforts have been so well received, especially by instructors and TAs in large sections, that the department has agreed not to adopt any textbooks for the introductory sequence for which the publishers do not provide such training and tech support. Members of the faculty continue to meet every year to discuss best teaching practices in these courses. Results of all of these changes have included improved grades, fewer failures and reduced numbers of withdrawals.

The efforts to mobilize members of the economics faculty to improve the micro and macro economics courses laid the groundwork for efforts to improve and unify other multi-section courses at ZSB. The faculty decided to target introductory and multi-section undergraduate
courses that are part of the pre-business and business-base curricula or “core.” In the summer of 2007, the Zicklin School held its initial “Summer Seminar,” a series of sessions directed at making these core courses more interactive and more effective in developing the skills embodied in the BBA learning goals. To date the following core courses have been included in the Summer Seminars: Accounting 2101; CIS 2200; Law 1101, Statistics 2000; Marketing 3000; Management 3120, 3121; Economics; Finance 3000; Economics 1001 and 1002. These seminars seek to make faculty who serve as coordinators for these multi-section courses aware of active learning techniques that they and their colleagues can use in large and small class sections. The sessions also help them become attuned to the necessity of covering material in a more uniform manner across multiple sections of core courses. All of these faculty participants have subsequently shared their efforts and learning with their departments.

One example of the courses examined in the Summer Seminar is Law 1101, Fundamentals of Business Law, a communication-intensive course taught in relatively small sections of up to 40 students and required of all BBA students. The faculty members have examined the need for uniformity and consistency and have found that a high degree of uniformity best serves students given that Law 1101 is a prerequisite for all of the Law Department’s electives and for Law 3102, a course that is recommended for Accountancy majors. As a result, Law 1101 has a customized text that is used in all of the sections and a department-wide, all-essay final exam that is graded by the class’s instructor. Summer Seminar participants regularly lead faculty in discussion about the need to use active learning techniques in teaching cases and in analyzing problems in the course. Starting in fall 2009, law faculty members began a major review of the course again. Additionally, the law department holds meetings each semester to familiarize the adjunct professors with any changes in the goals, objectives, and desired pedagogy.

In other courses, faculty members have built on the experience of the Summer Seminar by experimenting with other modes of course delivery. Faculty experimented with teaching Statistics 2000 (Business Statistics I), for example, in a large lecture format with small weekly recitations taught by Ph.D. students. Overall, the faculty did not feel that this model benefited the students, since there was considerable unevenness in the quality of the graduate students serving as recitation instructors.

Zicklin faculty overall have been made aware of the need for uniformity in core foundation courses. This effort is bolstered through the Summer Seminars, course coordinators, uniform texts, and/or uniform finals. Faculty members remain engaged in an ongoing dialogue and in the process of examining and updating of courses.

In the Zicklin Graduate Programs, the School has made continuous and systematic efforts to ensure quality in the delivery of the MBA Core as a whole as well as consistency across multiple sections of individual MBA core courses. The Assurance of Learning Committee is charged with assessing each of the eight MBA Learning Goals, which include: Communications, Ethical Awareness, Global Awareness, Information & Technology Literacy; Leadership and Teamwork; Quantitative Analysis, Knowledge Integration, and Intellectual Competency in a Field of Study. Nine of 12 core courses are managed by course coordinators, who frequently discuss with colleagues issues such as syllabi, textbook selection, common exams, and grading policies across different instructors. This is a complicated task, but necessary in view of the College’s three
different MBA programs with different delivery formats: the Full-time Honors MBA, the Accelerated Part-time Program, and the Flex-time MBA Program.

In sum, in a program as large as the Zicklin School of Business, almost all courses are taught in multiple sections. The School has found that to best serve the students, some uniformity is desirable, whether it be by using uniform syllabi, creating uniform finals, and/or by appointing course coordinators. Most important is agreement on uniform course learning goals, all directed at furthering the programmatic goals the faculty members have designated.

School of Public Affairs

In the School of Public Affairs, the biggest consideration in terms of ensuring quality over multiple sections is PUB 1250 (Public Administration in Modern Society). In PUB 1250, SPA faculty strive for consistency among sections by appointing a course director who receives a 3-credit release. The course coordinator compiles syllabi to ensure that they cover the topics and required core readings that have been determined by the curriculum committee. The faculty of SPA has decided that this blend of uniformity in core readings and topics and academic flexibility to cover related material best serves students in these courses.

Similarly, for the masters program, certain courses must also contain a high degree of uniformity. Toward this end, a faculty committee meets regularly to go over basic course goals, textbook requirements, and software exercises for the quantitative MPA core sequence (PAF 9170 and 9172). Again, while faculty members retain some latitude to personalize their own sections, they must all use the same text and cover basic core material.

For the two-semester statistics and data sequence (PAF 9170 and PAF 9172), the full-time faculty members who teach in the sequence have met repeatedly and stipulated learning goals for each course. In doing so, they departed from learning goals of traditional statistics courses in the understanding that SPA students will most likely be consumers of, rather than producers of, statistics in the course of their careers. They also chose to de-emphasize certain sorts of theoretical underpinnings of statistics such as probability and estimation. The other core course which has received extensive review by faculty to ensure consistency is the MPA capstone, PAF 9190. A full-time faculty member led a review of the course over the 2008-09 year during which she collected all syllabi currently in use and met with faculty teaching the course to ensure that certain stated goals of the course were met. Other core courses taught in multiple sections, such as economics, financial management and communication have been examined in the past for consistency across sections, but ought to be re-examined in the next few years.

Standard 11 – Educational Offerings

Findings:

1. The College consistently identifies student learning goals and objectives for its educational offerings.
2. Baruch College’s educational offerings display a level of academic content, rigor and coherence appropriate to the College’s mission. This is ensured by the process by which the offerings are developed and by processes of internal and external review.

3. Graduation and retention rates indicate that Baruch transfer students enjoy academic success that is at least as strong as that of freshmen cohorts.

4. The College’s educational offerings emphasize knowledge and skills in ways that are appropriate to Baruch’s mission and responsive to the needs of Baruch students. Assessments of student learning indicate that the experience of Baruch transfer students is roughly comparable to that of students who arrive as freshmen.

5. NSSE data do not suggest significantly different levels of student engagement between transfer students and students who arrive as freshmen.

6. In general, there is a greater degree of uniformity in multiple-section courses offered in the Zicklin School of Business, which makes sense in light of the greater prevalence of required and sequenced courses for the undergraduate and graduate programs.

7. Departments follow a variety of models in the delivery of courses offered in multiple sections; those models are appropriate to each department and are regularly reviewed.

Recommendations:

**Recommendation 11.1**
Although the College currently has a limited role in setting guidelines for the transfer admissions process, the College’s Office of Enrollment Management should work with the University to ensure that transfer students have taken the courses needed to insure their success at Baruch, and that distribution of transfers students by major interest is consistent with Baruch’s ability to offer relevant programs.

**Recommendation 11.2**
Recognizing that transfer students account for a substantial proportion of those who receive undergraduate degrees from Baruch, the Offices of Student Affairs and Academic Affairs should reach out more aggressively and effectively to students at each of the CUNY community colleges, to ease their transition to Baruch.
Standard 12 - General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

The four research questions devised for Standard 12 appear below. Our responses follow.

1. Are the curricula designed and taught so that students acquire and demonstrate college-level proficiency in general education and essential skills (including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy)?
2. Is responsibility for the goals of general education shared across the three schools? If so, in what ways?
3. How are the goals of general education communicated to our students? Do the students understand the relationship of those goals to their overall education and careers?
4. What have been the most recent changes to general education at Baruch? Have those changes been effective? Does the working group offer any recommendations for changes?

Baruch’s general education offerings are fully appropriate to the mission of the college, which is to serve undergraduate students who intend to major in pre-professional as well as traditional arts and sciences disciplines. To that end, Baruch requires, first of all, that every student complete a highly structured and academically rigorous core curriculum. Totaling a minimum of 50 credits and more commonly comprising over half of a student’s undergraduate coursework, Baruch’s core exhibits features of both “fixed” and “flexible” curriculum design.

All students must complete courses in three “tiers,” which are concerned respectively with communication and quantitative skills; fundamentals of the humanities, social sciences and natural sciences; and advanced work in a minor subject area. In Tier I (Basic Skills), students complete two required writing courses, one required speech course, and a foreign language requirement (the latter varies depending on the student’s previous schooling); there is also a mathematics requirement (which, for those who aspire to enter the Zicklin School of Business, must be satisfied by a calculus course) and an examination designed to evaluate students’ Microsoft Excel skills. Tier II (Introduction to the Arts and Sciences) offers somewhat greater flexibility. Students must complete courses in Fine and Performing Arts, History, Literature, Philosophy, Sociology/Anthropology, Economics, Politics and Government, Psychology, and one of the natural sciences; however, they are offered a number of possible choices within each category. Then, in Tier III, each student completes a nine-credit liberal arts minor, which consists of two courses at the 3000 level or above and one capstone course at the 4000 level or above.
The student may fulfill this requirement in any of the departments or programs of the Weissman School of Arts and Sciences as well as in a variety of innovative interdisciplinary programs.

All Baruch students thus receive substantial training in writing, public speaking and quantitative analysis; an introduction to the traditional humanities, social sciences and natural sciences; and a measure of advanced study in an arts and sciences subject area, which ensures that they will have further opportunities to practice communication and/or quantitative skills. Moreover, quite apart from the intellectual range and rigor of its individual offerings, the core curriculum is organized by a carefully articulated set of learning goals arranged in nine different categories. These are oral and written communication, critical thinking, quantitative skills and scientific inquiry, technological skills, civic awareness, ethical awareness, global/cross-cultural awareness, aesthetics, and information literacy.

Every course in the core contributes to the achievement of goals in one or more of these categories, and the requirements of the curriculum are structured in such a way that every student must complete a set of courses that addresses all nine, as outlined the “map” of the core curriculum that appears as Appendix 12/A. For example, in Tier II, a student has a choice of three different philosophy courses: Major Issues in Philosophy, Logic and Moral Reason, or Ethical Theory. Each contributes to the student’s achievement of learning goals in the areas of communication skills, critical thinking and ethical awareness. Depending on the individual course, it may also address goals in civic awareness, global/cross-cultural awareness and aesthetics. Meanwhile, courses in such disciplinary categories as fine and performing arts, history, literature, sociology/anthropology, politics and government and psychology reinforce learning in the three areas that the students will cultivate no matter which philosophy course they take, even as courses in those other disciplines help students to achieve goals in other areas as well. In this way, students receive a range of instruction informed by a variety of disciplinary perspectives but directed toward common ends.

Finally, general education at Baruch does not end with the students’ completion of the core curriculum but also plays a significant role in the qualifying sequence of courses for entry into the Zicklin School of Business: the so-called “pre-business core.” Much the same can be said for major programs in both the Zicklin School and the School of Public Affairs. At the same time that these programs aim to impart a specific set of skills related to business or public administration, they also address broader learning goals, which overlap substantially with the goals for general education. Without question, the natural home of general education at Baruch College is in the 13 departments of the Weissman School of Arts and Sciences, but Baruch’s pre-professional programs have taken up the task of general education across the curriculum and have shouldered the responsibility of helping students to refine the skills and increase the knowledge that they acquire in the core.

2. Is Responsibility For The Goals Of General Education Shared Across The Three Schools? If So, In What Ways?

General education is sometimes described as a program of teaching and learning that aims at a transformation of the whole person; at Baruch, one might add, responsibility for meeting that objective is assumed by the whole institution. The student may fulfill this requirement in any of
Chapter 6 – Development and Assessment of Educational Programs

the departments or programs of the Weissman School of Arts and Sciences as well as in a variety of innovative interdisciplinary programs. (For a display of Baruch’s common core curriculum see Appendix 12/D.) The largest share of instruction directed toward general education learning goals is carried out by the Weissman School of Arts and Sciences in the core curriculum and in the Weissman School’s major and interdisciplinary programs; however, the School of Public Affairs, the Zicklin School of Business and the Newman Library also make significant contributions to the achievement of those goals, both at the level of introductory coursework and in advanced classes.

Each semester, the School of Public Affairs contributes 15-17 sections of an introductory course, Public Affairs 1250 (PUB 1250), to the core curriculum; these sections are open to any student who needs to fulfill the Politics and Government requirement. Offering a general introduction to civic life in the United States, PUB 1250 covers government institutions, the role of the nonprofit sector, and the relationship of the citizenry to several levels and dimensions of the state. Civic Awareness is obviously a major learning goal, but the course contributes to the achievement of goals in the areas of critical thinking and oral and written communication as well, through a combination of in-class debates, speeches, papers and Blackboard discussion threads. At least one section of PUB 1250 also cultivates aesthetic awareness by focusing on the relationship between ideas of citizenship and the architecture of government buildings, which students have the opportunity to visit. At the level of the undergraduate major, many courses in the SPA curriculum assist in the improvement of students’ communication skills by assigning, and critically responding to, substantial analytical papers, policy memos, oral presentations and debate performances, while others emphasize quantitative skills by requiring that students master basic descriptive and analytical statistics, regression modeling, correlation, variance and rudimentary quantitative research methods, as well as microeconomic analysis, budgeting, and finance. The Public Affairs major itself, of course, directly enhances students’ ethical awareness and civic awareness by giving them a familiarity with the issues and decision-making situations characteristic of public life, along with knowledge of the structures, laws and governmental bodies that allow freedom and creativity to flourish.

As with the curriculum of the School of Public Affairs, the curriculum of the Zicklin School of Business offers a continuation of the broadly focused instruction that students receive in the core. To begin, every student who aspires to enter the Zicklin School must complete a qualifying sequence of courses known as the “pre-business core.” Six of the 10 required pre-business courses are part of the core curriculum itself and are thus directed toward one or more of the core learning goals; the remaining four—Accountancy 2101, Computer Information Systems 2200, Law 1101, and Statistics 2000—do not belong to the common core, but they too have learning goals that emphasize the acquisition of communication skills, quantitative skills, analytical thinking, technological skills, global awareness and civic awareness/ethical decision-making, as appropriate to the subject matter of the course. The Zicklin School also offers an introductory business course (Business 1000), which, although not technically part of the core, is usually taken concurrently with core courses and incorporates a module on information literacy.

Furthermore, courses housed in Zicklin figure prominently in several interdisciplinary Tier III minor programs, such as Law and Policy, Information Technology and Social Responsibility, and Environmental Sustainability. Each of these programs incorporates Zicklin courses that have
been approved by the Curriculum Committee of the Weissman School as having content oriented to such an extent toward the subject’s broad foundations in one of the disciplines of the arts and sciences that they may be considered arts and sciences courses. For example, Law 3122, Law and the Environment, devotes substantial attention to ethical, political and scientific issues related to the larger subject of environmental sustainability in addition to the purely legal material covered in the course, and offers extensive practice in oral and written communication skills as well. Finally, all students who complete a major in the Zicklin School will take upper-level courses directed, at least partially, toward general education learning goals; all Zicklin majors must complete a minimum of four courses designated “communication-intensive” (indicating a special focus on oral and written communication skills); and all Zicklin majors take a capstone business policy course (BPL 5100), in which the practice of oral presentation skills figures prominently.

An important partner of the three schools in general education efforts at Baruch is the Newman Library, which offers a range of support services in addition to its own curriculum of Information Studies courses and a Tier III minor in Information Studies. Library faculty provide course-related lectures that orient students in ENG 2100 (Basic Writing) to library resources and services and introduce information literacy skills. The delivery of this material varies with the projects assigned by the various English instructors, but the curriculum goal is to develop skills in identifying information need, retrieving the needed information, and evaluating information content and information sources. Other library services directed at first-semester freshmen are an online plagiarism avoidance tutorial and quiz, which can be offered by any faculty member via Blackboard, and a self-guided tour of library facilities and services together with an online quiz.

In connection with the BUS 1000 course offered by the Zicklin School, the library has developed an online introductory business information research tutorial entitled *A Beginner’s Guide to Business Research*, a service that has received the Association of College and Research Libraries’ PRIMO award; and in collaboration with the Weissman School’s Department of Communications Studies, the library created an online *Guide to Research for Oral Presentations* for students in the basic public speaking course (COM 1010). Furthermore, the library offers 30 minute one-on-one research consultations for undergraduates (again aimed primarily at freshmen working on their first college papers), course-related lectures for a broad range of disciplines, and a Blackboard-based information literacy organization, which centralizes access to information literacy materials on the library’s website.

In addition to these many services, the library provides course-related instruction for approximately 9,000 attendees in a given academic year, including seven sections of Information Studies courses at the 1000, 3000 and 4000 level each semester. Examples of Baruch students’ application of information literacy skills outside the classroom through discipline-oriented competitions, publications, performances, clubs and organizations and community-oriented projects are summarized in Appendix 12/B.

3. *How Are The Goals Of General Education Communicated To Our Students? Do The Students Understand The Relationship Of Those Goals To Their Overall Education And Careers?*
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The goals of general education at Baruch College are communicated to students in a variety of ways, although local research suggests that one is especially effective. When students choose their first-semester schedules at one of the on-campus orientation sessions held during the late spring and summer before their freshman year, they hear a full explanation of the Baruch curriculum, including the goals of the core curriculum. In a focus group convened to investigate student awareness of general education, the participants were nearly unanimous in crediting this introductory talk with having given them a thorough introduction to the goals of Baruch’s general education curriculum (see Appendix 12/C Focus Group on Middle States Standard 12, December 10, 2008).

In addition, a number of students mentioned the peer mentors in the Freshman Learning Communities and Freshman Seminar as a valuable source of information about general education at Baruch, and others noted that general education is discussed in advisement sessions and in the Baruch College Undergraduate Bulletin. Recognizing that the material on general education in the Bulletin can be confusing or overwhelming to students, the college has recently created a pamphlet entitled An Overview of General Education at Baruch College: Satisfying the Requirements of the Common Core Curriculum, which lays out the three tiers of the core curriculum in an accessible fashion, including the learning goals of general education, and also answers some frequently asked questions. Faculty and staff believe that this pamphlet—now being distributed widely to staff as well as to current, incoming and prospective students—will do much to explain the structure and the rationale of general education at Baruch, especially when the same material is made available on the Baruch website, where the viewer will be able to “drill down” from a screen that presents the three tiers of the Core Curriculum in a simple form to a succession of further screens that offer greater detail about each tier. Thus, one might proceed from a schematic layout of Tier I (Basic Skills: three to five courses in Communication Skills, one course in Quantitative Skills, and one exam) to a full explanation of each of those requirements; or one might start from the simple explanation of Tier III (the Liberal Arts Minor: two 3000-level courses plus a capstone course) to a complete list of all of the Tier III minor concentrations, along with their capstones and the rules governing the completion of the minor. When this material is available in both hard copy and electronic form, it will be possible for any interested person to get quick answers, with very little trouble, to questions that he or she might have about general education at Baruch.

The most gratifying result of the general education focus group was the discovery that students seem to have an excellent understanding of the relationship between the goals of general education and their larger educational and career goals. Students noted, among other valuable outcomes, the usefulness of oral and written communication skills in a variety of contexts, and stressed the importance of critical and creative thinking. They also showed a commendable awareness of the process by which a subject that may initially seem useless or unappealing can disclose its value and interest only later, after a period of study. More than one student told of beginning a core curriculum course with little enthusiasm and ending up loving it. But perhaps the most surprising index of how well students understand the goals of general education is the fact that, at one point or another over the course of the discussion, the participants alluded to every one of the nine categories of learning goals that the faculty have established for the core curriculum. This is not to say that they did so knowingly or on purpose; nevertheless, they made it clear that general education courses effectively increased their communication skills, critical
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thinking skills, quantitative and scientific skills, technological skills, civic awareness, ethical awareness, global/cross-cultural awareness, aesthetic awareness, and information literacy—even if they did not use precisely those phrases to describe what they found valuable. It appears that there is a close parallel between what the faculty believe the core curriculum should do for the students and what the students think it actually does for them.

4. What Have Been The Most Recent Changes To General Education At Baruch? Have Those Changes Been Effective? Does The Working Group Offer Any Recommendations For Changes?

By far the most important recent change to general education at Baruch has been the creation of the Tier III minor, which began to be required of all incoming freshmen in the fall 2001 semester and of all incoming transfer students in the fall 2003 semester. Believing that students would profit from exploring an area of concentration in the arts and sciences beyond the level of an introductory course, the college created this minor requirement with the intention of deepening the education of all Baruch students, not least of all those who aspire to a pre-professional course of study in the Zicklin School of Business or the School of Public Affairs. The Tier III minor, which consists of at least nine credits worth of coursework in a specific field, including two at the 3000 level or above and one capstone course at the 4000 level or above, ensures that every Baruch student will have substantial experience of a subject area other than his or her major, as well as opportunities to practice essential communication or quantitative skills beyond the level of Tier II courses. Students can minor in any of the disciplines offered by the Weissman School of Arts and Sciences or in a variety of specially designed interdisciplinary concentrations; some of the latter incorporate certain courses from the Zicklin School of Business and the School of Public Affairs that have been designated liberal arts courses. Most recently, new interdisciplinary minors have been created in Information Studies, Law and Policy, Women’s Studies, Information Technology and Social Responsibility, and Environmental Sustainability.

These join already existing Tier III minor concentrations in American Studies, Asian and Asian American Studies, Black and Hispanic Studies, Latin American and Caribbean Studies, and Religion and Culture. All together, students now have over 30 different subject areas to choose from in satisfying this requirement. (For a list of the Tier III minors see Appendix 11/J.)

The English Department has initiated a project of encouraging instructors of basic writing courses (ENG 2100/2150) to organize individual sections of the course around themes. This strategy offers possibilities for advertising these courses to students who can opt for a section featuring a theme that is of particular interest to the student. It also facilitates the pairing of first semester freshman courses with the courses from other disciplines in topically organized freshman learning communities, which have been shown to improve student learning and retention.

Recognizing the importance of quantitative courses to student success, the College has taken a variety of measures to improve student learning in core mathematics courses, from implementing software homework programs to charging a Task Force on Quantitative Reasoning with the tasks of conducting a funded experiment to measure the relative effectiveness of those strategies and of implementing the most successful among them in the core curriculum.
**Standard 12 – Educational Offerings:**

**Findings:**

1. Baruch’s general education offerings are fully appropriate to the mission of the college.
2. Baruch's core exhibits features of both “fixed” and “flexible” curriculum design.
3. The core curriculum is structured according to three levels: Tier I (Basic Skills), Tier II (Introduction to the Arts and Sciences), and Tier III (Liberal Arts Minor).
4. The core curriculum is organized by a carefully articulated set of learning goals arranged in nine different categories.
5. Core curriculum instruction is shared by the three Schools and the library, and general education goals are also met in the advanced courses offered by these units.
6. The goals of general education at Baruch College are communicated to students in a variety of ways: orientation sessions for new students, Freshman Learning Communities, Freshman Seminar, the *Baruch College Undergraduate Bulletin*, and the pamphlet *An Overview of General Education at Baruch College: Satisfying the Requirements of the Common Core Curriculum*. A website that makes this same material available in electronic format form will be very helpful.
7. Students appear to have an excellent understanding of the relationship between the goals of general education and their larger educational and career goals.
8. The Tier III minor is the most recent addition to Baruch’s general education program; students now have more than 30 different subject areas to choose from in satisfying this requirement.
9. The project of organizing basic writing courses around themes offers possibilities for connecting students with material that is of interest to them and for linking writing courses with courses from other disciplines in freshman learning communities.
10. Efforts to study and improve the delivery of quantitative courses are extensive and ongoing.

**Recommendations:**

**Recommendation 12.1**
The English Department should expand, and the College should better publicize, its initiative to organize individual sections of the basic writing course around different themes.

**Recommendation 12.2**
The Mathematics Department should continue to explore all means of improving quantitative learning, as it has done by promoting the use of software homework programs. More widely, the Provost’s Office, in consort with the Mathematics Department and other departments, should be prepared to act on the forthcoming recommendation of the Implementation Committee on Quantitative Reasoning, which built on the results of the earlier Task Force on Quantitative Reasoning.

**Recommendation 12.3**
The Associate Provost for Faculty Development should lead an effort to develop an area on the College website devoted to the College’s General Education Program. This site should clearly
describe the learning goals of the program, and the ways in which students can achieve those goals.

**Recommendation 12.4**
Recognizing that the content of the SimNet exam (which measures students’ Microsoft Excel skills) has evolved from what it was when it was made part of the General Education Program, the Deans and Curriculum Committees of the College’s three Schools should consider whether requiring it of all students continues to be appropriate.
Standard 13 - Related Education Activities

Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.

Two questions guided the working group in their research for Standard 13:

1. What are Baruch’s services in support of basic skills for under-prepared students? Are those services consistent with the college’s mission? Do these services meet their learning and development goals?
2. Are the college’s related educational activities consistent with Baruch’s stated mission, goals and current priorities? Areas to investigate include but are not necessarily limited to: evaluation of certificate programs; opportunities for credit-bearing experiential learning; availability and evaluation of non-credit offerings; and programs offered with institutional, community, and international partners.

Responses to these two research questions dictate the structure of what follows for Standard 13.

1. What Are Baruch’s Services In Support Of Basic Skills For Under-Prepared Students? Are Those Services Consistent With The College’s Mission? Do These Services Meet Their Learning And Development Goals?

Baruch College’s core mission is to provide high-quality education to a wide range of students. In 1999, the Board of Trustees of The City University of New York voted to phase out all remedial education in the baccalaureate degree programs at CUNY’s 11 senior colleges, starting that fall. While most official remedial programs are now offered at the community colleges, some level of programming designed to address deficiencies in basic skills is still needed at all of the senior colleges. Baruch’s admissions process has clear guidelines on the competencies and scores of incoming students. (For admissions criteria, see Standard 8.) However, owing to the College’s challenging curriculum, some students do experience difficulties once they enroll. In other cases students are accepted with weaknesses in one area, but exceptional strengths in others. In these cases services are provided by various departments within the College (see below) to help strengthen academic performance. Baruch also has a highly diverse student body that includes a large proportion of international students and others for whom English is not their first language. To ensure that all graduates reflect the College’s high standards, it provides basic-skills programming that is designed and targeted to help students in specific areas. Below is a list of six such programs (five for undergraduates; one for graduate students) with a brief description of their associated services. For a complete list of support services, see Appendix 13/A.

Summer and January Immersion Program

Students entering the college who fail all or part of the CUNY College Assessment Tests in Writing, Reading, and/or Math are offered small class instruction during the summer and January. The last three years have seen significant improvements in pass rates for all three tests:
### Three-Year Pass Rates for Immersion Programs

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>63%</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>Reading</td>
<td>39%</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Math</td>
<td>37%</td>
<td>81%</td>
<td>77%</td>
</tr>
</tbody>
</table>

*The Math scores represent averages of the pass rates in several versions of the immersion program. In 2009 the breakdown was as follows: MATH/SACC (95% pass rate), Math Department (62%) and COMPASS (64%).

### Transfer Transition Program and Transfer Early Intervention Program

As a member of CUNY, Baruch College has articulation agreements with several community colleges within the university. All entrants into Baruch have to meet its standards, but students who struggle in their first semesters are assisted through this intervention program. Faculty members advise the Provost’s Office of transfer students who are in danger of failing. Those students are then directed to one or more of the College’s support programs to assist in addressing the area of weakness. In a fall 2009 survey, 96% reported that the Students Toward Success Program (STS) had been useful for future success.

### Mid-semester At-Risk Roster Project/In Gear/Students Toward Success

Undergraduates who experience difficulties in class are identified in the first year and beyond via three initiatives: the Mid-Semester At-Risk Roster Project for students who have been flagged by their professors as failing the course; the In Gear project to assist the 100 students (combined fall and spring) who are projected to be reinstated (they will have left for a wide variety of reasons); and the Students Toward Success Program (STS) for the approximately 200 at-risk second-semester freshmen. The Center for Academic Advisement works with students to assist them in identifying their weakness in the classroom and matching each with a support service at the college or in other programs within the university. The Center identified for fall 2008 165 students for STS. Those who participated showed marked improvement in their grades versus those students who were identified and failed to participate. As expected, the more dedicated students attended more of the resource workshops and achieved GPAs that were proportionately higher; fewer were on probation at the end of the spring semester.

### Search for Education, Elevation, and Knowledge (SEEK)

The SEEK Program services students from the lowest socioeconomic background. To be accepted through SEEK, students must show both academic and economic need. These students would not have been accepted to the college through regular admissions since, by definition, they have lower SAT scores and lower high school averages than the students admitted outside of SEEK. Transfer students become part of SEEK only if they transfer from an opportunity program at another college.

The program provides counseling, academic support and financial aid to its students, allowing them to compete with their non-SEEK classmates. In fact, Baruch College’s SEEK Program has
higher retention rates than the college as a whole, and, with its most recent class, a higher graduation rate as well.

In the classroom, SEEK students have the same experience as non-SEEK students; what is expected of any student is expected of them. However, there are many support services available to these students, and many of them are required. For example, freshmen must attend a six-week summer program in which they are acclimated to the college and given preparation for courses that are notoriously difficult, such as mathematics. ESL students are prepared for courses that involve reading and writing. Transfers are also offered the opportunity to attend a bridge program in January or over the summer that helps prepare them for Baruch, with special attention to math courses.

SEEK freshmen are required to take a one-year freshman seminar taught by their SEEK counselor and assisted by a SEEK peer-mentor. In this course and in individual counseling sessions they receive academic advisement and career counseling. This course is part of a “blocked” program, often part of a learning community. In addition to the freshman seminar, students must participate in supplemental instruction in either math or writing. Any students who drop math or get below a C in their first semester must attend a January Math program. ESL students or others interested in improving their reading, writing and oral communication are encouraged to enroll in SEEK’s January Communication Workshop. In addition, students’ soft skills are honed in workshops and retreats that specifically address their university and workplace competencies, especially in areas of oral and written communication. The program also has its own retention committee and Academic Survival Program for students on probation.

Historically Difficult Courses

Several courses pose great difficulty for many students such as English, Pre-Calculus, Micro and Macro Economics, Introduction to Business, and Financial Accounting. To counter this problem, the Student Academic Consulting Center (SACC) offers targeted support. Of the 32 students who participated in support services as of January 2008 MTH 2003 prep workshop, 63% went on to receive grades of A-C during the spring semester.

The one-semester required course known as Great Works of Literature I and II poses a special challenge, since transfer students who are not native speakers of English and who have not gone through the Baruch composition sequence often lack the vocabulary and linguistic resources to handle this course well. Experimental six-hour (rather than four-hour) sections with built-in tutorial workshops have helped some self-selected student groups. Ideally, a way should be found to expand and institutionalize the opportunity offered by this model.

The Zicklin School of Business Advanced Business English (ABE) and English Language Support Program

Baruch College’s Division of Continuing and Professional Studies (CAPS) offers English language support classes to conditionally accepted, new MBA students whose scores on the TOEFL writing section and/or verbal section of the GMAT exam were below average. Students in this category have been accepted into the program because other aspects of their background
are considered exceptional in one or more ways. Baruch recognized the need for these support services to attract and retain students for professional programs for which communication skills are of great importance.

All non-native speakers of English are tested. The scores are rated to identify fluency in written, grammar, speaking and pronunciation skills. Based on their scores, students may be required to take one or more courses. Students are expected to pass each class with a C or better. Failure to receive a C or better will result in the student’s taking the course again. The students cannot register for MBA classes until they have passed the class(es). For a description of the courses see Appendix 13/B.

2. Are The College’s Related Educational Activities Consistent With Baruch’s Stated Mission, Goals, And Current Priorities? Areas To Investigate Include But Are Not Necessarily Limited To: Evaluation Of Certificate Programs; Opportunities For Credit-Bearing Experiential Learning; Availability And Evaluation Of Non-Credit Offerings; Programs Offered With Institutional, Community And International Partners.

Goals articulated by Baruch College’s mission include the provision of high-quality professional education as well as programs that feature career-oriented curricula and foster lifelong learning. Alumni credit Baruch College with transforming their lives when they were undergraduates; the College seeks to continue that role as our alumni move into the professional world. One of the ways it maintains contact with alumni—and continues to foster learning—is by offering non-credit courses, certificates and credit-bearing experiential learning opportunities. Such contact also helps engage with the corporate and non-profit connections of alumni; doing so helps maintain the high quality of Baruch College’s academic offerings.

While several divisions within the College offer this type of programming, the formal continuing education courses are offered primarily in the Continuing and Professional Studies (CAPS) division. CAPS also serves as a partner in degree-bearing and certificate-training programs with nonprofits and government agencies in New York. Within the School of Public Affairs, the Office of Executive Programs also partners with nonprofit and government agencies in many of their degree-bearing and in all of their certificate programs. Many of the workshops and seminars contribute to the community by offering best practices that participants bring back to their organizations.

The sections below will outline the programs offered through various divisions and clarify their design and the ongoing evaluation of the courses and certificates.

Continuing and Professional Studies: Non-credit Programming

The Division of Continuing and Professional Studies (CAPS) offers more than 1,000 sections each semester. These are distributed among more than 30 subject areas; 23 non-credit certificates are offered. The division has approximately 10,000 registrations each year for courses that range from one-day to 14-week formats. For a complete list of all subjects and the certificates offered through the program, see Appendix 13/C and the attached course catalog Appendix 13/F.
Consistent with the College’s commitment to professional education, CAPS’s courses range from professional training that targets entry-level employees to those designed for mid-level executives. CAPS offers non-credit courses and certificates for the public, corporate and non-profit sectors. Programs prepare students for professional certifications and exams. Additional programs include customized courses and certificates for corporate and not-for-profit partners.

Program Design and Academic Quality

All courses and programs within CAPS undergo a similar development process. Each semester departments review industry trends, conduct a competitive analysis of other adult programs, review criteria from associated national accrediting bodies, work with professional advisory boards, and map curricula. Additional review includes analyses to ensure the efficacy of the professionals teaching courses and to determine whether the courses are properly engaging the public, contract partners and academic partners within CUNY and Baruch College.

Engagement with students in the non-credit programs promotes the students’ long-term relationships with the college, helps feed students into undergraduate and graduate programs, and fosters the mission of the College by helping to provide professional growth and economic development for the region.

External Accreditation

External accreditation is available for some non-credit programs, but not all. Usually, external accreditation is offered by an independent non-profit organization that has become a leading resource in its related industry. For instance, the Society of Human Resource Management offers SHRM accreditation to educational entities for preparing professionals who wish to enter the field. The Society is a nationally recognized organization among human resource professionals and its accreditation is widely respected by both members of the organization and potential employers. Baruch College’s division of Continuing and Professional Studies (CAPS) is approved to provide this credential and CAPS bestows certificates to graduates of the SHRM certificate program. The division has also received accreditation for offering the Paytrain certificate for the Payroll program. CAPS consistently reviews all certificates offered through the division and seeks accreditation, if appropriate, from reputable nonprofit organizations that have proved their dedication to superior academic quality. Future partnerships include accreditation from the National Association of Small Business International Trade Educators (NASBITE) for our International Trade Operations and Procedures program.

School of Public Affairs: Executive Programs

In accordance with the Baruch College mission statement, the Office of Executive Programs of our School of Public Affairs (SPA) focuses on professional educational programs and supports lifelong learning for students enrolled in both degree-bearing and non-degree/certificate programs. SPA offers 10 non-degree certificate programs for students from nonprofit and government agencies through 10-15 week seminar courses emphasizing nonprofit and public management, and public policy. The relationships that have evolved resulting from these partner
programs have strengthened Baruch’s relationships with the nonprofit organizations and municipal agencies in the tri-state area and upstate New York.

In support of Baruch’s commitment to programs that emphasize public policy as a significant force for community development and that provide opportunities for community members who want to advance their career opportunities, SPA engages with umbrella organizations rather than individual nonprofit or governmental agencies. SPA draws on community partnerships sustained over the last five years with organizations including the United Way of New York City, the Partnership for After School Education, the New York City Health and Hospitals Corporation, the Hispanic Federation, the Greater New York Hospital Association, New York City Housing Authority, Children’s Aid Society and the Office of Children and Family Services.

As do one-on-one partnerships, coordination with umbrella organizations provides the College with a way to engage nonprofit organizations and government institutions directly in ongoing professional education that is both demanding and responsive to local needs. In the process, the College helps empower these community organizations and to expand our own practice, using executive education as a laboratory to reinvigorate traditional curricula. The work is much the same: crafting effective partnerships requires flexibility and close collaboration over a period of years, but the benefits of the investment can be recognized reasonably quickly in terms of enrollments, movement of students among models, institutional satisfaction with the outcome, and greater levels of commitment to professional development in the government and nonprofit sectors. These programs serve as an important source of SPA faculty consultation for nonprofit agencies and government institutions in the city and state, again in accordance with the College’s mission statement.

Participants in these certificate programs take six to 14 content sessions (the number varies by program) that lead to a capstone project that presents the student with an opportunity to synthesize knowledge and skills attained through course work. The capstone project must be focused around a specific subject or content area. As a result of successful partnerships, the School of Public Affairs Executive Programs was the recipient of the Community Partner of the Year Award from the United Way of New York City in 2007, the first year a university was honored with this award (see Appendix 13/D).

Credit-Bearing Experiential Learning – The Starr Career Development Center Internship Program

The Starr Career Development Center (SCDC) provides comprehensive career services to Baruch’s 13,000 undergraduates from the time they enter as freshmen through graduation, with additional services for alumni. The SCDC supports Baruch College’s mission statement insofar as it is dedicated to providing students with social, cultural, and financial mobility: its goal is to assist Baruch students in finding internships that will provide them with the experience that will lead to jobs upon commencement. On a yearly basis there are over 6,000 visits to the Center and over 9,000 students attending various programs sponsored or co-sponsored by the SCDC. The Center staffs over 120 workshops on a variety of career-related topics annually, provides over 2,000 counseling sessions, 1,800 resume reviews, and 200 mock interviews. It hosts four major campus-wide career fairs that attract over 300 companies and 3,000 students. The SCDC website
receives over 3,000,000 hits on a monthly basis. The Starr Career Development Center is a fast-paced, highly utilized student service that has an excellent reputation with students, faculty, and alumni.

The Internship Coordinator in the Starr Career Development Center is a member of the management team, and works with the Director, the Manager of Corporate Relations and the Career Development Program Coordinator to provide leadership and vision for the overall program in the Center.

On a yearly basis, the Center posts online more than 3,000 paid and unpaid internships and almost 1,500 students report having obtained an internship during the year. Internships are for students in all three of Baruch’s schools and may be credit-bearing or not. Members of the faculty and staff of SPA, WSAS and ZSB work to ensure that students are advised, and that they complete coursework in addition to the hours that they work “on site.”

The Starr Center has been invaluable in expanding the internships program and has worked in conjunction with the schools to ensure appropriate experiences for Baruch students. In 2009, employers report that they will be recruiting for fewer full-time positions and instead will focus on interns and on transitioning interns to full-time positions after they graduate.

**International Programs**

Four academic departments at Baruch College offer Executive Master of Science (EMS) through the International Executive Programs (IEP) office: the Departments of Psychology, Statistics and CIS, Marketing and International Business, and Economics and Finance. There are five locations overseas:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of Alumni</th>
<th>Number of Students Currently Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwan</td>
<td>453</td>
<td>168</td>
</tr>
<tr>
<td>Israel</td>
<td>203</td>
<td>42</td>
</tr>
<tr>
<td>Singapore</td>
<td>46</td>
<td>62</td>
</tr>
<tr>
<td>France</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>China</td>
<td>13</td>
<td>42</td>
</tr>
</tbody>
</table>

For more specific information on the programs offered at each location see Appendix 13/E.

The IEP supports the College’s mission by supporting the excellence of existing programs while expanding graduate education, bringing the college increased international recognition, strengthening outreach to a diverse population, and creating stimulating teaching and developmental possibilities for members of the faculty.

The IEP is responsible for all aspects of the programs, including: local administration; the scheduling of all courses; appointing faculty; delivering the curriculum; setting administrative policies; assisting in recruiting students and with making graduation arrangements overseas and helping to maintain alumni relationships.
Chapter 6 – Development and Assessment of Educational Programs

Program Description

These one-year programs are delivered through a combination of intensive instruction and independent and project work. The curriculum is identical to that of the New York campus; it is delivered in concentrated face-to-face sessions spanning nine days and includes independent assignments and project work. The graduate curriculum committee of Zicklin School of Business determines the curriculum and all changes go through this committee. AACSB monitors overall program quality. The program is registered with the State of New York and any significant changes must be approved by the state’s Department of Education.

Case studies and examples in these international programs are frequently tailored to the specific country’s environment. The Zicklin School of Business periodically brings together the faculty who teach at the international locations to discuss the customization of course materials. An academic coordinator works on these issues with faculty members who are going to teach abroad for the first time. Teaching at these sites provides an important incentive for faculty to become knowledgeable about business practices in the target country; they also bring this knowledge to their teaching in New York.

Instructors spend nine days teaching in the international location. Typically, the course is delivered over two successive weekends and two evenings during the week. In advance of their arrival, the instructors use Blackboard sites and/or other printed material to provide and support preparatory work. After the nine-day face-to-face instruction period, the students work individually and/or in teams on a project, and submit their work electronically. Thus, each course spans about one month. This delivery format is similar to that of the New York campus, where executive instruction includes more weekends, but fewer hours of instruction per weekend. Initially, the College offered programs in Finance and Marketing, later adding Human Resources and Global Leadership and Management Information Systems.

Scope and Scheduling

The programs currently enroll more than 300 students. Enrollments have grown over time by increasing the number of programs offered and by enrolling additional cohorts. The programs do not operate on a standard academic calendar; instead, they are based on the formation of cohorts (typically 20-25 students). Programs may begin at any time during the year.

Standard 13: Related Educational Activities

Findings:

1. Baruch College provides programs and activities that are both institutionally appropriate and academically strong to undergraduate, graduate and non-credit students.
2. The needs of the College and its diverse populations are addressed by providing services through appropriate modalities and locations.
3. The academic standards driving the development and support of the programs are rigorous.
4. The support services within the college address the needs of its students and match the institutional guidelines of both the college and the university.
5. Remedial interventions for the ESL program and for historically difficult courses address the needs of our students.
6. Programming for the non-credit courses and programs and for certificate programs is both timely and relevant to the community’s needs.
7. Outreach to the community, corporate and non-profit partners in providing training, internships and services strongly address the goals of the college, its students and the community.
8. The programs offered at the college directly support retention, timely graduation rates and academic excellence of undergraduate and graduate students.

**Recommendations:**

**Recommendation 13.1**
The College should articulate the standards by which the written works of students who are not native English speakers are judged, and the College should strengthen programs for its large population of non-native speakers.

**Recommendation 13.2**
The College’s non-credit program areas should continue to expand their use of external accreditation by suitable national accrediting agencies.

**Recommendation 13.3**
The Provost and the Deans, along with the Assistant Dean for Continuing and Professional Studies, should encourage stronger connections and co-programming among and across the different divisions of the College; doing so will provide broader support for matriculated and non-matriculated students, both undergraduates and graduates.
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.

To investigate the status of the assessment of learning on our campus, the working group developed the following four areas of inquiry:

1. Has the college consistently determined and communicated its key learning goals to students? Does the working group offer any recommendation for changes in communicating these goals?
2. What is the state of assessment of educational offerings throughout the college? Does the working group offer recommendations for future activities or directions in this area?
3. Has the college developed and implemented appropriate mechanisms that will document the extent to which students have succeeded? If not, what needs to be done so that the college can develop comprehensive results to guide it on making future curricular decisions?
4. Have changes in curricula and course delivery taken place in response to current assessment data that suggested such changes were needed? What additional changes should the college make in response to current assessment data?

The structure of our section on Standard 14 follows the results of our research regarding these questions.

1. Has The College Consistently Determined And Communicated Its Key Learning Goals To Students? Does The Working Group Offer Any Recommendation For Changes In Communicating These Goals?

Learning goals have been key components of thinking about curricular matters at Baruch College since spring 2004. As a direct result, the status of assessment of student learning at the college is quite advanced with curricular changes having come about in several areas, with more likely to follow. See Table 14.1 for a quick overview of the state of learning assessment.
### Table 14.1: Overview of Learning Assessment at Baruch College as of February 2010

#### UNDERGRADUATE PROGRAMS

**Core Curriculum (WSAS)**
- **Ten Learning Goals established 2006-07**
  - Five of the ten goals assessed 2007-2010. Results include:
    - Written communication skills: task force created; curricular changes recommended and piloted; implemented in 2009-2010
    - Quantitative skills: large-scale, funded experiment in spring 2010 examines impact on learning of a variety of course delivery techniques and academic and other supports for pre-calculus, as recommended by task force
    - Oral communication skills: pilot of new course-delivery format for base curriculum speech communication course during AY2009-2010
    - Ethical reasoning: curricular changes under discussion in the Philosophy Department
  - Critical-thinking assessment, spring 2010; assessments of remaining five goals planned for fall 2010-spring 2012
  - 50 sub-goals mapped to core-curriculum courses, spring 2010

**BBA (ZSB)**
- **Eight learning goals established fall 2005; revised spring 2010**
  - Seven of the eight goals assessed 2006-2009. Results include:
    - Widespread changes in course delivery and curriculum implemented in response to results, especially in the area of written and oral communication skills
    - Quantitative skills committee created in response to task force recommendations. Among other activities, the committee is establishing ways to integrate Excel across the curriculum and building a repository for shared problem sets and other assignments
    - Spring and fall 2009 re-assessments (three goals) show improvement in student learning 2006-2009
  - Eighth goal (proficiency in disciplines/majors): four majors assessed through fall 2009; three assessments during spring 2010; two planned for 2010-2011

#### GRADUATE PROGRAMS

**MBA Common Educational Aims**
- **Eight learning goals established spring 2004, revised spring 2008**
  - All assessed spring 2003-spring 2005; most assessed multiple times
    - Two required business communication courses created as a direct result of assessments; mandatory international business course pending
    - Common oral communication rubric adopted throughout curriculum
  - Continuing assessment cycle developed
  - Internal assessment benchmark established: 90% of students will meet or exceed expectations for any given learning goal or objective.

**MBA Majors, MS Programs, Executive MBA, and International Programs in Business**
- Learning goals established for each
- Assessment of Accountancy MBA Major and MS in Accountancy taking place in spring 2010
- Assessment of Executive MS in Industrial and Labor Relations taking place in spring 2010
- Internal assessment benchmark established at 90% of students meet/or exceed expectations

**WSAS Masters Programs**
- Learning goals established 2008-09; assessment plans implemented beginning spring 2010.

**School of Public Affairs – MPA Program**
- Standing committee on learning goals and assessment created 2009; broad goals established; assessment instruments to be implemented spring 2010
Chapter 6 – Development and Assessment of Educational Programs

For a more detailed presentation on the status of Learning Goals and Assessments for Academic Programs, see Appendix 14/I.

In spring 2004, the goals for the BBA degree—the degree sought by roughly 80% of our undergraduates—were approved by the faculty of the Zicklin School of Business (ZSB). By 2005, learning goals for the General Education program and for students in the School of Public Affairs (SPA) also had been drafted and approved under the leadership of the college’s Assessment Committee (aka the Joint Committee on Curriculum and Articulation). The Committee collated and presented these goals as part of its report to the college’s Strategic Planning Committee in September of that year. The report and its 12 appendices appear as Appendix 14/A. Much of that report details levels of assessment that had been achieved through summer 2005; responses to the questions posed in this self-study bring that report up to date.

One of the results of the initial effort at creating School- and College-wide learning goals was the realization that strong overlaps exist among the aims of almost all faculty and programs—as may be seen in Appendix L of the report cited above (Appendix 14/A). Although some of the goals were expressed differently (e.g., “Analytical and Technological Skills” among the BBA goals versus “Critical Thinking and Analysis” and “Quantitative Reasoning & Scientific Method” for General Education), these differences reflect nuances of emphasis; the strong impression is of general agreement about the most important skills and areas of knowledge that students should gain from their experience at Baruch College, whether they earn the BA, BS or BBA degree.

These initial programmatic learning goals have been followed by a consistent approach to determining goals for specific majors, minors, and individual courses. No curricular action in ZSB or the Weissman School of Arts and Sciences (WSAS) moves forward without an accompanying set of learning goals for the course or program. The College has established a web page within the Faculty Handbook that discusses best practices in the expression of these goals and that serves as a guide for the faculty: (http://www.baruch.cuny.edu/facultyhandbook/LearningGoals.htm)

Communication of learning goals to the students takes place in a variety of venues and through several media. All syllabi in ZSB, for example, must include course learning goals, and faculty members follow a template that allows them to indicate how the goals for their courses are related to the goals for the BBA degree. When Zicklin undergraduates attend a mandatory orientation upon being accepted into a ZSB major and begin their upper division course work, they receive a list of the BBA learning goals and the Associate Dean provides an overview of the goals and their relevance to the BBA education. Faculty make a point of telling students that these goals will be emphasized in many of their courses and they explain why.

In spring 2008, faculty members presented a draft of a brochure about the General Education program at the 4th Annual CUNY General Education Conference. The ensuing discussion led to revisions, and in fall 2008 the College published an attractive brochure called “An Overview of General Education at Baruch College.” The brochure expresses the structure of Baruch’s Gen Ed program more clearly and succinctly than had been achieved before, clearly linking that structure to learning goals – which are delineated in the discussion “Why a Common Core Curriculum?” The brochure is widely distributed among students, advisors and members of the faculty. As
discussed under Standard 12, focus groups suggest that Baruch students are well aware of these learning goals and the reason for their existence.

Similarly, the Zicklin Graduate Program established eight MBA learning goals in 2004 and has been communicating these goals to students during fall and spring student orientation programs. Currently the MBA program is revising its core curriculum: in that revision there will be a clear integration of the learning goals and appropriate instructional materials into base courses. Graduate programs in WSAS have completed lists of goals more recently; they have been communicated to students only since spring 2009.

Like Zicklin and Weissman, the School of Public Affairs (SPA) also takes great pains to communicate goals of both its overall programs and of its individual courses to students. Program goals are stated in marketing literature and on the website, as are goals for tracks within the MPA. Goals for the MSEd program in Education Leadership are described in detail for the New York State Department of Education in the course of getting approval as an accepted program for the School Building Leadership (SBL) training. All syllabi contain descriptions of course goals and objectives, sometimes in a broader introductory area, sometimes in an area explicitly described as “learning goals.” Professors regularly communicate their standards and expectations for graded events to students throughout the semester, and review graded materials to ensure that students understand grading formats. In addition, advising personnel within the office of Student Affairs (SAGA) meet individually with all students (undergraduate and graduate) both during the recruiting process and annually. During these meetings, as well as during recruiting events, the advisors go over the goals of the school’s programs and help the students select appropriate courses to as to reach their own learning goals. Deans and faculty also attend many recruiting events to further explicate the goals of the BSPA, MPA, and MSEd programs.

Finally, all College-wide learning goals are presented on the College’s Assessment website, which is hosted by the Office of Institutional Research: http://www.baruch.cuny.edu/assessment/. Information about ongoing assessment efforts also is available on that site and on the Assessment internal shared drive. Learning goals for degree programs (revised and elaborated since fall 2005), majors, and minors are included as Appendix 14/B.

2. What Is The State Of Assessment Of Educational Offerings Throughout The College? Does The Working Group Offer Recommendations For Future Activities Or Directions In This Area?

Since November 2004, the BBA Learning Assurance Committee of the Zicklin School of Business has worked to assess each of the program goals that relate to its curriculum. The Committee created rubrics that describe and measure degrees of accomplishment and that have served as the basis of subsequent assessments: for BBA students nearing graduation, ZSB has completed benchmark assessments for oral communication skills, written communication skills, analytical skills, civic awareness/ethical decision-making, with pilot efforts having taken place in technological skills and global awareness. Three independent evaluators have scored each of these assessments; the Office of Institutional Research has analyzed the data and reported to the
Chapter 6 – Development and Assessment of Educational Programs

BBA Learning Assurance Committee, the Undergraduate Curriculum Committee and the Zicklin faculty. These data are also available to colleagues in the other two schools through the Assessment internal shared drive.

Results of these assessments have been mixed. As noted in the discussion of Standard 11, some of the results vary according to whether students entered the college as freshmen or as transfer students—and, if as transfers, whether the previous school was a CUNY community college. In several areas (especially Communication Skills and Analytical and Technological Skills) assessments have led to curricular changes that have already taken place or are under discussion. Some were discussed within Standard 11; others are outlined below in the section on curricular change.

The BBA Learning Assurance Committee created a three-year cycle for the administration of assessments. The first benchmark assessment—of oral communication skills among graduating business students—took place in spring 2006. Having instituted curricular changes designed to address the issues that emerged from the assessment of those skills (see section on curricular changes below), the Committee reassessed them in spring 2009. One goal for this assessment was that no more than 20% of students would score below the standard for any criterion of the rubric. The results testify to the very successful efforts to infuse oral communication skills across the curriculum. As Appendix 14/F demonstrates, more than 20% of the students did score below the standard in only two of the twelve categories (compared with four categories in 2006). Moreover, the mean scores increased in all 12 categories, and in eight of the categories the increases were statistically significant (see Appendix 14/G).

Since this was our second time conducting an assessment of the oral communication skills, of our graduating BBA students, the College made improvements in the process. Faculty recognized the need to record oral presentations so that students could later view themselves and so that the presentations could be viewed at a later date by others.14 To help meet that need, and as a vital adjunct to efforts to assess and improve the oral communication skills of students in general, the Schwartz Communication Institute developed the Video Oral Communication Assessment Tool (VOCAT), a web-based instructional/assessment technology that enables both faculty and students to review videos of their oral presentations, incorporating the rubrics designed for each assessment. Within a few years, this technology will allow for comparisons of presentations of students at all points during their careers at Baruch and allow us to judge whether their skills improved during their time at Baruch. Toward that end, staff members have also begun to make use of VOCAT in Freshman Seminar and in several courses within the Core Curriculum.

At the graduate level, ZSB has collected and analyzed data for all but one of its MBA learning goals at least at the stage of pilot testing. Like the undergraduate program, the Zicklin graduate program has had three judges evaluate each assessment exercise. We hope to continue the practice of having three assessors for all assessments even in the currently difficult fiscal climate

14 Another improvement involves monitoring whether the students involved in the oral assessment arrived at Baruch as freshmen or transfers (or, as transfers, from community colleges). In our original assessment of oral communication skills we did not keep track of that information; we started doing so with our first written communication skills assessment.
because the use of three assessors brings a tremendous sense of objectivity and validity to the scores that are collected.

The Weissman Curriculum Committee’s Subcommittee on Assessment has likewise been involved in assessment, and has completed assessments of four of the 10 categories of base curriculum learning goals. These assessments (written and oral communication skills; quantitative skills and ethical decision making) have been completed and the data have been presented to the full curriculum committee. See the section below on curricular changes for the discussion of changes that have proceeded from these assessments.

SPA is currently developing a formal undergraduate assessment tool to use for students graduating from its BSPA major. The tool exists in pilot form, and was tested in fall 2009, with the hope of implementing it in spring 2010. The assessment tool consists of randomly selected graded student work from a variety of classes and measuring demonstrated skills on the student work against defined standards for the program.

Assessment at the graduate level in SPA takes two forms. For MSEd students, the state’s School Building Leader (SBL) certification exam serves as the primary external assessment tool. The school carefully monitors student performance on that exam, and regularly visits students on-site in their various internship placements to discuss progress with supervisory administrators.

For MPA students, the required capstone project serves as both a culminating piece of work for the master’s program, and as a tool for assessing general student performance and progress. Capstones are offered in a variety of formats, but all are coordinated through a central oversight process. Prof. Dorothy Shipps chaired the most recent effort to coordinate capstone programs and establish consistent standards across the offerings.

Further, the highly rigorous NASPAA accreditation procedures undertaken every seven years force the school to comprehensively assess its offerings and rates of student learning, as well as its curricula and requirements. As required by NASPAA, the school tracks employer satisfaction with SPA graduates and it surveys alumni as to the state of their preparation for management positions in the public and nonprofit organizations. SPA also works with the National Urban Fellows (NUF) in reviewing the intensive MPA curriculum delivered to the fellows and in tracking the progress of NUF alumni throughout their careers. The school recently completed a comprehensive program review of the NUF MPA and added a 6-credit leadership sequence designed to more closely tie the fellows’ internship experiences with the MPA curriculum.

In fall 2009, SPA created a standing committee on learning goals and assessment to ensure that all classes have articulated learning goals, and to assess the progress of students toward meeting those goals as measured by their performance on the capstone project and on select course material drawn from courses throughout the MPA curriculum.

3. Has The College Developed And Implemented Appropriate Mechanisms That Will Document The Extent To Which Students Have Succeeded? If Not, What Needs To Be Done So That The College Can Develop Comprehensive Results To Guide It On Making Future Curricular Decisions?
Chapter 6 – Development and Assessment of Educational Programs

As mentioned above, the College’s Assessment website and site on the internal shared drive include all learning goals for the degrees, majors and minors, along with reports of the data collected through assessments. These data are shared with the appropriate curriculum committees (undergraduate and graduate) and at faculty meetings. The assessment site also includes the rubrics that have been developed for assessments. Members of the faculty are invited to distribute these rubrics to their students to help them understand the College’s expectations in these areas. There have also been periodic written updates on assessment sent to all members of the Zicklin faculty.

Various administrators throughout the College participate on the committees that oversee assessments, including an Associate Provost, the director of Institutional Research and faculty representatives from the Schools. Assessment results are reported to the Assessment Committee. The agendas and minutes of the Zicklin BBA Learning Assurance Committees are posted on the Zicklin assessment website.

Data on assessment have not been communicated to students systematically. However, the students are aware that they are participating in an assessment process, and the importance of the assessments for program improvement and for accreditation is stressed at the Zicklin orientations. Since the College maintains that individual performance of students is not what is being assessed, it has not considered disseminating the data to students. However, all of the assessments are created with and by faculty so that they can be used in classes as teaching tools, and many assessment exercises serve double duty as class assignments and assessments.

An additional mode of assessment takes the form of the CUNY Proficiency Exam (CPE), a standardized exam that CUNY students in pursuit of bachelor’s degrees must have completed by their 60th credit. The CPE requires students to demonstrate their competence in aspects of academic literacy that the CUNY faculty considers important for success in upper-division studies. It has been designed to resemble typical college assignments in which writing is produced in response to reading material, data or observations. It is read and scored by members of the CUNY faculty from a range of disciplines and departments. Part two (“task two”) of the CPE asks students to interpret and evaluate material presented in charts and graphs. As outlined in Appendix 14/H, Baruch students have done extremely well on the CPE, consistently outpacing the average pass rate among students at CUNY’s other senior colleges by a wide margin.

4. Have Changes In Curricula And Course Delivery Taken Place In Response To Current Assessment Data That Suggested Such Changes Were Needed? What Additional Changes Should The College Make In Response To Current Assessment Data?

The availability of assessment data has stimulated discussion, with changes in curriculum and course delivery already implemented in some areas and under serious consideration in others. The most prominent changes have taken place in the Zicklin School, where members of the business faculty have come to accept responsibility for improving the skills of undergraduates. To recapitulate a process discussed in the section on transfer students under Standard 11: writing and analytical skills assessments pointed to a gap between the achievements of students who had
arrived at Baruch as freshmen and those who transferred; yet those groups graduate from the college with GPAs that are similar. It seemed clear that the ability to write and to analyze did not figure prominently in the demands that Baruch business school faculty had been placing on students (transfer students take mostly business courses) or in the grading process.

This conclusion led to a number of changes in curriculum and course delivery, especially in the areas of oral and written communication skills. With the support of the Bernard L. Schwartz Communication Institute, all business disciplines now include a communication-intensive course—a course for their majors that requires a substantial amount of writing or oral presentation and, at least in the case of writing, the opportunity for students to revise. As of fall 2007, students in the Zicklin undergraduate program were required to make at least three oral presentations (in ACC 2101, FIN 3000, and BPL 5100) all of which are required courses for ZSB students. These opportunities allow students to become more accomplished in their business oral presentation skills: demonstration of this enhanced competency is seen when comparing the Oral Assessments of 2006 and 2009 as outlined in Appendix 14/F and Appendix 14/G. (See below for additional discussion of course-delivery changes in ZSB.)

Within the General Education curriculum, assessment data led to the creation of two task forces in 2007: the Task Force on First-Year Composition and the Task Force on Quantitative Pedagogy. The reports of these task forces are included as Appendix 14/C and Appendix 14/D, respectively, but some of the recommendations therein and the College’s efforts to implement significant curricular changes may be summarized here.

The most significant changes in the first-year composition sequence (ENG 2100 and 2150: Writing I and Writing II), which is required of all undergraduates, was the creation of a set of learning goals that hold for both semesters and the erasing of a bright line of distinction between the first- and second-semester courses (e.g., writing vs. literature). As reformulated, and in recognition of the fact that real learning occurs incrementally over time, the tasks set in ENG 2100 now are repeated and intensified in ENG 2150. It is too soon to assess the impact of these changes on student learning, but one anticipated positive effect will be that a higher percentage of full-time English faculty will teach entering freshmen than before.

The report of the Task Force on Quantitative Pedagogy included several recommendations for introductory Math courses. Those suggestions have made their way to an implementation committee that is working with the Math Department to revise and make explicit learning goals for pre-calculus and calculus courses that will help BBA students (calculus is required of BBA students) to move seamlessly into their business-base courses and beyond.

Course delivery in pre-calculus and calculus courses had already changed in response to data that suggested that students were not keeping up with the material they needed to learn. In 2006 the Math Department created a series of online videos that treat the topics of these courses systematically and which may be reviewed at the students’ leisure, as often as they need. In 2007 they moved to an online system of homework for Math courses: a pilot group of 10 sections tested the online homework system (Webwork) in 2007. The system proved to be a significant factor in raising the pass rates in the sections involved in the pilot program, so in 2008 Webwork was made mandatory in all sections of pre-calculus and in two of the three calculus
courses. In 2008, five practice final exams for each of these courses were created along with videos of complete solutions, including “mini-lessons” for each question. These videos have proved to be extremely popular with the students and have increased the pass rates in all three courses.

Faculty development efforts over the past four years have led to other substantial and ongoing changes in course delivery. The main thrust has been to promote “active learning,” an approach that promotes substantial interaction between students and their instructors even in large classes - and is thus antithetical to the traditional lecturing style. Methods employed that encourage active learning include small group discussion and sharing, use of low-stakes writing (such as two-minute papers), case presentations and electronic response devices (clickers), etc. Indeed, many events in the College’s Master Teacher Series have stressed this approach, such as the several presentations by Mel Silberman (*101 Ways to Make Training Active*, Pfeiffer, 1995), Ken Bain (*What the Best College Teachers Do*, Harvard, 2004) and Stephen Brookfield (*Becoming a Critically Reflective Teacher*, Jossey Bass, 1995). In August 2008, all newly hired full-time faculty members spent an afternoon in a workshop with Silberman, learning how to make classroom learning more active.

Active learning also is the emphasis of the Zicklin Summer Seminars (discussed under Standard 11, Ensuring Consistency Across Sections; see Appendix 14/E for design of the original seminar). Participants have reported on significant changes in the delivery of their courses, with assignments created to emphasize oral, written and analytical skills. For example, faculty are encouraged to use the “think, pair, square, and share” methodology, which calls for an instructor to pose some analytical fact pattern or problem, ask students to quietly think about the problem, share their thoughts with a partner, and then form a four-person group to share and reflect on the analysis. Professors have used this model effectively even in large lecture sections of 100 students or more to encourage a more active classroom experience.

A significant change in the graduate curriculum also occurred in ZSB as a result of the first round of assessments in written and oral communication skills. As outlined under Standard 13, three new Business Communication courses were developed for conditionally accepted MBA students: Writing for Business, Oral Communication for Business, and Grammar Troubleshooting. Piloted with full-time Honors MBA and Accelerated Part-time Program (APT) students during the academic year of 2008-09, these Business Communication courses will be expanded to flex-time MBA students in fall 2010.

SPA responded to its most recent NASPAA re-accreditation by changing core requirements for more extensive Human Resources content in its MPA program. It recently developed a course on emergency management in light of student need for familiarity with this subject area in the aftermath of 9/11 and Hurricane Katrina. In 2008-09, SPA created a new undergraduate internship course for its American Humanics students in response to a need for those students to have an internship experience distinct from other SPA majors, and also re-ordered its undergraduate economics sequence in response to a paucity of economics skills in its recent BSPA students.
SPA added several classes to its curricula in recent years in response to both requests from outside accrediting bodies (namely NASPAA) and as a result of internal program reviews. In the National Urban Fellows program, the school added a required six-credit sequence in leadership to coincide with the fellows’ nine-month internship. In the regular MPA, the school has added courses in emergency preparedness, “green” planning, and a three-course sequence in land use and community development, all as a result of changing student interests and employer demand. The school’s curriculum committee meets monthly throughout the year to consider new courses and new tracks. These flow largely from faculty assessment of how well the curriculum meets the demands of the profession.

Standard 14: Assessment of Student Learning

Findings:

1. The development of learning goals has been an ongoing concern at Baruch College for more than five years; the result has been their institutionalization at all levels throughout the curriculum.
2. Learning goals have not been consistently well-communicated to students throughout the five-year period, but they are now de rigueur on syllabi and proposals for new or revised courses.
3. Learning assessment activities were pioneered in the Zicklin School and have been employed consistently in the Weissman School for three years. The School of Public Affairs is developing a thoroughgoing assessment plan.
4. The College’s assessment website documents assessment activities and what the College has learned about student learning.
5. Several changes in curriculum and course delivery have been implemented in response to assessment data. Most significantly, changes have taken place in the Zicklin School, where members of the business faculty have come to accept their role in continuing to improve the skills of undergraduates through active learning techniques.
6. Assessments of oral communications skills in three-year intervals validated curriculum changes in improving student learning.
7. The Task Force on Quantitative Pedagogy and the Task Force on First-Year Writing successfully used assessment data to improve student learning.
8. The responsibility for the assessment of academic programs is dispersed among a number of departments, offices and individuals, some reporting to different college administrators.

Recommendations:

Recommendation 14.1
Each School should work with the College Assessment Committee as it continues to develop assessment plans that include precise timelines and that delineate best practices for sharing data and resources.
Chapter 6 – Development and Assessment of Educational Programs

Recommendation 14.2
The Deans and Associate Deans of each School should work with faculty to demonstrate the benefits of systematic assessment, particularly the use of assessment results to improve faculty effectiveness in the classroom.

Recommendation 14.3
The College should expand the use of VOCAT (Video Oral Communication Assessment Tool) to multiple points throughout the curriculum, and integrate more thoroughly into the overall assessment of the General Education Program’s learning objectives.

Recommendation 14.4
The College should continue to build on the recommendations of the Task Force on Quantitative Pedagogy and those of the Task Force on First-Year Writing.

Recommendation 14.5
The College must insure that its commitment to embedding assessment throughout all academic programs is reflected clearly in the structure of the Provost’s Office. A senior person in the Provost’s Office must be given both the responsibility and the resources needed to lead the College’s assessment efforts.
Chapter 7 – Summary of Recommendations

(The first digit of each number refers to the Middle States Standard of Excellence relevant to that recommendation.)

**Standard 1: Mission, Goals and Objectives**

**Recommendation 1.1**
The College should improve and formalize the process by which it develops specific goals for the annual PMP process.

**Standard 2: Planning, Resource Allocation and Institutional Renewal**

**Recommendation 2.1**
The College should develop three-year business plans that lock in resources and commitments over a longer period of time than the current one-year approach; a three-year business plan would be an appropriate bridge between the College’s five-year Strategic Plan and the University’s annual Performance Management Program.

**Recommendation 2.2**
The College should embrace and fully utilize the University’s new ERP, CUNYfirst, an ambitious and comprehensive effort that will allow the College to create true all-funds financial reporting; and to link human resources and student data in a manner that will promote greater efficiency. At this early stage in the implementation of CUNYfirst, the College should ensure that complete and accurate data are fed into the new system.

**Recommendation 2.3**
As a result of the enhanced capabilities provided by CUNYFirst, especially the expansion of standardized financial reports, all units in the College must take greater local responsibility for monitoring their own revenues and expenses.

**Standard 3: Institutional Resources**

**Recommendation 3.1**
The College’s leadership needs to continue discussions underway with the University to make adjustments to the senior college allocation model. Through a sustained dialogue with the University’s leadership that focuses on the history surrounding Baruch’s lower-than-average funding, and the relative cost of faculty in different disciplines (especially within business) adjustments need to be made to the senior college allocation model in order to support academic excellence at the College. In making this recommendation, we are well aware of the difficulty of proposing a reallocation during very difficult financial times. Nonetheless, we recommend continued discussions and some efforts to begin to adjust the model.

**Recommendation 3.2**
Considering the prospect of even more severe challenges to Baruch’s public funding, the College must identify and support activities and programs that are key to its mission, and must be
aggressive in its pursuit of more diverse funding streams. Particular attention should be devoted to enhancing sponsored research and executive education.

**Recommendation 3.3**
To support efforts to diversify revenue streams, the College must review its internal processes to remove organizational and administrative roadblocks that currently limit the ease with which non-public funds can be secured and spent.

**Recommendation 3.4**
The College should undertake an extensive effort to educate and engage local elected officials and Baruch College Fund members to address the College’s serious space deficit. The College must explore and pursue innovative financing opportunities to reduce its reliance on public funds for acquiring real estate.

**Recommendation 3.5**
Recognizing the College’s considerable success in enhancing technology available for teaching and learning, the College should continue the technology plan that has benefited greatly from the input of students.

**Standard 4: Leadership and Governance**

**Recommendation 4.1**
The College should increase its ongoing efforts to engage students in all aspects of the life of the College, and to both explore and address the challenges or impediments to greater student input.

**Recommendation 4.2**
The Provost, rather than the President, should chair the College’s Personnel and Budget Committee, the main function of which is advising the President on all faculty personnel actions (appointments, tenure decisions, promotions, and scholarly leaves).

**Standard 5: Administration**

**Recommendation 5.1**
The College should review administrative headcount in all units to ensure that critical units continue to provide high quality service; when reviewing spending plans and proposals, the College needs to be particularly mindful of needed administrative support.

**Recommendation 5.2**
The College should develop and adopt internal metrics that specify optimal processes and outcomes for administrative services. Once key metrics have been established for all critical areas, data on the extent to which metrics are being achieved can be analyzed, and these analyses can be used to guide the development of enhanced and more effective administrative processes.

**Recommendation 5.3**
Especially in light of the implementation of CUNYfirst, the Vice President for Finance and Administration should convene formal and regular meetings of the administrators who work in
all units throughout the College. These meetings should address the need to develop new, more effective and efficient business practices around CUNYfirst, and should provide regular opportunities for transmitting standardized information regarding College and University policies and procedures.

**Standard 6: Integrity**

**Recommendation 6.1**
The College, primarily through the Associate Provost for Faculty Development, should make more of an effort to educate faculty and staff about the initiatives already underway to promote integrity throughout the College.

**Recommendation 6.2**
The College, through the efforts of the Associate Provost for Faculty Development, the Deans, and the School curriculum committee, should place more emphasis on instruction on ethics, especially in classes for juniors and seniors.

**Recommendation 6.3**
All members of the College community need to be encouraged to more regularly report infractions of ethical conduct.

**Standard 7: Institutional Assessment**

**Recommendation 7.1**
The President and the College Cabinet should share more broadly information on the University’s Performance Management Process (PMP), and should clarify, to the entire College, the linkages between the PMP and the College’s own Strategic Plan.

**Recommendation 7.2**
The President and the College Cabinet should encourage broader participation in the setting of annual PMP goals, as well as in the analysis of the University’s annual assessment of the College’s performance relative to the goals set.

**Recommendation 7.3**
The Vice President for Finance and Administration, working with the Office of Institutional Research, should expand the use of Logic Models as a framework for assessment to the College’s administrative units.

**Recommendation 7.4**
The college should develop procedures to insure that NSSE results are better integrated into the planning processes of various Baruch units.
Standard 8: Student Admissions and Retention

Recommendation 8.1
The College should urge the University to adopt the “Common Application for Undergraduate Admissions,” now employed by more than 400 colleges and universities across the country, including many campuses of the State University of New York system.

Recommendation 8.2
The Vice President for Student Affairs, working with the Provost, should establish a faculty-administration committee to encourage greater faculty involvement in the admissions process.

Recommendation 8.3
The Vice President for Student Affairs should take steps to increase student satisfaction with all aspects of the admission and registration process, and all related student services. These steps should involve improved publicity and public relations material (both print-based and web-based); improved internal communication; and enhanced professional development programs for staff in these areas.

Recommendation 8.4
Although the College currently has a limited role in setting guidelines for admission of transfer students, the College’s Office of Enrollment Management should work with CUNY to ensure that transfer students are prepared to succeed at Baruch, and that the distribution of transfer students by major area of interest is consistent with the College’s capacities in various academic programs.

Standard 9: Student Support Services

Recommendation 9.1
Since Baruch, like most publicly-supported colleges and universities, does not have adequate staff to carry out critical activities (particularly in areas broadly related to student support), the College should aggressively seek the private and public funding needed to address this critical shortage. Recognizing the considerable demands placed on existing staff, the College should greatly enhance training, particularly in the areas of technology and customer service, to improve the job satisfaction and effectiveness of the College’s existing staff.

Recommendation 9.2
The College should address critical staffing needs in key offices and areas, including the Writing Center, the Student Academic Consulting Center, the Career Services Office, the International Student Services Office, and in all units and offices that provide advice to students. Across the board, the College does not provide as many advisors as our students need and deserve.

Recommendation 9.3
The College should ensure that students have ready access to all information on resources available to them. To achieve this goal, the College should undertake a thorough review and revision of its website, paying particular attention to the needs of current students. In addition,
the College should ensure that key student-serving offices are available during evenings, when many graduate and undergraduate students take classes.

**Recommendation 9.4**
The College should encourage at-risk students to participate more actively in workshops available to them, and develop innovative ways to reach out to these students.

**Recommendation 9.5**
The College should continue, aggressively, to ensure that facilities are appropriate to students’ needs, and in fact that they are in working order. Fixing escalators and elevators in all College buildings is essential, as is providing adequate computer labs and reliable access to critical electronic resources, including Blackboard.

**Recommendation 9.6**
The College should reconstitute its Student Affairs Committee to provide ongoing attention to the issues covered by the Committee’s charge.

**Recommendation 9.7**
The College should strive to increase its visibility to the City’s business and public sector communities, specifically to enable more students at all levels to obtain more internships and more jobs.

**Standard 10: Faculty**

**Recommendation 10.1**
The College should - on its own or in concert with the University – develop a policy on retirement that would allow senior faculty more flexibility in their transition to retirement, while also making it possible to recruit additional junior faculty.

**Recommendation 10.2**
The Provost, the Deans and the various College Personnel and Budget Committees should ensure that the desired balance among scholarship, teaching and service in tenure and promotion decisions be more clearly defined and more effectively communicated to faculty and department chairs.

**Recommendation 10.3**
Recognizing the increasing emphasis placed on faculty scholarship, the College should lower faculty teaching loads to two classes per semester, for tenured and tenure-track faculty who are active scholars.

**Recommendation 10.4**
The College should devote more resources to the recruitment and retention of faculty from underrepresented groups, making use of both tenure-track and Distinguished Lecturer and Visiting Professor lines. To ensure the effectiveness of these actions, the Provost should name a senior person in that office, and provide that person with the authority, responsibility and resources needed to enhance faculty diversity.
Chapter 7 – Summary of Recommendations

**Recommendation 10.5**
Since part-time faculty provide a substantial proportion of the education delivered at Baruch, the Provost should convene a College-wide task force to formulate a coherent policy to enhance the experience and effectiveness of adjunct faculty.

**Recommendation 10.6**
The College must secure additional, appropriate space to allow the faculty to carry out the very high levels of teaching, research and service now expected of them.

**Standard 11: Assessment of Educational Offerings**

**Recommendation 11.1**
Recognizing that transfer students account for a substantial proportion of those who receive undergraduate degrees from Baruch, the Offices of Student Affairs and Academic Affairs should reach out more aggressively and effectively to students at each of the CUNY community colleges, to ease their transition to Baruch.

**Recommendation 11.2**
Although the College currently has a limited role in setting guidelines for the transfer admissions process, the College’s Office of Enrollment Management should work with the University to ensure that transfer students have taken the courses needed to ensure their success at Baruch, and that distribution of transfer students by major interest is consistent with Baruch’s ability to offer relevant programs.

**Standard 12: General Education**

**Recommendation 12.1**
The English Department should expand, and the College should better publicize, its initiative to organize individual sections of the basic writing course around different themes.

**Recommendation 12.2**
The Mathematics Department should continue to explore all means of improving quantitative learning, as it has done by promoting the use of software homework programs. More widely, the Provost’s Office, in concert with the Mathematics Department and other departments, should be prepared to act on the forthcoming recommendation of the Implementation Committee on Quantitative Reasoning, which built on the results of the earlier Task Force on Quantitative Reasoning.

**Recommendation 12.3**
The Associate Provost for Faculty Development should lead an effort to develop an area on the College website devoted to the College’s General Education Program. This site should clearly describe the learning goals of the program, and the ways in which students can achieve those goals.
Chapter 7 – Summary of Recommendations

**Recommendation 12.4**
Recognizing that the content of the SimNet exam (which measures students’ Microsoft Excel skills) has evolved since it was made part of the General Education Program, the Deans and Curriculum Committees of the College’s three Schools should consider whether requiring it of all students continues to be appropriate.

**Standard 13: Related Educational Activities**

**Recommendation 13.1**
The College should articulate the standards by which the written works of students who are not native English speakers are judged, and the College should strengthen programs for its large population of non-native speakers.

**Recommendation 13.2**
The College’s non-credit program areas should continue to expand their use of external accreditation by suitable national accrediting agencies.

**Recommendation 13.3**
The Provost and the Deans, along with the Assistant Dean for Continuing and Professional Studies, should encourage stronger connections and co-programming among and across the different divisions of the College; doing so will provide broader support for matriculated and non-matriculated students, both undergraduates and graduates.

**Standard 14: Assessment of Student Learning**

**Recommendation 14.1**
Each School should work with the College Assessment Committee as it continues to develop assessment plans that include precise timelines and that delineate best practices for sharing data and resources.

**Recommendation 14.2**
The Deans and Associate Deans of each School should work with faculty to demonstrate the benefits of systematic assessment, particularly the use of assessment results to improve faculty effectiveness in the classroom.

**Recommendation 14.3**
The College should expand the use of VOCAT (Video Oral Communication Assessment Tool) to multiple points throughout the curriculum, and integrate it more thoroughly into the overall assessment of the General Education Program’s learning objectives.

**Recommendation 14.4**
The College should continue to build on the recommendations of the Task Force on Quantitative Pedagogy and those of the Task Force on First-Year Writing.
Chapter 7 – Summary of Recommendations

**Recommendation 14.5**
The College must ensure that its commitment to embedding assessment throughout all academic programs is reflected clearly in the structure of the Provost’s Office. A senior person in the Provost’s Office must be given both the responsibility and the resources needed to lead the College’s assessment efforts.
Appendices

STANDARD 1

Appendix 1/A: Baruch College Strategic Plan, 2006-2011.
Appendix 1/C: Baruch College Recruitment Ad Published in Local Media, January 2010

STANDARD 2

STANDARD 3

Appendix 3/A: CUNY Audited Basic Financial Statements June 30, 2009

STANDARD 4

Appendix 4/A: Constitution of the Baruch College Undergraduate Student Government, Adopted March 1999
Appendix 4/B: Constitution of the Graduate Student Assembly of Bernard M. Baruch College

STANDARD 5

STANDARD 6

STANDARD 7

Appendix 7/A: The Assessment Framework for Administrative and Support Units
Appendix 7/C: Report on Baruch College PMP Goals and Targets 2008-09
Appendix 7/D: FX FOWLE Architects, Baruch College Master Plan Amendment, City University of New York, December 8, 2008.
Appendix 7/E: Sample Logic Model – Writing Center Initiative
Appendix 7/F: SPA NASPAA Self-Study, Volume I
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**Appendix 7/G:** SPA NASPAA Self-Study, Volume II

**Appendix 7/H:** SPA NASPAA Reaccreditation Letter, July 15, 2009

**STANDARD 8**

**Appendix 8/A:** CRO (College Results Online) Top 20 Overall URM Gainers

**STANDARD 9**

**Appendix 9/A:** CUE Plan – Draft May 2008

**Appendix 9/B:** NSSE ’08 Pocket Guide Report – CUNY Baruch College

**Appendix 9/C:** NSSE Multi-Year Benchmark Report – CUNY Baruch College

**Appendix 9/D:** Baruch Student Experience Survey Results

**Appendix 9/E:** Charge to Student Affairs Committee, September 2004

**Appendix 9/F:** SAC Recommendations on New Student Orientations

**Appendix 9/G:** SAC Recommendations on the Office of Undergraduate Admissions and Financial Aid

**Appendix 9/H:** SAC Recommendations on the Registrar

**STANDARD 10**

**Appendix 10/A:** Baruch College Faculty Profile – Race/Ethnicity/Gender by School

**Appendix 10/B:** Mean Starting Salaries of New Assistant Professors – Tenure Track

**Appendix 10/C:** Baruch College Faculty/Administration Diversity, Fall 1998- Fall 2008 (by numbers and by percentages)

**Appendix 10/D:** CUNY Faculty-Administration Diversity, Fall 2008

**Appendix 10/E:** Baruch College Faculty Diversity Protocol, Spring 2006

**Appendix 10/F:** Questions Asked in Interviews, Focus Groups and in Survey on Adjuncts

**STANDARD 11**

**Appendix 11/A:** ZSB Five Year Report for AACSB
Appendices

**Appendix 11/A**: Stan Ross Department of Accountancy Fifth Year Maintenance Report

**Appendix 11/C**: ZSB Department Self Studies and Reviews

**Appendix 11/D**: Data from EBI (Educational Benchmarking, Inc.) Survey


**Appendix 11/F**: Most Recent and Upcoming WSAS External Reviews (and the External Review Reports completed in the last three years)

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