

# CAMPAIGN FOR STUDENT SUCCESS

2007-2008 PLAN

BARUCH COLLEGE

September 6, 2007

## OUR CAMPUS GOALS

The objectives and goals of the Campaign for Student Success at Baruch College are identical to critical objectives and goals developed as part of the College's overall Performance Management Program, which in turn build on the College's Strategic Plan. Objectives 3 and 4 of the Performance Management Program are of particular importance. They are:

*3. Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study.*

*4. Increase retention and graduation rates.*

In highlighting these two objectives from Baruch's PMP, we in no way wish to suggest that the other objectives are not important to student success; they clearly are. However, following in the spirit of the guidelines for preparing this year's Annual Plan, we will place a selective focus on the goals associated with these PMP objectives.

To further refine the goals that will constitute the focus for Baruch's Plan for the 2007-2008 Year, we relied on data we had already collected and analyzed on aspects of student success, and on the activities we have proposed in our CUE program for this year. Specifically, we looked to our data to suggest ways in which we might either expand aspects of CUE, or address critical issues not currently included among proposed CUE activities.

We begin by considering the most important outcome indicators, those that encapsulate the cumulative effect of the multiple variables that influence students' success: in our view these are retention and graduation rates. In making this assertion, we recognize that these are indeed ultimate outcomes, that student success is a process as well as a set of outcomes and that in both making and

assessing plans we must be cognizant of the full range of processes (some of which can be measured quantitatively but others that must be assessed with qualitative information) that contribute to students' success.

As a result of the dedication of our students and faculty, Baruch College has achieved strong retention and graduate rates. In recent years, nearly 90 percent of Baruch's first-year students have continued into their second year, and nearly 60 percent have graduated within six years of enrolling. Retention and graduation rates are equally strong for both regularly-admitted freshmen and SEEK students. For transfer students (who make up approximately half of our graduates) one-year retention rates are comparable and four-year graduation rates are even stronger – at nearly 70 percent.

All these indicators have increased substantially over the last 10 years, with the greatest relative and absolute increases being in second and third-year retention rates and in four, five and six-year graduation rates. Details on these are presented in a series of four tables included in Appendix 1. Progress in graduation rates is particularly noteworthy, with the four-year rate among all freshmen increasing from 9.9 percent for the Fall 1995 cohort to 33.5 percent for the Fall 2002 cohort. For SEEK students in the same cohorts, although overall rates are lower, the rate of increase has been even greater –from 2.6 percent to 19.4 percent, respectively. Furthermore, the six-year rates are now identical for SEEK students and regularly admitted freshmen. Improvements among transfer students are equally impressive, with four year graduation rates moving from 44.1 percent among the Fall 1995 cohort to 68.9 percent among the Fall 2002 cohort.

Although the numbers presented in Appendix 1 chronicle substantial, even dramatic increases in student success at Baruch, we conclude that there is still considerable room for improvement, particularly in reducing time to graduation. For example, although recent six-year graduation rates for students admitted to Baruch as freshmen have reached nearly 60 percent, the most recent four-year graduate rates are only 33.5 percent. Therefore, the focus of this year's Plan for the Campaign for Student Success at Baruch is to reduce time to graduation for students who begin their college education at Baruch and students who transfer into Baruch. We believe strongly that this focus on reducing time to graduation will also have the effect of increasing the proportion of students who ultimately graduate. Although six-year rates in the range of 60 percent are strong relative to comparable colleges, we also believe these rates can improve. Therefore, the steps we propose will not only encourage students on a clear path to graduation to do so more quickly; they will also make it possible for additional students to graduate.

How does this focus on reducing time to graduation, and increasing graduation rates relate to Baruch's current CUE proposal? We think this focus complements our work under CUE very well, and in fact responds to some of the comments offered in response to our most recent CUE proposal. CUE at Baruch has a very

strong focus on the first year, or at least the early years of students' experiences at Baruch. Key elements of CUE, such as the development of learning communities and early warning systems for students at risk, have been limited to first year students. Others, such as our interest in improving students' outcomes in critical core competencies, especially math and communication, are concentrated in the early years of students' careers. This year's CUE proposal does begin to move into the later years, and explicitly seeks to devote greater attention to transfer students who – by definition – are concentrated in the “later years”.

We believe that this year's Plan for the Campaign for Student Success should move farther in this direction, and should – specifically – focus on the later years, and on the particular needs of transfer students. The quantitative evidence, summarized above and presented in Appendix 1, demonstrates the need for this focus. Qualitative evidence, gathered through informal polls of key informants (students, faculty and staff) indicates the existence of specific barriers to timely graduation, barriers that must be reduced considerably if we are to increase overall graduation rates and timely graduation rates. A compilation of major categories of barriers includes:

- Challenges of students who need to work more than 30 hours per week;
- Challenges of finding sufficient courses, with seats available, at appropriate times, to allow students to progress toward completion of requirements;
- Particular challenges of specific majors with more required courses and also fixed sequences of courses, specific grade requirements, insufficient numbers of electives, and/or simply not enough classes for the numbers of majors;
- Particular challenges of completing the Tier III minor that was added as a result of the last revision of Baruch's general education program (there is a perception that the number of course offerings, at least for some programs, is insufficient to allow students to complete their Tier III minor in a timely fashion);
- In a word – Math, not only the pedagogical challenges of developing more effective ways of teaching the basic mathematics needed for Baruch students (especially those pursuing certain degree programs), but also changing the way in which students approach mathematics education. For example, we have heard from students and faculty alike about a pattern that certainly prolongs time to graduation for those who follow it. Students, knowing that GPAs are vital components for recruitment into certain professions, will ask for or take an F in a math course,

when they are on track to getting a D or even a C. Their logic is that it is better to take an F, which can later be “replaced” by a B, than it is to accept either a C or a D, because of the impact one of those grades would have on the GPA. This “logical” practice, to the extent it is used, certainly prolongs time to graduation.

- Insufficient long-term planning; students need to use all eight semesters efficiently to maximize their timely graduation. Too often, students – and their advisors as well – take a semester-by-semester approach that may produce decisions that are expedient in the short run but that in the long run lead to delays in graduation.

This is indeed a formidable list of challenges. Fortunately, some of these are already being addressed by other initiatives. For example, raising additional funds for student financial aid (which would reduce the need for students to work while attending Baruch) is a centerpiece of Baruch’s fund raising campaign that is now in the quiet phase. The President and the Office of College Advancement are deeply committed to and deeply involved in this issue. In addition, with support from the CUE initiative, Baruch has convened a Quantitative Reasoning Task Force that will address the full range of issues that both promote and inhibit student success in this critical area of knowledge.

The remaining perceived obstacles to timely graduation can, we believe, be addressed by the goals that are the focus of this year’s Campaign for Student Success.

First, we will conduct a thorough review of the College’s general education program, one that addresses not only the content of the program, but also the logistics of the program, including issues such as course availability and the articulation between general education and education in the majors. We believe that a number of the issues raised in our conversations with students, faculty and staff (i.e. timely availability of needed courses in majors and minors) deserve extensive review. We will be particularly interested in learning how recent changes to general education, including the introduction of Tier III minors, have influenced time to graduation. Building on issues raised in our recent CUE proposal, we will also be interested in exploring linkages between the general education program and the majors. We must insure that general education and education in the major not occupy separate silos, but that learning objectives initiated in general education program are reflected and enhanced in the majors.

Next, we will improve and extend advising, by pursuing two specific enhancements: we will continue to expand the early warning system that alerts students at risk until it is active for all students; and we will imbue – in all advising – the importance of planning for timely graduation. In our CUE proposal, we discuss the importance of extending throughout a student’s career

the “early warning system” we now use in the early semesters to engage students at risk. This approach, which has been effective when applied to students’ first semester, will be equally effective when extended throughout students’ careers at Baruch and will – we believe – contribute to reducing barriers to timely graduation in students’ later years at Baruch.

But enhanced advising must include more than early warning systems and must function to prevent students from being in the position to need early warning. We will, as part of this plan, insure that advising – whenever it takes place – seeks to engage students in longer-term planning that includes, from the beginning of a student’s career at Baruch, attention to the most effective way to plan the full eight semesters to insure timely graduation. For Baruch students in professional programs that have complicated and demanding requirements and course sequences, a long-term perspective on program planning is critical. Therefore, all advising at Baruch must engage students in the long-term program planning that is needed if they are to graduate quickly.

Building on insights and activities associated with our recent CUE proposal, we will focus specific attention and action on transfer students. In some cases, transfer students’ concerns and needs mirror those of all upper-division students at Baruch. But there are also issues quite specific to transfer students that we will address as part of the Plan. Two of these – the development of Learning Communities for transfer students and the development of a Transfer Student Center – are goals for this year.

Building on the recognized success of first-year Learning Communities, we will establish our first Learning Communities for transfer students. With funding from CUE and a CUNY Faculty Development Grant-funded “Faculty Partners Seminar” (a partnership that involves faculty colleagues from LaGuardia Community College), we will pilot Learning Communities among transfer students from LaGuardia enrolled in writing courses taken by all transfer students. These Learning Communities, we believe, will prove as valuable to the socialization of transfer students to Baruch as they have been for the socialization of first-year students.

Although most Baruch students, especially those in professional programs, face challenges in completing general education requirements, making the transition to the major, and organizing schedules efficiently, transfer students – we believe – face even greater hurdles. Not only is their desired “time to degree” shorter, they have the added complication of negotiating the process by which courses taken elsewhere are given Baruch credit, and fulfilling Baruch’s general education requirements. Given that transfer student academic, social, developmental and even economic needs vary from traditional freshmen we attract at Baruch College, we will develop and implement a Transfer Student Services Center that will assist not only currently enrolled transfers, but students considering transferring to Baruch as well.

This Center will address current student needs by developing a point of contact, information and assistance on matters directly related to transfer students. It will collaborate with the deans and faculty on articulation agreements and courses accepted as part of a student's degree. In addition, it will also build an outreach program that will serve community college transfers to Baruch. We will initiate a Baruch Transfer Day on the community college campuses that will include academic advisors, transfer counselors, financial aid experts, and admissions staff to not only assure fit, articulation, communicate academic expectations and answer questions, but also build an academic learning plan that will carry through to a Baruch College degree. The team would be equipped with wireless broadband lap top computers to assist prospective transfers with everything from the on-line FAFSA, the financial aid on-line estimator, the on-line admissions application, TIPPS, and DegreeWorks. Many of the needs of transfers student, and many of the obstacles they face, emerge before they enroll at Baruch. Therefore, we look to build a systemic process that will connect far earlier with transfer students; that will lead to fulfilled expectations and a stronger fit, and – in turn – to higher retention rates, graduation rates and student satisfaction.

To summarize, we set out five specific goals that represent the priorities of this year's Campaign for Student Success at Baruch College. We will:

1. Launch a thorough review of the College's general education program;
2. Expand the College's "early warning system" that identifies and assists students at academic risk;
3. Improve advising throughout the College by stressing the importance of a long-term perspective (i.e. by encouraging students and advisors to keep in mind the need to plan students' eight semesters);
4. Extend Learning Communities to transfer students; and
5. Develop a Transfer Student Services Center.

We will take two approaches to assessing the impact of our efforts to achieve these goals: a long-term and a short-term approach. In the long term, the ultimate impact of any set of activities must be reflected in increased graduation rates and decreases in time to graduation. We will, through the PMP process, continue to monitor key indicators of these events. We will supplement our use of these longer-term outcome measures with quantitative and qualitative measures of the processes we followed in the expectation of achieving our long-term goals. This combination of long-term and short-term, qualitative and quantitative, and process and outcome measures is, we've found, the most effective approach to assessment.

## **APPLYING THE LESSONS OF LAST YEAR'S CAMPAIGN**

Last year's Baruch Plan for the Campaign for Student Success was quite different in format and scope from the Plan proposed above for the year 2007 – 2008. Whereas this year's Plan presents five specific goals, all of which focus on reducing time-to-graduation by addressing barriers that emerge in the latter part of undergraduates' experiences at Baruch, last year's Plan addressed the full spectrum of campus culture, teaching and learning, and coordinating services for students. The Plan encompassed more than 30 specific goals that addressed aspects of each of the above-mentioned three broad categories of efforts directed at insuring student success. Our current approach follows the intent of this year's Campaign guidelines, namely to "articulate a reasonable, but limited set of specific goals for enhancing student success." The guidelines go on to read "Although there may be many areas on which work is needed, at this point in your Campaign it is important to limit your focus in order to ensure that your campus resources are dedicated strategically to make a clearly demonstrable difference."

Our focus on a very limited set of goals in no way negates the importance of the other challenges presented in last year's Plan. In fact, many people throughout Baruch continue to address these challenges.

But our review of what are clearly among the most important indicators of student success – retention and graduation rates – provides overall lessons that are among the most compelling we have learned from previous efforts to enhance student success. These lessons are most clearly reflected in the data on retention and graduation rates for first-time freshmen (presented in the first table in Appendix 1). First-year retention rates for this group have experienced consistent and uninterrupted increases for 10 years. Although second and third year retention rates have increased over the entire period covered by the table, in the two to three most recent years for which data are available, these rates have been more erratic and may now be fluctuating around certain levels, rather than continuing to increase. Since the cumulative effect of these retention rates is graduation, it's not surprising to see – in the two columns on the right of this table – that five and six-year graduation rates may also now be fluctuating around particular levels, following years of substantial increases.

The very clear message from these data (a message contained to varying degrees in all the tables included in Appendix 1) is that Baruch needs not only to sustain the consistent, uninterrupted progress in first-year retention rates, but that we must focus also on subsequent years to insure that our retention rates in those years continue the consistent, uninterrupted increases that have been observed for many of the past ten years. We are proud that we have achieved levels considerably higher than we experienced 10 years ago, but we are also committed to continuing this upward trajectory.

In addition to fundamental data on retention and graduation, we have additional information on more specific aspects of student learning at Baruch that is strongly suggestive of the need to focus on years beyond the first. Some of this data was presented as part of this year's CUE proposal; some is more recent. Furthermore, although the data we discuss are all quantitative and amenable— at least in theory – to more precise causal analysis, at this point in time it is more appropriate to describe some of our results as suggestive, pending further analysis.

As mentioned in our CUE proposal, we have clear evidence, from the assessment of an upper level business policy course, that students who began their careers at Baruch as freshman demonstrate significantly better oral and written communication skills than students in the course who transferred into Baruch. Even more interesting was the finding that these groups showed no difference in GPAs. This latter finding strongly suggests that written and oral communication skills, among some of the fundamental skills we expect students to acquire in their early years at Baruch, are not adequately demanded in higher level courses. More recent evidence from the assessment of writing courses taken early in their careers by students who start at Baruch demonstrates that most of these Baruch students are developing – at a relatively early stage of their post-secondary academic careers – the level of oral and written communication skills that we have set as the goals for our common core curriculum. The median assessment scores fell between “meeting” and “exceeding” expectations.

There are reasons to be cautious about the interpretation of these results, but we conclude they are sufficiently suggestive to reinforce the importance of focusing on the later stages of students' careers at Baruch. Although the detailed causal sequence is not clear, and there may well be some confounding relations influencing the results, we do think these results warrant our overall focus on the later years of students' careers at Baruch, and particularly warrant a review of our general education program. We certainly need to know why transfer students seem not to acquire the written and oral communication skills of students who began their post-secondary careers at Baruch and – perhaps even more importantly – we need to know why the presence or absence of skills that we have identified as critical goals of our general education program seem not to have an effect on GPAs in students' later years.

Last year's experience has also demonstrated the effectiveness of Baruch's “early warning system” for first semester freshmen at risk of failing classes. With clear evidence that this outreach was responsible for significant improvements in grades on the part of students who participated last semester, this approach informed our “Students Towards Success” program, which identified 179 freshmen in danger of being placed on probation. About two-thirds of the students who were “eligible” participated in this program and we will be monitoring their progress carefully this fall. But last year's experience was sufficiently compelling to convince us to identify an expanded early warning program as a goal for this year's Campaign for Student Success.

We also have very recent data on approaches to mathematics education that could prove promising in improving pass rates in gatekeeper math courses that have been identified by students and faculty as among the reasons for graduation delays. Last year, working with faculty who are sensitive to their needs, SEEK students who were planning on taking math courses in Spring semester spent three hours per day in January mastering course material while learning math study skills. In our 2006-2007 CUE proposal, we had established the ambitious goal of an 80 percent pass rate in the subsequent course. In fact, 86 percent of students who participated in the January program passed their courses in the spring semester, and no students who participated in the entire program and who adhered to advice on individual tutoring failed. Having learned our lesson, we worked this summer with incoming SEEK freshmen to prepare them for math in the fall, and we will continue the program next January. Of particular interest and focus for the work this year of the Quantitative Reasoning Task Force (supported by CUE funds) will be the extent to which this approach can serve as a model for other math initiatives. (Although we identified math as a significant barrier to timely graduation, we did not develop a specific math goal for this year's Campaign for Student Success, precisely because the CUE-supported Task Force will be active this year. We do, however, look forward to next year when the results of the Task Force's deliberation can shape goals for next year's Plan.)

Finally, we have an additional source of data, also not definitely causal but highly suggestive, that points to a challenge that also emerges in the later years of students' Baruch careers. Data from the National Survey of Student Engagement suggest that Baruch has successfully engaged students in many aspects of their college experience by the close of their first year of study. However, by their senior year, the College does less well on this same set of indicators. One interpretation of this result is that engagement declines for students over the period of their careers at Baruch; freshmen become less engaged as they progress to seniors. That would be a discouraging finding. Another interpretation, one that is quite possible considering that half of Baruch graduates enter as transfers, is that transfer students are less engaged than those who begin their academic careers at Baruch. This interpretation envisions engaged students who begin their careers at Baruch and graduate, but less engaged transfer students.

Either interpretation is cause for concern; both contribute to our focus on the later years; and the possibility of less engaged transfer students is squarely behind our proposal for a Transfer Center.

Finally, we want to comment on some lessons learned from last year that will continue into this year, but were not selected as the focus for this year's Plan, precisely because these are lessons learned from initiatives that are well under way, and that have shown success. We are particularly pleased with progress made under the general category of "Coordinating Services for Students." Under this category we improved access to Summer and Winter courses, which we will

continue to do this year. We made progress on using technology to improve service, in eliminating lines and providing service to evening students, in providing enhanced counseling services and enhanced services to international students. We are confident that we will continue to make progress in these areas, freeing us to focus in this year's Plan on other issues in need of greater attention.

## **OUR CAMPUS ORGANIZATIONAL RESPONSE**

A concern for student success is woven deeply into the very fabric of Baruch College, and is reflected in both our organizational structure and our budget priorities.

This year, for the first time, we have formally convened a group that represents all units within Academic Affairs and Student Development / Enrollment Management. At the first meeting of this group in late June, a meeting convened and co-chaired by the Provost and the Vice President for Student Development and Enrollment Management, the discussion focused on a particular issue of high relevance – namely the need to insure a smoother and more effective registration process. Present at this meeting were all Deans and Associate Deans, Associate Provosts, Assistant Vice Presidents of Student Affairs and Enrollment Management, as well as key staff representing the Registrar's Office, Advising, and Financial Aid, as well as representatives of the Library and Information Services, the Honors Program, the Writing Center, the Schwartz Communication Institute and Institutional Research. In effect, all College offices and programs involved in and responsible for student success were represented at this meeting.

In October, we will reconvene this group – this time under the banner of the Campaign for Success Steering Committee – to provide clear information to all those involved in carrying out the activities proposed above, and to engage these critical constituencies in further discussions and refinements of the Campaign. A representative from the Academic Affairs Committee of Student Government will also be included in this group. We expect that future Annual Plans will benefit from guidance and direction provided by this Steering Committee.

There are also two institutional changes initially developed as part of Baruch's CUE proposal that will – both in the short term and the long term – contribute to student success at Baruch. These are the Quantitative Reasoning Task Force and the Transfer Center, each of which will receive support from Baruch in addition to support provided by the CUE Initiative.

Finally, the review of the College's General Education Program, one of the goals of this year's Plan, reflects a deep institutional commitment to this most critical element of our undergraduate curriculum. This review appears not only in the Campaign Plan, but is also listed among the goals in the College's PMP for this year, and among one of the Provost's goals for the year as well.

Against this background of broad institutional commitment to and support for the goals of this Annual Plan for Baruch College's Campaign for Student Success, we present, in the following table, the details of who among the College's leadership will be responsible for achieving the Campaign goals, when each goal will be achieved, and resources available to those responsible for each goal. Overall guidance on these goals and targets will be provided by the Steering Committee of the Campaign for Student Success (described above) which will meet to review (and revise as necessary) all goals, targets and strategies, and which will insure that all goals are assessed adequately. Ultimately, the Provost's Office, through the College Office of Institutional Research, will be responsible for the assessment of all aspects of the Plan.

We are confident that this Plan, when fully implemented, will continue to foster the enhancement of student success that has characterized Baruch over the past decade. We look forward to further improvements in retention and graduation rates among all groups of students who enroll in the College.

**Goals, Targets, and Responsible Parties:  
Baruch College Campaign for Student Success  
2007 – 2008**

**Goal 1: Launch a thorough review of the College’s general education program.**

- Target: A revised General Education Program, completed before the start of the 2008-2009 Academic Year.
- Responsible Parties: Provost, Deans, College and School curriculum committees.

**Goal 2: Expand the College’s “early warning system” that identifies and assists students at academic risk.**

- Target: By the end of the current academic year, a system that operates for all students in their first and second years. By the end of the next academic year, a system that operates for all students.
- Responsible Parties: Student Advising Center, Academic Advisors in Baruch’s three schools.

**Goal 3: Improve advising throughout the College by stressing the importance of a long-term perspective.**

- Target: A series of training sessions for staff at the College’s Advising Center, advisors in the Schools, and faculty advisors.
- Responsible Parties: Student Advising Center, Academic Advisors in Baruch’s three schools.

**Goal 4: Extend Learning Communities to transfer students.**

- Targets: Three learning communities offered in Fall Semester, 2007, with additional offerings in subsequent semesters (based on assessment of pilot efforts).
- Responsible Parties: Associate Provost for Teaching and Learning

**Goal 5: Develop a Transfer Student Services Center.**

- Target: The opening of a Transfer Student Center during the current Academic Year; availability of a fully-functioning Center by the next Academic Year.
- Responsible Parties: Office of Enrollment Management.

**APPENDIX 1**  
**Baruch College Retention and Graduation Rates**  
**Entering Cohorts: 1995 - 2005**

<b>Total Full-Time First-time Freshmen Retention and Graduation Rates</b>									
Term	Size of Cohort	Fall Retention Rate					Cumulative Graduation Rate		
		1st Year	2nd Year	3rd Year	4th Year	5th Year	4th Year	5th Year	6th Year
Fall 1995	1445	76.5%	51.5%	43.5%	31.9%	13.9%	9.9%	27.4%	34.8%
Fall 1996	1365	72.4%	55.0%	49.2%	31.9%	13.7%	14.0%	31.8%	37.4%
Fall 1997	1109	79.4%	64.7%	58.5%	39.9%	15.1%	17.9%	41.0%	49.9%
Fall 1998	946	81.6%	68.4%	62.4%	37.8%	13.2%	24.5%	46.6%	53.1%
Fall 1999	1133	83.8%	70.2%	65.9%	36.5%	10.2%	27.5%	52.9%	58.7%
Fall 2000	1295	85.3%	71.8%	65.3%	36.5%	11.6%	27.1%	51.4%	56.8%
Fall 2001	1688	87.3%	74.8%	67.9%	33.4%	10.5%	32.8%	54.4%	
Fall 2002	1654	87.1%	73.3%	65.7%	31.6%		33.5%		
Fall 2003	1659	87.5%	77.1%	70.0%					
Fall 2004	1693	87.7%	75.0%						
Fall 2005	1625	88.2%							

<b>Regularly Admitted Full-time First-time Freshmen Retention and Graduation Rates</b>									
Term	Size of Cohort	Fall Retention Rate					Cumulative Graduation Rate		
		1st Year	2nd Year	3rd Year	4th Year	5th Year	4th Year	5th Year	6th Year
Fall 1995	1369	76.6%	52.1%	44.0%	32.4%	14.1%	10.3%	28.0%	35.5%
Fall 1996	1295	72.6%	55.2%	49.3%	31.3%	13.6%	14.4%	31.9%	37.5%
Fall 1997	1015	79.6%	66.1%	59.7%	40.1%	14.7%	18.8%	42.8%	50.9%
Fall 1998	868	81.7%	68.2%	62.2%	37.9%	12.6%	24.4%	46.9%	53.1%
Fall 1999	996	84.5%	71.1%	66.7%	35.1%	9.3%	29.0%	54.3%	59.7%
Fall 2000	1160	85.3%	71.2%	64.6%	34.5%	10.9%	28.6%	51.6%	57.0%
Fall 2001	1526	87.1%	75.0%	68.3%	32.0%	9.8%	34.5%	55.3%	
Fall 2002	1494	86.3%	72.6%	65.1%	29.3%		35.0%		
Fall 2003	1476	87.1%	76.9%	69.4%					
Fall 2004	1476	87.5%	75.6%						
Fall 2005	1579	88.2%							

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<b>SEEK Full Time First-time Freshmen Retention and Graduation Rates</b>									
Term	Size of Cohort	Fall Retention Rate					Cumulative Graduation Rate		
		1st Year	2nd Year	3rd Year	4th Year	5th Year	4th Year	5th Year	6th Year
Fall 1995	76	75.0%	40.8%	32.9%	22.4%	10.5%	2.6%	15.8%	22.4%
Fall 1996	70	68.6%	51.4%	47.1%	44.3%	15.7%	5.7%	30.0%	37.1%
Fall 1997	94	76.6%	48.9%	45.7%	37.2%	19.1%	7.4%	22.3%	38.3%
Fall 1998	78	80.8%	70.5%	64.1%	37.2%	20.5%	25.6%	43.6%	52.6%
Fall 1999	137	78.8%	63.5%	60.6%	46.0%	16.8%	16.8%	42.3%	51.1%
Fall 2000	135	84.4%	77.0%	71.1%	54.1%	17.8%	14.1%	49.6%	55.6%
Fall 2001	162	88.9%	73.5%	64.2%	45.7%	17.3%	17.3%	46.3%	
Fall 2002	160	94.4%	80.6%	71.3%	53.1%		19.4%		
Fall 2003	183	90.7%	78.7%	74.9%					
Fall 2004	217	89.4%	71.0%						
Fall 2005	46	87.0%							

<b>Full-Time Advance Standing Transfer Retention and Graduation Rates</b>									
Term	Size of Cohort	Fall Retention Rate					Cumulative Graduation Rate		
		1st Year	2nd Year	3rd Year	4th Year	5th Year	4th Year	5th Year	6th Year
Fall 1995	951	74.2%	49.6%	23.7%	10.4%	4.7%	44.1%	48.8%	50.5%
Fall 1996	914	74.4%	51.4%	26.1%	12.0%	6.0%	45.7%	51.1%	54.0%
Fall 1997	1065	75.9%	54.2%	28.0%	13.1%	6.0%	48.5%	54.5%	57.7%
Fall 1998	1194	80.4%	58.5%	29.2%	11.2%	6.4%	54.8%	60.5%	62.8%
Fall 1999	1098	82.5%	56.9%	27.3%	9.5%	4.5%	58.2%	62.7%	65.0%
Fall 2000	1131	84.2%	60.6%	23.7%	9.5%	3.1%	62.0%	68.6%	70.9%
Fall 2001	732	87.7%	57.5%	22.3%	6.7%	2.5%	69.3%	73.1%	
Fall 2002	669	86.5%	55.2%	19.6%	6.9%		68.9%		
Fall 2003	776	85.1%	57.1%	26.3%					
Fall 2004	946	87.5%	64.2%						
Fall 2005	909	85.4%							