

**Periodic Review Report to the
Commission on Higher Education
Middle States Association of Colleges and Schools**

June 1, 2005

**Bernard M. Baruch College
The City University of New York
President Kathleen Waldron**

Commission actions that preceded this report:

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Reaffirmation of Accreditation: June 2000

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Acknowledgements

This report is the product of extensive work done by faculty, staff and students who spent considerable time reviewing the 2000 Middle States Self Study and the report of the Evaluation Team and then assessed the progress that Baruch had made in addressing the concerns and recommendations identified.

We wish particularly to commend the Middle States Periodic Review Report Steering Committee and Working Groups who conducted the analyses and wrote the report. We also acknowledge the contributions of the Office of Institutional Research for the data and analyses they provided, which were critical to the review and the report.

Table of Contents

Acknowledgements.....	i
Table of Contents.....	ii
List of Tables and Charts.....	vii
Executive Summary.....	viii
Overview.....	viii
Summary of Process Followed in Preparing PRR.....	ix
Major Institutional Changes and Developments.....	x
Facilities.....	x
Students.....	xi
Faculty.....	xi
Honors and Recognition.....	xii
Finances.....	xii
Highlights of the Periodic Review Report.....	xii
PRR Certification Statement.....	xv
Chapter One: State of the College.....	1
Mission.....	1
Strategic Planning Goals.....	3
Students.....	3
Graduation Rates and Retention.....	4
Broadening the Enrollment Mix.....	4
Honors Programs.....	4
Learning Communities.....	4
The Bernard L. Schwartz Communication Institute.....	5
Faculty.....	6
Grants and Contracts.....	6
Faculty Honors and Accomplishments.....	7
Faculty Development.....	9
Whiting Faculty Fellows.....	9
Faculty and Adjunct Handbooks.....	9
Additional Faculty Development Support.....	9
Tenure Clock.....	10
Alumni Engagement.....	10
Executives-on-Campus (EOC).....	10
Community Outreach.....	11
Continuing and Professional Studies (CAPS).....	12
Budget and Enrollment.....	12
Faculty Shortfall.....	12
Strategic Enrollment Changes.....	13
Budget Difficulties.....	15
Achieving Fiscal Stability.....	16
Budget Outlook.....	17
Academic Programs.....	18
Pre-Business Core.....	18

Applied Mathematics for Finance.....	19
Joint Program in Public Administration and Nursing.....	19
BBA in Real Estate	19
Business Journalism.....	20
International Programs.....	20
Common Core Curriculum	20
Census Bureau Research Data Center.....	21
Aspiring Leaders Program	21
Fiscal Archives Project	21
Ethics.....	21
Academic Integrity.....	22
Facilities	22
Vertical Campus.....	22
Newman Library	22
Subotnick Center and Wasserman Trading Floor.....	22
Baruch Computing and Technology Center (BCTC)	23
Student Technology Fee	24
Baruch Performing Arts Center	24
Support Services	24
Center for Advisement and Orientation.....	24
DegreeWorks	25
Student Academic Consulting Center (SACC).....	25
Writing Center	26
College Now and Baruch High School.....	26
Career Development Center (CDC).....	26
Financial Aid.....	27
The Baruch College Early Learning Center.....	28
Honor Societies and Student Clubs.....	28
Students with Disabilities	28
Student Health.....	28
Chapter Two: Response to Recommendations from the Previous Team Report and Institutional Self Study	30
Recommendations of the 2000 Middle States Commission	30
Student-Related Issues	30
Faculty-Related Issues	30
Administrative Issues.....	31
Chapter Three: Analysis of Enrollment and Finance.....	32
Enrollment Strategy	32
Changes in Admissions Criteria.....	32
Improvement in Student Quality and Increase in Enrollment	32
Focus on Enrollment Mix	33
Readjustment for Budget Considerations	34
Enrollment Plans and Projections	35
Summer School and Intersession	37
Finances	38
Background.....	38

Financial Projections.....	40
Chapter Four: Assessment of Institutional Effectiveness and Student Learning.....	42
Institutional Assessment	42
CUNY Performance Management Process (PMP)	42
Technology Enhancement.....	46
Assessing Performance	46
Satisfaction Surveys.....	47
Recognition from the Profession	47
Audits.....	47
Recent Technology Accomplishments	47
Security	47
Spam Control	48
Digital Media Library	48
Infrastructure Upgrade	48
Online Tutorials	48
Blackboard Migration	48
Data Warehouse Scholarship Application	48
WebGrade	49
Student Computing Services.....	49
Technology Plans.....	49
Strategic Plan	49
Security Upgrades	49
Productivity Application Development	49
AirBaruch.....	50
Student Technology Fee	50
Library and Information Resource Improvements.....	51
Assessing Performance	51
Satisfaction Surveys.....	51
Recognition from the Profession	53
External Reviews	53
Recent Accomplishments.....	53
Information Studies Minor.....	53
Conference on Information Literacy.....	53
Partnership to Establish Direct Marketing Center	54
Exhibition Program Highlights Faculty Research	54
Enhancements to Online Services.....	54
Future Plans	55
Strategic Plan	55
Information Commons	55
Archives & Special Collections	55
Service Quality Issues.....	55
Increase Funds for Acquisitions.....	55
Web Site Redesign.....	55
Career Development Center.....	56
Surveys.....	56
Technology Support.....	57

Assessment of Student Learning.....	57
CUNY Proficiency Exam – CPE.....	58
Zicklin School of Business – Assessment and Learning Assurance.....	59
Newman Library Assessment of Library Programs.....	59
Chapter Five: Planning and Budgeting	61
Development of the Baruch College Strategic Plan for 2005-2010	61
Mission.....	62
A Vision for the Future	62
Major Goals	63
Process	64
Budgeting for FY 2005-06.....	65
Submissions and Process	67
8:30 a.m. – 9:15 a.m.....	68
Continuing & Professional Studies.....	68
List of Appendices	69
Appendix A: Middle States Steering Committee.....	70
Appendix B: Working Groups for Middle States Periodic Review.....	71
Executive Summary and State of the College.....	71
Responses to Recommendations.....	71
Enrollment and Finance	71
Assessment Processes and Plans.....	71
Linked Planning and Budgeting.....	71
Appendix C: Detailed Responses to the Previous Evaluation Team Report and Institutional Self Study	72
General Concerns.....	72
Recommendations.....	73
Organization, Administration, and Governance	73
Financial Resources	73
Faculty.....	75
Arts and Sciences.....	77
Student Support Services	78
Library.....	79
Fulfilling a Focused Mission in the Context of a Multidimensional System	79
Teaching and Learning	80
Responsiveness	81
Appendix D: Additional Learning Outcomes Assessment Materials	84
Learning Goals for Tiers I And II Of The Common Core.....	84
Minutes from BBA Learning Assurance Meetings	87
BBA Learning Assurance Committee Minutes of May 10, 2005.....	87
BBA Learning Assurance Committee Minutes of April 19, 2005.....	88
BBA Learning Assurance Committee Minutes of April 5, 2005.....	89
BBA Learning Assurance Committee Minutes of March 8, 2005.....	90
BBA Learning Assurance Committee Minutes of February 22, 2005.....	92
BBA Learning Assurance Committee Minutes of February 8, 2005.....	92
BBA Learning Assurance Committee Minutes of January 25, 2005.....	93
BBA Learning Assurance Committee Minutes of January 25, 2005.....	94

BBA Learning Assurance Committee Minutes of January 11, 2005.....	95
BBA Learning Assurance Committee Minutes of December 21, 2004.....	96
BBA Learning Assurance Committee Minutes of December 2, 2004.....	97
Minutes of the November 4, 2004 BBA Learning Assurance Committee	99
Minutes of the November 4, 2004 BBA Learning Assurance Committee	100
Appendix E: Links to Other Relevant Documents	102
Strategic Planning Blackboard Site	102
Zicklin Task Force Reports and Strategic Planning Documents	103
Faculty Handbook Site.....	105
Other links.....	107
Appendix F: Alphabetical Index of the Faculty Handbook.....	108
Appendix G: PMP 2003-2004 Results.....	120
Appendix H: Accomplishments and Goals for Administrative Units	134
Administration and Finance.....	134
FY 2005 Accomplishments and FY 2006 Goals	134
Key Personnel Changes	134
Campus Facilities and Operations	134
FY 05 Accomplishments.....	134
FY 06 Goals	134
Finance and Business Services	135
FY 05 Accomplishments.....	135
FY 06 Goals	135
Human Resources	135
FY 05 Accomplishment	135
FY 06 Goals	136
Planning & Budget.....	136
FY 05 Accomplishments.....	136
FY 06 Goals	136
Public Safety	137
FY 05 Accomplishments.....	137
FY 06 Goals	137

List of Tables and Charts

Table 1	Research Funding Activities	7
Table 2	Student and Executive Participation in EOC Activities	11
Table 3	New Undergraduate Enrollments (Fall)	13
Table 4	Degrees Awarded	14
Table 5	Graduation Rates for Freshmen and Transfer Student Cohorts	14
Table 6	Enrollment Summary	14
Chart 1	MBA Enrollment Mix	15
Table 7	Senior College Funding per FTE Student	16
Table 8	Student Financial Aid by Source	27
Table 9	Enrollment Summary Fall 2000 to Present	35
Table 10	Enrollment Projections from the Present to Spring 2011	37
Table 11	Statement of Revenues and Expenses – Actual in \$000s	39
Table 12	Statement of Revenues and Expenses – Projected in \$000s	41
Table 13	CUNY PMP Goals and Objectives	43
Table 14	Comparative Performance Based on Student Survey	43
Table 15	Comparative Retention and Graduation Performance	44
Table 16	Additional Comparative Results	45
Table 17	Level of Library Service Comparison	52
Table 18	eRecruiting Statistics	57
Table 19	Budget Presentation Schedule	68

Executive Summary

Overview

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: 11 senior colleges, 6 community colleges, a graduate school, a law school and The Sophie Davis School of Biomedical Education. More than 450,000 degree-credit students and adult, continuing and professional education students are enrolled at campuses located in all New York City boroughs. In fall 2003, 45% of all the college students in the City of New York were attending CUNY. An additional 40,500 students are enrolled in College Now, the University's enrichment program for high school students at CUNY campuses and more than 200 New York City high schools. Another 8,000 students are enrolled in CUNY-affiliated high schools.

CUNY traces its beginnings to the founding in 1847 of the Free Academy, which later became The City College, the first CUNY College. 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."

Baruch, as well as all of the senior colleges in CUNY, receives its public funding from New York State, not from New York City. The CUNY community colleges, on the other hand, are largely supported by New York City funding.

Baruch College consists of three schools: the Zicklin School of Business, the School of Public Affairs, and the Mildred and George Weissman School of Arts and Sciences. We offer 23 undergraduate majors, 62 undergraduate minors, and 30 graduate level specializations. Two doctoral programs (in business and in industrial/organizational psychology) are housed here, though their degrees are conferred through the University's Graduate Center. The College also offers joint programs leading to the JD/MBA and JD/MPA degrees in conjunction with Brooklyn Law School and New York Law School. Recently we began a joint degree in public administration and nursing with Hunter College, leading to an MPA/MS.

Spring 2005 enrollment is 15,428 students, including 12,315 undergraduates, 2,768 graduate students, and 345 nondegree students. Annually, the Zicklin School awards approximately 89% of the undergraduate degrees and 80% of our graduate degrees. The Weissman School confers approximately 9.5% of undergraduate and 3% of graduate degrees. The School of Public Affairs is responsible for 1% of the undergraduate and 17% of the graduate degrees.

We have 493 full-time faculty members, including 216 in the Weissman School, 201 in the Zicklin School, 38 in the School of Public Affairs, 21 Librarians, and 17 in the areas of Counseling, Psychological Services, and Student Affairs. The College has approximately 1,100 full-time, non-faculty employees, and operates on an \$84 million tax-levy budget (slightly over \$152 million on an all-funds basis). We are also supported by the Baruch College Fund, which has assets totaling almost \$81 million, \$34 million of which are held in endowment.

In fall 2004 the President implemented a new decision-making structure for the college. The President's Cabinet, chaired by the President and including all Deans, Vice Presidents, and the President of the Faculty Senate, has been empowered as the policy-setting body for major college decisions. The Cabinet meets on a regular basis. Five standing committees, reporting to the Cabinet, were created: Finance Advisory Committee, Facilities Committee, Student Affairs Committee, Productivity Committee, and Human Resources Committee. Each is co-chaired by a faculty member and a senior staff member and each has a member of the cabinet serving as a "friend" of the committee.

In spring 2005, the President outlined plans for a new Strategic Planning Process that will guide the College in creating its 2005-2010 Strategic Plan. Utilizing the standing committees mentioned above, several existing committees, as well as a set of newly-created Task Forces, the process will be guided by a Strategic Planning Council, which includes the President's Cabinet and additional faculty, student, and alumni representatives.

A comprehensive budgeting process that considers strategic objectives and priorities from an all-funds perspective was launched this spring. Presentations were made to the Cabinet on unit goals and budget planning and priorities in late April

Summary of Process Followed in Preparing PRR

Our preparation for establishing the college-wide process in developing the Periodic Review Report began with the senior members of the Provost Office attending PRR Workshops held in New York in both 2003 and 2004, as well as Middle States conferences. Additional advice and guidance was sought from other CUNY Provosts who had recently completed their own periodic reviews. The PRR Steering Committee was formed in summer of 2004, drawn largely from senior college administrators and faculty, including the Chair of the Baruch College Faculty Senate. Relevant documents, including the most recent self-study document, the report of the visitation team, our response to the visitation team, the follow-up report submitted in 2002, and a variety of college planning and assessment documents, were assembled, reviewed and posted on an intranet site. In addition we provided each member of the Steering Committee with copies of guiding documents such as the Handbook for Periodic Review Reports and the Characteristics of Excellence in Higher Education prepared by the Middle States Commission on Higher Education.

The Steering Committee established five working groups, chaired by members of the Steering Committee. Additional members of the faculty were added to each of these

working groups after consultation with the Faculty Senate. The five working groups (Executive Summary, Responses to Recommendations Resulting from the Previous Self-Study, Enrollment and Finance, Assessment Processes and Plans, and Linked Planning and Budgeting) were charged with preparation of an initial draft section of the report corresponding to their areas. In addition, we made extensive use of other college-wide committees, such as the Joint Committee on Curriculum and Articulation, which was already working on the establishment of learning outcomes and assessment. Concurrent with the work on the PRR, the College began a process for developing a new five-year strategic plan and the implementation of an all-funds budgeting process. These processes, led by the President and shaped by the Cabinet, were coordinated with the relevant portions of the PRR.

Much of the work was coordinated and shared through electronic communications with regular presentations on the PRR made to various bodies including the Faculty Senate, the President's Cabinet, and school and college faculty meetings. All faculty were made aware of the supporting website and encouraged to provide feedback for incorporation in the final product.

Major Institutional Changes and Developments

On many dimensions the College is a substantially stronger institution than the one that existed during the last Middle States review, and some of the major changes that have taken place are briefly summarized in this section with more details provided in the body of the report.

Facilities

During the summer of 2001 the College moved the bulk of its academic operations from two leased buildings to its new Vertical Campus building (14 floors above ground for offices, classrooms, student spaces and 3 floors below ground for athletic center and performing art spaces). Despite this massive dislocation, the College was able to offer a full set of summer classes and the fall semester began on time. 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 more than 100 high-tech classrooms and labs, and providing a more attractive draw for potential students.

The new building complements the Library and Technology Center that sits directly across the street. That structure houses the Wasserman Trading Floor in the Subotnick Financial Services Center, one of the largest and most complete educational facilities of its kind. It introduces Baruch students to economic, financial, journalistic, and technological principles using professional financial-market data systems and analytic software. Following 9/11 the simulated trading room became a real trading room as we provided a temporary home for REFCO brokers who had been displaced by the disaster and students had the opportunity to watch actual trading while classes were in session.

Students

Significant changes have occurred since the last Middle States review. Total enrollment at the college has remained in the range of 15,000 to 15,700 students the past five years, but the mix of entering students, the preparation of those students, and the College's ability to retain and graduate them have seen major, positive changes. Following college enrollment plans, the proportion of first-time freshmen grew from 35.1% (fall 1998) to 63.7% (fall 2002) and has remained steady at near 60% since. The number of new freshmen has nearly doubled, going from 981 in 1998 to over 1,700 in fall 2004. Moreover, the College has been attracting better prepared students, as the SAT scores rose from 1036 to 1104 over that same period.

We are proud of the rapid improvement in one of the most basic measures of student success, retention and graduation rates. Three years ago, our six-year graduation rate stood at 37.7%. Our current six-year graduation rate is 55.3%, equal to the national norm. With a five-year rate of 54.8% for the next cohort, we expect another significant increase this year. The number of degrees awarded has risen from 2,804 (1998-99) to 3,606 (2003-04). A number of factors have contributed to this impressive rise. First, the end of remediation at the College seven years ago and the more recent increases in admissions standards have brought us an undergraduate student body far better prepared for college-level work than we had enjoyed in decades. Through the Freshman Year Initiative we have revamped our 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 our retention rates. In the last three years alone, our fall-to-fall freshman retention rate has improved from 84% to 90%.

Faculty

A critical problem faced at the time of the last 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 now provides nearly \$3 million 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. While the University provided this new flexibility, funding was left up to each college. This is why the approval of the MBA tuition premium was so critical, as all above-scale salary payments are funded out of this revenue source. As a result, the Zicklin School has been able to hire 43 new faculty over the past three years, with an additional 8-10 expected by next fall. College-wide we have brought in 90 new faculty during this period, representing nearly 20% of the total.

Honors and Recognition

The College is proud to have received several national and regional awards in the last few years. Our tutoring center received the 2003 “Frank L. Christ Outstanding Learning Center Award” for four-year institutions from the National Learning Center Association. Our library earned the “Excellence in Academic Libraries Award” from the Association of College and Research Libraries, a first for a public institution, for having “pulled together limited resources to meet the challenge of supporting the diversity of cultures, languages, and perspectives of the population it serves.” Our Vertical Campus building earned the American Institute of Architects 2003 Institute Honor Award (highest award given for a single building). In June of 2005 the College will be honored as “Educational Institution of the Year” by INROADS/New York City.

In November of 2001, the College was selected to participate in a new program, funded by the Mrs. Giles Whiting Foundation, to support outstanding teaching in the humanities. The program provides \$150,000 per year to fund faculty fellowships, for a 4-year renewable period. The funds are used to release selected faculty from teaching to pursue research and scholarly writing. Faculty are selected for the program on the basis of their teaching excellence. The foundation recently indicated that they will be extending this program for another four years and it will be continued on a rolling 4-year basis hereafter.

Finances

As is true for many public institutions, the level of State support for CUNY and Baruch has been shrinking on a proportional basis. This resulted in a sizeable CUNY-wide tuition increase in 2003 and appears likely to lead to an additional increase for graduate students in fall 2005. Even these increases have not been adequate to provide any significant investment in the institution and the College has been forced to trim budgets. Nevertheless, the College has been able to bring in additional resources that have made and will continue to provide a positive impact on the institution. As described above, in 2002 we were able to get approval to charge an MBA tuition premium, now generating close to \$3 million. These funds have supported faculty hiring, increases in the number of graduate assistantships, and additional support staff in student service areas. Beginning in fall 2003 CUNY established a student technology fee, which currently provides about \$2.2 million and has allowed the College to increase the level of student technology support. Finally, the College continues to seek external funding aggressively. Donations of \$54 million were announced in 2004 and we are on target to bring in \$15 million this year.

Highlights of the Periodic Review Report

Chapter One provides an overview to many of the changes at Burch during the last five years. It begins with a review of the College’s mission and the identification of the five major goals embraced by the College’s recently launched Strategic Planning Initiative. The remainder of the chapter reviews other significant changes.

- Rapidly increasing retention and graduation rates while maintaining our selection by *U.S. News and World Report* for five years in a row as the most diverse student body in the nation.
- Broadening the enrollment mix for undergraduates through growth in the number of majors in liberal arts and sciences and public affairs
- Participation in the CUNY Honors College which has attracted in excess of 300 exceptional students plus expansion of our own Baruch Scholars program
- Expansion of our learning communities program after a successful pilot
- Increase in the range and number of communication intensive courses to include capstone courses in all business majors
- Significant growth in external funding for research in last two years
- Development of both an online faculty handbook and an online adjunct handbook
- Funding from Drown Foundation and Dreifus Fund used to support a variety of faculty development activities, including support for our ethics-across-the-curriculum initiative
- Successful launch of Executives-on-Campus program, which engages executives as lecturers, mentors, and advisors for students
- Increased community outreach efforts. The Field Center for Entrepreneurship provides free training and consultation to 1,500 small business owners annually. The Robert Zicklin Center for Corporate Integrity that has brought a host of business and government leaders to campus to discuss rebuilding confidence in the corporate world. The Project on Transition and Leadership provided training to 36 newly-elected members of the New York City Council
- Establishment of a pre-business core (8 lower division courses) and collaboration with CUNY community colleges to develop corresponding associates degree programs that will seamlessly articulate with Baruch's BBA programs
- New masters level programs added in Applied Mathematics of Finance and a joint program with Hunter College in Nursing and Public Administration
- New BBA program in Real Estate
- Implemented new common core curriculum for all undergraduates
- NSF approved Baruch as location for U.S. Census Bureau Data Research Center
- Aspiring Leaders Program to train school principals became model for New York City Leadership Academy
- Fiscal Archives Project created research repository for materials related to New York City's 1975 fiscal crisis
- Cultural activities considerably expanded through multitude of programs offered by Baruch's Performing Arts Center
- Implementing DegreeWorks to provide automated advising and degree audit checking

Chapter Two provides a brief response to the general concerns articulated in the Middle States Report of 2000 and is supplemented by a more detailed response in Appendix C. Highlights include:

- Decline in number of Latino students has been reversed with a 10% increase since fall 2001
- Student satisfaction with student services (as measured by CUNY survey) continues to rise and we now exceed the senior college average
- Despite budgetary constraints, we have managed to increase the number of teaching faculty by about 5% overall and have substantially reduced the number of temporary positions in the business school with the hiring of 43 new faculty in three years
- During the period 2000-2004, minority faculty hires included 9% Black and 8% Hispanic
- Communication between CUNY and the College has improved considerably and many College officials participate on CUNY task forces and committees

Chapter Three provides a retrospective and prospective analysis of enrollment and budget. Chapter Four covers a variety of activities related to assessment of institutional effectiveness and student learning. Highlights include:

- Assessment through the CUNY Performance Management Process, where Baruch compares favorably with other senior colleges based on student survey results and CUNY-tracked measures
- Assessment in the technology area has led to improved performance and student satisfaction, increased levels of service, and productivity gains
- Even though the use of LibQUAL+ has shown that the Newman Library provides a higher perceived level of service than our peer or aspirant schools, the results are being used to address those areas that need improvement
- Career Development Center uses surveys and technology to track placement outcomes
- Summary of efforts over the last two years to develop learning outcomes assessment for each of the key areas of the college, including arts and sciences, business, public affairs, library, and academic support units

Chapter Five covers planning and budgeting and provides an overview of past planning efforts as well as a detailed description of the recently launched Strategic Planning Process to develop a plan for 2005-2010. In addition, the chapter includes a description of the budgeting process followed this year, which featured all-funds budget presentations by all of the major units of the College.

PRR Certification Statement

Bernard M. Baruch College, City University of New York, is seeking REAFFIRMATION of ACCREDITATION.

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and the accreditation standards detailed in *Characteristics of Excellence*.

____ Exceptions or important qualifying comments are noted in an attached memorandum (Check if applicable).

(Chief Executive Officer)

(Date)

Chapter One: State of the College

Mission

Baruch College's mission has been consistent since its foundation in 1919. Adopted by the faculty in the 1990s, the current mission statement is:

Baruch College has a dual emphasis on undergraduate and graduate education. Baruch is distinguished in undergraduate education by a focus on professional educational degree programs integrated with the arts and sciences and by admissions standards which enroll students with the demonstrated ability and motivation to work diligently toward their academic goals. Baruch's graduate programs are designed in accordance with national standards for selective, nationally ranked graduate education. Baruch is noteworthy for its commitment to teaching and to research, for its emphasis on communication skills, for its support for lifelong learning, and for its alertness to opportunities to match the College's activities with the needs of its constituencies.

Specifically, Baruch emphasizes its commitment to a professional education in the business and public affairs disciplines and the necessity of a broad base in the arts and sciences to sustain that commitment. Emphasis is placed on the importance of graduate programs, which account for an increasing proportion of College enrollments, as well as on the faculty research that will sustain and attract students to those programs. Baruch envisions continuing efforts to ensure excellence in its extant programs while projecting expansion in graduate education and faculty research to extend excellence.

The College's reputation has been built on the high quality of its professional programs in the business and public affairs disciplines. These programs integrate a career-oriented curriculum with the arts and sciences, which are universally recognized both as a source of academic enrichment and as an integral part of a university-based professional education.

Housing the only Business and Public Affairs schools in the City University, Baruch emphasizes offerings at the baccalaureate, masters, and doctoral levels in business and public affairs disciplines. The baccalaureate programs of these schools blend technical career preparation with the development of the intellect and the cultivation of aesthetic and ethical values. The Arts and Sciences school offers an array of traditional majors in the arts, humanities, natural and social

sciences, and also provides a selection of programs that reflect Baruch's linkage of professional education with the arts and sciences. Baruch's supportive alumni credit the College with transforming their professional and personal lives; the College is confident that its programs, which derive from its unique mission, will assume increasing importance in meeting the expectations which the public holds for its educational institutions.

Baruch is a selective institution with a challenging curriculum consistent with its standards for admission, retention, and graduation. Its undergraduate programs, beginning in the freshman year, are designed for students whose background and motivation have prepared them for rigorous college-level work. Baruch's graduate programs are designed in accordance with national standards for selective, nationally ranked graduate education.

Baruch's faculty is expected to balance their contributions to teaching and research. Appropriate performance in teaching includes not only the effective delivery of the curriculum, but an assessment of the curriculum measured against national standards and attention to the student-faculty relationships essential for a good teaching and learning environment. The expectations for research include the creation and dissemination of knowledge through leading scholarly publications, creative work in the fine and performing arts, participation in scholarly conferences, and involvement in the formulation of public practice and policy. The scholarly role of faculty also supports Baruch's emphasis on doctoral and master's programs suitable for maintaining a desirable proportion of graduate students in the total student body.

Baruch remains dedicated to its historical role as a catalyst for social, cultural, and financial mobility of a diverse student body, reflective of the demographic patterns of New York City. As a public urban college committed to the educational needs of New York City, Baruch strives to use this diversity to build an educational imperative that recognizes the increasingly multicultural nature of human enterprises. The rich variety of its community is a positive influence on the achievement of the College's goals.

Baruch's emphasis on business and public policy is a significant force for community and economic development. In addition to the relationship of its degree programs to the workforce, courses in continuing studies and a variety of workshops and seminars provide opportunities for community members who want to advance their career opportunities. The College also serves as an important source of consultation for businesses, non-profit organizations, and

governmental entities, and it retains close connections with its alumni, who are an increasing source of support and advocacy for Baruch's objectives.

We have progressed substantially toward enhancing the fulfillment of our mission in recent years. Our applications and student success rates are up; we have a cadre of talented new faculty on campus; and the Baruch influence can be felt in almost every corner of public life in New York City and the metropolitan area.

Strategic Planning Goals

As we move forward with the development of our Strategic Plan for 2005-2010, we have identified five major goals that will guide that effort. Baruch College will:

- **Become a nationally ranked urban public college.**
- **Offer outstanding academic programs taught by a distinguished faculty with selected programs nationally recognized for excellence.**
- **Enhance the quality of the college experience for all its students.**
- **Increase its visibility and recognition in New York City and beyond.**
- **Increase its endowment, resources and alumni support.**

Each of these goals has a number of sub goals. These are fully described in Chapter 5, as well as the process that we are following to develop plans to achieve those goals. In the next sections we will review the current state of the College on a variety of dimensions, including students, faculty, faculty development, alumni engagement, community outreach, budget and enrollment, academic programs, and support services.

Students

The College is attracting increasingly better-prepared students. In the past three years, the average SAT for registered freshmen has risen 48 points to 1104 and the high school grade point average has risen from 84.7 to 85.4, while at the same time we significantly increased the size of our freshman class. Our peer assessment in the most recent *U.S. News and World Report* ranking jumped 2 points resulting in a ranking in that category of 13th in our peer group, Master's Institutions in the North. Our overall ranking went from 82nd to 45th. Furthermore, for the fifth year in a row, *U.S. News and World Report* has identified Baruch as having the most diverse student body of any college in the nation.

This distinction is particularly important to us. It highlights one of the hallmarks of our student body: our students come from a wide variety of backgrounds, many of them newly arrived to this country, and many of them the first in their families to go to college. They share a common drive to broaden their horizons, and to improve their economic and social situation; when they succeed – with our support – they transform not only the trajectory of their own lives but, in many cases, those of their entire family. We are committed to this population, those who truly need the “break” we can offer, and are determined to maintain this commitment while improving standard measures of educational achievement.

Once we began attracting more and better-prepared students, we still had a number of issues to address. We suffered from an inability to offer sufficient courses to allow students to progress towards their degree in a timely fashion. We initiated an aggressive program of faculty hiring, resulting in 90 new hires in the past three years, coupled with an intentional decrease in enrollments that has enabled us to improve the quality of our education and allowed our students to make more rapid progress toward graduation.

Graduation Rates and Retention

We are proud of the rapid improvement in one of the most important measures of student success, that of graduation rates. Three years ago, our six-year graduation rate stood at 37.7%. Our current six-year graduation rate is 55.3%, equal to the national norm. With a five-year rate of 54.8%, we expect another significant increase this year. A number of factors have contributed to this impressive rise. First, the end of remediation at the College seven years ago and the more recent increases in admissions standards have brought us an undergraduate student body far better prepared for college-level work than we had enjoyed in decades. Our retention rates have also improved: in the last three years alone, our fall-to-fall freshman retention rate has improved from 84% to 90%.

Broadening the Enrollment Mix

We are also pleased at the success of our efforts to aggressively recruit students for non-business degrees. Undergraduate students who have declared majors in the Weissman School of Arts and Sciences have increased 161%, while enrollments in the School's graduate programs have risen by 279% since spring 2002. Similarly, the School of Public Affairs has grown by 95% at the undergraduate level, and 25% at the graduate level during the same time period. In addition, total graduate enrollment has increased over that period from 2,594 to 2,768, while undergraduate enrollments declined slightly from 12,528 to 12,315.

Honors Programs

The CUNY Honors College, now completing its fourth year of operation, has helped to attract outstanding students. This program involves seven of the CUNY Senior Colleges, and Baruch has more than 300, the largest number of enrolled students. Every student in the program receives full tuition, a laptop computer, a cultural passport that gives them free or sharply reduced cost access to more than 100 New York City museums and cultural institutions, opportunities to study abroad and to participate in professional internships throughout the metropolitan area. Baruch began a Baruch Scholars program last year that has been successful in attracting students just below the cutoff for the CUNY Honors College. While not eligible for all of the benefits, these students are able to benefit from internship and study abroad opportunities through the Weissman Center for International Business, enroll in special honors sections of courses available from the freshman through the senior level, and some receive modest amounts of financial aid.

Learning Communities

A critical innovation for the College has been the expansion of the learning communities to approximately 300 entering freshmen this year after a successful pilot. These

communities include blocked courses with overlapping curricula based on shared themes and shared co-curricular and extra-curricular opportunities, providing a commonality of educational experience, increased engagement in the freshman year academic experience, and improved school spirit. The National Survey of Student Engagement (NSSE) has confirmed that one of Baruch's most prominent shortcomings is student-faculty interaction; the learning communities are a direct response to that problem. We have already found that, as predicted, Learning Communities greatly enhance faculty engagement, as well, and take the lead in transforming instruction at the College, furthering the College's larger curricular goals and standards. Most significantly, by strengthening academic connections among students and building a greater sense of community, this year's expansion of the number of students served by Learning Communities represented a quantum leap from the past year's pilot and an even greater one from the existing universal block programming.

Freshmen participating in Learning Communities attended a special orientation to the College including workshops, seminars, and activities addressing the role of the liberal arts in a business degree, ethics, citizenship, time management, introduction to electronic portfolios, information literacy, and electronic learning. Students received academic advisement, participated in several benchmarking surveys, socialized, received an in depth tour of the historic neighborhood surrounding the campus, attended a performance at our Performing Arts Center, and participated in leadership and team building activities. The Anti-Defamation League ran their award-winning full-day workshop on diversity entitled, "A Campus of Difference."

Assessment is an essential component of the Learning Community experience. The Learning Communities will benefit from assessment already taking place within departments but will also look more holistically at the development of a successful freshman year and learning goals.

The Bernard L. Schwartz Communication Institute

The Bernard L. Schwartz Communication Institute has continued to support a wide range of Communication Intensive Courses (CICs) at all levels of the undergraduate curriculum. The Institute currently supports officially designated CICs in Music, Theater, Anthropology, Sociology, English, Management, Business Administration and Policy, and Economics. In the fall semester of 2004, the Institute began the development of new CICs in each of the Zicklin School's majors. Pilot programs of new, upper level CICs in Computer and Information Systems, Economics, Management, Marketing, and Accounting are currently underway.

The Institute also made significant strides in the development of college-wide support for students taking the CUNY Proficiency Exam (CPE). In addition to facilitating a range of exam prep workshops for students, the Institute worked closely with SACC, the Center for Advisement and Orientation, and Kognito Solutions on an innovative multi-media interactive tutorial for students preparing for the CPE. Kognito, a company that specializes in the development and creation of online tutorials, was created by two former

Baruch students who had developed the idea under the auspices of the College's Entrepreneurship Competition.

The Institute sponsors numerous co-curricular activities for students and professional development programs for faculty. Most salient is an annual symposium, bringing together one hundred leaders in education and in business from around the country to engage in a uniquely intimate and productive discussion of communication-related questions salient to both educators and business professionals. At this year's Symposium, "IT Matters: Redefining Effective Communication," participants considered whether the proliferation of electronic media such as e-mail, weblogs, instant messaging, and message boards in instructional settings and in the workplace has affected notions of what constitutes good communication. Participants explored the challenges and possibilities these new media offer to those invested in fostering effective oral and written communication in both academic and business contexts.

In the Zicklin School of Business, assessment and assurance of learning efforts made it clear that BBA students needed significantly more work communicating in the major. The Communication Institute worked with the Zicklin Dean's Office and selected faculty members from each discipline to help develop and implement CIC pilots at the senior capstone level in each major. These courses, once fully implemented, should have a tremendous impact on the communication skills of our students. They will also force other changes in the curriculum, bringing a heightened sense of integration to the major and business base.

Faculty

In the past three years, we have hired 90 new full-time tenure track faculty. Although many of these hires represent the replacement of substitute lines or retirees, we have had a net increase of 20 teaching faculty in this three-year period, and expect more to be added by next fall, particularly in the areas of entrepreneurship, real estate, non-profit management, and health care policy. Moreover, most of these new faculty are junior and coming from the top Ph.D. programs in the nation.

The energy that surrounds the research of our faculty pursue has grown measurably. In the last two years we have honored more than 140 faculty members who had major scholarly publications during the prior year, up from 50 so honored in 2003. The Zicklin School recently reviewed its faculty publications over the past two years. There were a total of 48 publications during that period that appeared in the top 40 business journals. 42% of these were the product of new faculty members.

Grants and Contracts

Baruch continues to promote the availability of potential research awards and contracts that match our faculty's skills. Greater outreach by the Office of Sponsored Programs and Research has begun to pay dividends.

Table 1: Research Funding Activities					
	Fiscal Year Ending				
Fiscal Agent	2001	2002	2003	2004	2005*
Research Foundation	\$2,848,495	\$2,656,001	\$2,199,829	\$3,610,921	\$3,783,822
Baruch College Fund	\$965,011	\$710,042	\$1,248,934	\$1,357,493	\$1,178,914
Totals	\$3,813,506	\$3,366,043	\$3,448,763	\$4,968,414	\$4,962,736
*FY 2005 figures are through 3/31/05					

As Table 1 shows, Baruch College's RF awards for the first nine months of 2004-05 exceed the entire 12-month award total for 2003-04 and we had a double-digit percent increase in PSC-CUNY (the University's internal grants program) applications. In the last five years, applications to this research program rose 57% from 72 in the fall of 2000 to 113 in the fall of 2004.

Faculty Honors and Accomplishments

The faculty in the Zicklin School of Business include nationally known scholars. Wollman Professor Douglas Carmichael, of the Stan Ross Department of Accountancy, was named the Chief Auditor for the SEC's new Public Company Accounting Oversight Board, an integral part of the Sarbanes-Oxley Act. Two other professors were recently on loan to major government agencies. Shulamith Gross, from the Department of Statistics and Computer Information Systems, is currently working with the National Science Foundation. Professor Alope Ghosh, from the Stan Ross Department of Accountancy, recently completed two years of work at the Securities and Exchange Commission.

Zicklin faculty have over the years received a number of honors, including a Nobel Prize in Economics to Professor Emeritus Harry Markowitz. More recently, CUNY Distinguished Professor Prakash Sethi, from the Department of Management, was awarded a Faculty Pioneer Prize by the Beyond Grey Pinstripes group. CUNY Distinguished Professor Robert Schwartz and Professors Kishore Tandon and Jack Francis were all cited in the recent article "Prolific Authors in the Finance Literature." John Elliott, Dean of the Zicklin School of Business, co-authored a paper entitled "Evidence from Auditors About Managers and Auditors' Earnings Management Decisions" that received two awards from the American Accounting Association: the 2004 Notable Contributions to Accounting Literature Award and 2004 Wildman Medal. Associate Professor Turan Bali was recently cited as the fifteenth most productive scholar over the last five years, based on publications in the top finance journals.

Although Baruch is known for its business and professional focus, the faculty of the Weissman School of Arts and Sciences is exceptionally strong and productive. One mark of their success and prominence is that six of their faculty serve as executive officers or deputies for various doctoral programs operated at the CUNY Graduate Center. Four faculty members in the school serve as editors for research journals: *Geolinguistics*, *International Journal of Psychophysiology*, *Philosophical Forum*, and *Wadabagei, a Journal of the Caribbean and Its Diaspora*.

Professor A. Suresh Canagarajah, Department of English, won the Olson Award in 2002 for the best book on rhetorical and cultural theory. Another book, by CUNY Distinguished Professor Grace Schulman, also of the Department of English, was a finalist for the Phi Beta Kappa Award for best book of poetry. Professor Schulman also won the Aiken-Taylor Award in Modern American Poetry, presented by *The Sewanee Review*, and was recently selected to receive a Guggenheim Fellowship. Ramzi Khuri, a physicist in the Natural Sciences Department, was a recent recipient of the Young Investigator Award for his work in string theory, presented as part of the New York City Mayor's Awards for Excellence in Science.

Last year Cynthia Whittaker, chair of the History Department, was co-curator of a major exhibit at the New York Public Library, *Russia Engages the World, 1453-1825*, and is editor of a book by the same title. Faculty from the English Department advise an annual student publication, *Dollars and Sense*, which has received a Gold Crown Award and several Silver Crown Awards from the Columbia Scholastic Press Association. In 2003, Associate Professor Alison Griffiths (Communication Studies) was one of three finalists for the 2003 Kraszna-Krausz Moving Image Book Award for her work, *Wondrous Difference: Cinema, Anthropology and Turn-of-the-Century Visual Culture*.

Other recent book publications that have received critical acclaim include *Revolutionary Mothers: Women in the Struggle for America's Independence*, by Professor Carol Berkin, *John Brown Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights*, by CUNY Distinguished Professor David Reynolds (published this April and has already received 32 reviews in print), *Shifting Through Neutral*, by Professor Bridgett Davis, *The Jazz Age in France*, by Professor Charles Riley, and *On Becoming Nuyoricans*, coauthored by Professor Angel Anselmo, Director of the College's SEEK program.

The School of Public Affairs also has a number of prominent faculty members. Professor Sandra Stein was profiled in *The New York Times*' "Public Lives" column following her appointment as Dean of the Mayor's Leadership Academy. Professor Doug Muzzio was nominated this year for an Emmy for his TV series "City Talk" in the category "Political Programming Series." Professor Shoshanna Sofaer co-chaired a National Academy of Sciences Committee that issued a major report on "Covering the Uninsured."

Baruch's people and programs generate enormous publicity for the College. Using Lexis-Nexis and other databases, our press office found that Baruch faculty members are quoted in leading business media (*Wall Street Journal*, CNN, *The Economist*, etc.) more often as experts than their counterparts in the business schools at NYU and Columbia. The most recent analysis of media coverage for the period January through March of 2005 found that 23 faculty members were cited with 108 total mentions.

Media attention for Baruch extends well beyond the business press. Doug Muzzio, mentioned earlier, is often quoted on city politics (so much so that he was once interviewed for a story on why reporters turn to the same sources); and Cynthia Whittaker

received a glowing review in *The New York Times* for her exhibit on Russian history at the New York Public Library. Faculty and administrators received a very positive write-up in *The Chronicle of Higher Education* for an innovative program of digital-video recording of undergraduate classroom lectures for online study.

Faculty Development

Whiting Faculty Fellows

In November of 2001, the College was selected to participate in a new program, funded by the Mrs. Giles Whiting Foundation, to support outstanding teaching in the humanities. The program provides \$150,000 per year to fund faculty fellowships, for a 4-year renewable period. The funds are used to release selected faculty from teaching to pursue research and scholarly writing. Faculty are selected for the program on the basis of their teaching excellence. This highly competitive program has been important to the College in several ways. With the short tenure clock (see below) it has allowed selected faculty the opportunity to devote their efforts to research. The productivity achieved so far has been exceptionally good, and all five selectees so far eligible have received tenure. The second important feature of this program is that it stresses the value of becoming exceptional teachers and has fostered discussions on how faculty can become better in the classroom. The foundation extended this program for another four years and it will be continued on a rolling 4-year basis hereafter. The rolling funding was put in place to allow the College to use this program as a faculty recruitment incentive.

Faculty and Adjunct Handbooks

In the last Middle States evaluation, the College was cited for the lack of a faculty handbook. Since then we have created an extensive on line faculty handbook, as well as a handbook for adjunct faculty. The most recent PDF version of the *Faculty Handbook* (May 2005) is up to 334 pages. New items are added frequently and entries are often updated, including links to many college and CUNY documents. Available at <http://www.baruch.cuny.edu/facultyhandbook/index.htm>, the Handbook receives nearly 6,000 hits each month.

The *Adjunct Handbook*, in existence online for one and a half years, is the first link to appear through a Google search for “adjunct handbook”—testimony to the large number of hits it receives. Development for adjuncts in the use of instructional technology continues, supported by the Drown Fund.

Additional Faculty Development Support

In addition to the Whiting Fellows program, the College has available approximately \$160,000 in external funding dedicated to faculty development and support. The Eugene M. Lang Junior Faculty Research Program provides support for full-time, untenured tenure-track faculty members, from any discipline, below the rank of associate professor with at least one year of full-time teaching service at Baruch College. The award process is competitive and a faculty committee determines the selectees and the size of the support award. We are just completing the first five years of this program and the donor has been so pleased with the results that he has committed to an additional five years of

funding. The grants can range from \$3,500 to \$8,000 and can be used for appropriate research expenses.

The Drown Foundation has also provided generous support for faculty development activities. These funds, \$100,000 per year, have been used for a variety of activities, including travel support for faculty to present their scholarship at national meetings (supplementing normal tax levy funding for this purpose), oral communication assistance for international faculty, funding for learning community faculty, proctoring assistance for exams in large classes, and sponsorship of many teaching-oriented faculty development workshops on subjects ranging from teaching large classes to formulating learning goals.

The Dreifus Fund provides support for our ethics-across-the-curriculum initiative. Each year faculty and students submit papers on an ethics-related topic, as part of the Briloff Prize Competition, named in honor of an emeritus professor. These awards are presented as part of our Ethics Week activities in the spring, which this year also featured an “Ethics Bowl” debate competition for student groups.

Tenure Clock

One factor that has been a subject of concern at the College is the shortness of the tenure clock. When CUNY was created, the State Law establishing it included a provision that tenure would be granted upon the reappointment after five years of continuous service. As a result, the tenure decision is currently made in the fall of the fifth year, which requires submission of materials for external reviews in the spring of the fourth year. The College has been pushing CUNY to have the clock lengthened and the Chancellor has gone on public record as supporting it. Nevertheless, the union representing the faculty university-wide has opposed the change and CUNY has not yet been able to find legislators willing to sponsor the change.

Alumni Engagement

Under President Matthew Goldstein’s leadership in the mid-1990s, fundraising was especially strong. Our success continues. In the fall of 2004 we were pleased to announce new commitments totaling \$54 million. Two years ago we raised \$10.5 million in gifts and pledges. This year the College will secure at least \$15 million in new cash and pledges. We also anticipate closing between \$12 and \$20 million in new multi-year pledges, in addition to the \$54 million mentioned above. There are many reasons for this, including the leadership and members of the Baruch College Fund and the efforts of the Vice President for College Advancement and his team. Importantly, it is no doubt also linked to Baruch’s growing reputation for offering a high-quality education.

Executives-on-Campus (EOC)

Launched in 2001, with the goal of engaging executives as lecturers, mentors, and advisors for Baruch’s faculty and students, EOC has been wildly successful and is rapidly becoming a distinctive program for Baruch. Recognition of this program both within Baruch and in the business and public affairs communities of New York and beyond has

grown dramatically, and EOC has become a major resource of talent and expertise for the College.

In total, 188 executives participated in 2003-2004. There were 78 classroom guest lectures, five multi-executive career and industry gatherings, and 25 pairings of students with executives in the newly launched Executive-Student Partnership (ESP), the one-on-one mentoring program. In 2004-2005 there have been 75 such pairings. In addition, there are now four “executive faculty members” in residence at Baruch, teaching one or more courses. In 2004-2005 the College fostered growth in the EOC program through the creation and implementation of the Tuesday Career Hour, providing students with career-focused topics of greatest interest to them. Table 2 summarizes the involvement of executives and students for the current year.

Activity	Executives Participating	Students Participating
Class lectures	25	600
Mentoring program	75	81
Tuesday career hour	25	507
Entrepreneurship competition	33	292
Kosoff lecture	1	200
Student clubs	1	30

Community Outreach

Complementing the excellent teaching and research of our faculty is Baruch’s engagement in current issues beyond our campus. A new way of training school principals developed by our School of Public Affairs faculty has been adopted by the Mayor of New York City and has gained the attention of the Carnegie Foundation, which will be providing funds to replicate the concept nationally. The Robert Zicklin Center for Corporate Integrity has brought a “Who’s Who” of business, finance, government, and business education to campus to discuss rebuilding confidence in the American corporation in the wake of recent scandals. Our contributions to the city’s economy is focused in the Field Center for Entrepreneurship and Small Business, which each year links 1,500 small business owners and would-be owners with faculty, graduate fellows, and student interns who provide free consultation.

The Project on Transition and Leadership got its start with the New York City municipal elections of 2001. As a result of newly-imposed term limit restrictions, 36 of the City Council’s 51 members were new to the political arena. The School of Public Affairs provided training for these new members, including a three-day City Council Retreat.

Similarly, we have formed a partnership with City Year, the model for the nation’s Americorps project. Not only has City Year New York hosted events on our campus (including one that brought Senator Clinton here), but we are also offering graduates of the volunteer program scholarships to Baruch. Our hope is that this will encourage

volunteerism among youth in the city and that more of our students will have first-hand experience of the challenges our city faces and how these challenges might be addressed.

Continuing and Professional Studies (CAPS)

Through the Division of Continuing and Professional Studies the College offers individual classes in a variety of subjects, as well as specific programs leading to a certificate. CAPS also offers comprehensive modern languages and English as a Second Language program using the Rassias Method. Courses are taught by industry-proven professionals, and classes are kept small—an average of 15 students—to ensure individual attention. For visually impaired students, Baruch CAPS offers courses at the renowned Computer Center for Visually Impaired People (CCVIP). Total enrollment in CAPS programs for the current year is expected to reach over 9,700. Of this number approximately 41% are in business courses, 22% in real estate, 17% in ESL classes, 12% in recreation-related classes, 5% in modern languages, and 3% in test preparation courses. Several programs, most notably those in information systems and ESL, have suffered enrollment declines, due, respectively to the dot.com bust and the fall out from 9/11. Efforts are underway to provide additional programs to corporate and government clients on a customized basis.

Budget and Enrollment

Our biggest challenge recently has been working internally and with the University to bring our budget into balance. As this is a complicated issue, we will provide in this section some background on how this challenge arose and what we have done and are doing to resolve the problem. Additional details will be found in Chapter 3.

Faculty Shortfall

A critical problem faced at the time of the last review was a shortage of faculty positions, particularly in the Zicklin School of Business, where approximately ¼ of its full time faculty positions were 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 to levels that were below market. While we were able to provide some additional support, pensionable salary levels payable through tax levy funds were constrained by the contract.

Two events have brought a significant change. First, in fall 2001 the CUNY Board of Trustees approved a tuition premium applicable to all MBA students. This increase was phased in (50% in spring 2002 and 100% in fall 2002) and now provides slightly less than \$3 million per year to support the Zicklin School. The impact on students was at least partially cushioned by using some of the increase for graduate assistantships and financial aid.

Second, a new union contract was approved in summer 2002 that raised salary levels approximately 8%. More importantly, CUNY signed a settlement agreement with the union that recognized the University's ability to provide base salaries above the salary schedules in the collective bargaining contract in order to recruit or retain faculty. This

allows the College to provide salaries up to 165% of the top salary in the contract schedule.

While the University provided this new flexibility, funding was left up to each college. This is why the approval of the MBA tuition premium was so critical, as all above-scale salary payments are funded out of this revenue source. As a result, the Zicklin School has been able to hire 43 new faculty over the past three years. A recent study showed that over the last two years Zicklin faculty had 48 articles published in the 40 top-tier business research journals and 42% of these were from the group of new hires.

Though the College has been successful in addressing the need to increase the number of tenure track faculty, state funding over the last five years has not permitted other than marginal increases in the total number of faculty. College leadership recognized that there were too many students relative to the size of the faculty, particularly in the Zicklin School of Business where faculty to student ratios were below AACSB accreditation standards. In fact, many business courses had large waiting lists and students were being delayed in graduating.

Strategic Enrollment Changes

In 2000 several strategic steps were taken to attempt to improve student success. First, a decision was reached to alter the mix of new students admitted to the College. The number of new transfer students was significantly dropped and the number of first-time freshmen admitted was correspondingly increased. This was done to relieve the bottlenecks for junior and senior level business courses. This change had begun in 1999, but was more aggressively pursued thereafter. These changes are reflected in Table 3, below.

Table 3: New Undergraduate Enrollments (Fall)

	1998	1999	2000	2001	2002	2003	2004
New Freshmen	981	1,163	1,329	1,704	1,674	1,674	1,718
New Transfers	1,813	1,634	1,697	1,056	954	1,066	1,299
% Freshmen	35.1%	41.6%	43.9%	61.7%	63.7%	61.1%	56.9%
Avg. SAT (Freshmen)	1036	1044	1053	1058	1085	1097	1104

While the change required a dramatic rise in the number of new freshmen, it is significant to note that the quality of those enrolled, as measured by SAT scores, also continued to increase. Indeed, though the number of new freshmen nearly doubled between 1998 and 2004, the average SAT score rose by 68 points. These positive changes occurred even though CUNY was forced to sharply raise tuition in fall 2003 (\$800 for in state undergraduates; substantially higher for out-of-state students and for graduate students).

The mix shift combined with the improving quality of the students, resulted in substantial reductions in waiting lists for classes as well as strong improvement in graduation rates, both for freshmen and for transfer cohorts. This is reflected in increased numbers of

students graduating, as shown in Table 4 below, and in graduation rates as shown in Table 5.

Table 4: Degrees Awarded

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Undergraduate Degrees	1,934	2,106	2,306	2,454	2,622	2,443
Graduate Degrees	870	821	890	901	930	1,163
Total Degrees	2,804	2,927	3,196	3,355	3,552	3,606

Table 5: Graduation Rates for Freshmen and Transfer Cohorts

	Cohorts					
	1994	1995	1996	1997	1998	1999
Freshmen (6-year rates)	36.6%	37.7%	41.0%	51.6%	55.3%	
Transfers (4-year rates)		35.6%	36.9%	36.9%	44.8%	48.9%

In addition, the College made concerted efforts to increase the number of graduate students and to expand the number of liberal arts and public affairs undergraduates. Undergraduate students majoring in the Weissman School of Arts and Sciences have increased by 161%, while enrollments in the School's graduate programs have risen by 279% since spring 2002 alone. Similarly, the School of Public Affairs has grown by 95% at the undergraduate level, and 25% at the graduate level during the same period.

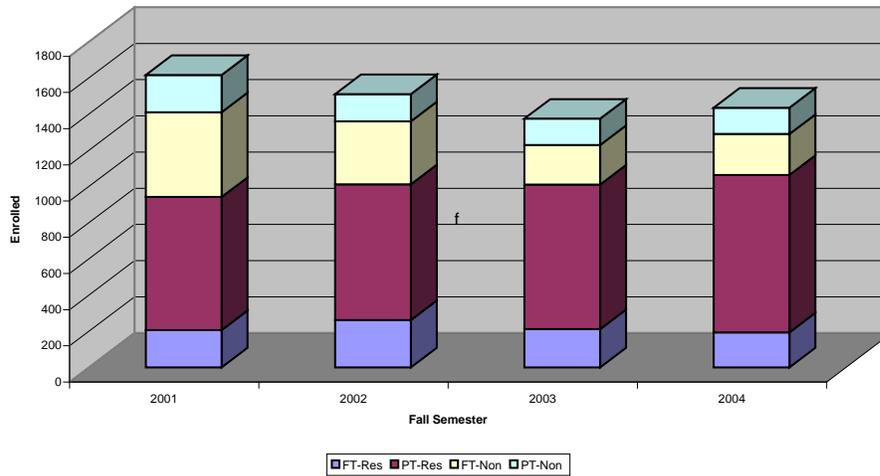
Although some progress was made in terms of changing the mix, enrollments continued to grow in support of the CUNY Master Plan. This is shown in Table 6 below.

Table 6: Enrollment Summary

	Enrollments in Fall Semester					
	1999	2000	2001	2002	2003	2004
Undergraduates	12,314	12,777	12,701	12,410	12,222	12,493
Graduates	2,652	2,531	2,781	2,689	2,643	2,782
Non-degree	315	334	264	262	282	262
Total	15,281	15,642	15,746	15,361	15,147	15,537

Enrollments reached the College's highest levels in fall 2001. It quickly became clear that the College could not continue to provide a high quality education with enrollments at such high levels. A decision was made to reduce enrollments, which was successful in terms of the total enrollment, demonstrated by the declines in 2002 and 2003. These declines were included in the College's strategic plan reported to CUNY with the expectation that adjustments would be made in the College's revenue target to reflect the decline. This did not turn out to be the case, resulting in serious budgetary consequences, eroding the College's reserves and necessitating a round of budget cuts. These problems were made worse when New York State attempted to solve its own budget problems by reducing budgetary support to the CUNY system, necessitating a large tuition increase in fall 2003. The State dictated that the largest burden of the tuition increase would be

Chart 1: MBA Enrollment Mix



imposed on non-resident students. In an effort to hold the size of the increase for undergraduate students, CUNY increased graduate student tuition at a proportionately higher rate.

The result was most severely felt by MBA students at Baruch, as this increase came on top of the MBA premium fully implemented one year prior. Compounding factors included a general weakening of MBA demand nationally and the impact of 9/11, SARS, and tightened visa requirements on our international graduate student population. To illustrate, Chart 1 above shows the changes in MBA enrollments and mix over a four-year period.

As the chart demonstrates, total MBA enrollments fell slightly more than 11% from fall 2001 to fall 2004. The mix, however, changed significantly, with full time non-residents dropping by 51.7% and part time non-residents by 29.1%, over the same time period. These changes had a corresponding impact on tuition revenues, both those that go toward meeting the College’s revenue target and those that provide supplemental funding for the Zicklin School.

Budget Difficulties

A major consequence of the planned enrollment decline and the unplanned changes in MBA enrollments was the development of a major budget problem. In fall 2003 the College was looking at a projected deficit of approximately \$6 million for the year. This problem was not due to overspending, but instead resulted from the lack of a University budget allocation model that appropriately funds the College’s needs. This can be seen by the data shown in Table 7, which compares the senior colleges in terms of base budget funding per FTE student. While Baruch is not the most disadvantaged senior college, it is clearly relatively disadvantaged to most.

Table 7: Senior College Funding per FTE Student

Senior College	Operating Budget (\$000s)	FTE Students	Funding per FTE Student
Baruch	80,558.1	12,367	6,514
Brooklyn	84,829.7	10,183	8,331
City	83,452.2	8,218	10,155
Hunter	98,748.9	14,081	7,013
John Jay	54,075.3	10,131	5,338
Lehman	53,563.3	7,085	7,560
Medgar Evers	28,804.2	3,605	7,990
NYC Tech	56,242.6	8,402	6,694
Queens	86,780.4	11,850	7,323
Staten Island	61,901.9	8,768	7,060
York	33,128.7	4,176	7,933
Graduate School	68,844.8	3,016	22,827
Law School	10,128.8	507	19,978
Senior Colleges	801,058.9	102,389	7,824

Additionally, each year, the University sets revenue targets for each of the colleges that effectively determine how much tuition revenue is remitted to the University, and thus is unavailable to the College for its use. During our years of rapid growth, Baruch’s revenue target was raised substantially according to the formula, allowing the University to capture more of the tuition revenue. In short, we view the structural issues related to our financial challenge to be two-fold: a budget allocation model that doesn’t address historic inequity, and a tuition revenue policy that evolved too slowly to cushion the financial ramifications of our enrollment decisions.

A few years ago, at the urging of the senior colleges, the University set limits on how much the revenue target could shift in any given year. Prior to that, targets rose based on a 3-year weighted average (heavily weighted to the most recent year). Unfortunately, these limits took effect just as our enrollment trend was reversing. As a result, although our enrollment in fall 2003 was almost exactly that of our enrollment in fall 1998, our revenue target for tuition remitted to the University was \$4.9 million higher (in terms of 1998 tuition rates). Over that period of five years, Baruch has remitted about \$20 million more than it would have, had the new policy been in place. While we are fully supportive of the new policy that controls the rate of change of revenue targets, the timing was inadvertently disadvantageous to us.

Achieving Fiscal Stability

Through vacancy savings and austerity measures, we were able to reduce our FY 2004 deficit by more than half. A College-wide committee examined other options and reluctantly recommended increasing enrollments and further targeted cuts in expenditures. Through such measures the College was able to balance the budget for that fiscal year.

The budget situation did not improve for fiscal year 2005. The College’s base budget allocation remained flat and did not include any amounts for mandatory cost increases,

such as contractual salary increases (totaling slightly over \$900,000). The College's revenue target was increased by slightly more than \$1 million, roughly one-eighth of the amount needed to meet CUNY revenue goals; this increase was over and above the standard revenue target calculation. Due to State concerns regarding the possibility of mid-year cuts, an additional 2% of our budget was held back as a contingency encumbrance. This amounted to approximately \$1.5 million for the College.

As a result of these new shortfalls, the College took several steps to bring the budget back into balance. As a first step, following the recommendations of the Budget Task Force, we implemented target cuts of \$2 million, where the proportional cut was adjusted to reduce the impact on key areas. For example, no cuts were made to student services. Most importantly, the President worked with the CUNY administration to provide some budget help. Specifically, they agreed to reduce our revenue target by \$1 million (a change that will carry forward to future years) and provide us with one-time funding of approximately \$500,000. The combination of the budget cuts and CUNY relief still left a projected deficit for the year of slightly more than \$2 million. Additional cuts were implemented across the college, with a target of identifying those areas where permanent cuts could be made without seriously impacting mission-critical operations. These efforts will result in a balanced budget for the year.

Budget Outlook

In looking ahead to the next fiscal year, the potential for additional actions regarding budget remains a distinct possibility. The Governor's Executive Budget, which was the first step in the New York State budget process, promised little relief. That budget represented roughly a \$70.5 million shortfall for CUNY senior colleges. This included \$37.3 million that the Governor proposed to be met through tuition increases (equating to an increase of \$250 per semester in tuition for each full-time resident undergraduate student), \$26.3 million for unfunded mandatory costs, and \$6.9 million needed to support student financial aid packages.

One bright spot in the Executive Budget was a proposal that would have eliminated prohibitions against charging differential tuition rates at the CUNY campuses. Under current state law the tuition charged for "like degrees" must be uniform within CUNY. Thus, the MBA tuition premium, described earlier, was only possible because Baruch is the only senior college within CUNY offering an MBA degree. One anomaly that resulted from the current state law is that we were unable to charge a similar premium for students pursuing an MS degree, as that would have required a tuition change for other senior colleges. This applies even though MS and MBA students may be taking some of the same classes. If the law were to be amended as the Governor had proposed, the College would have the opportunity to consider additional revenue premiums for its degree programs. If done carefully, this would provide additional revenue for the college's disposal. To illustrate, a tuition rate for MS business students that is similar to that charged MBA students would bring in approximately \$1.2 million.

In mid March the Governor and the leaders of the State Assembly and State Senate reached agreement on an increase in projected state revenues. Shortly thereafter the State

Assembly announced their proposed modifications to the Executive Budget, which would restore most of the cuts. Unfortunately they have indicated they will not support giving the CUNY Board of Trustees the authority to set differential tuition rates. The final budget was agreed to in early April. While many of the cuts proposed by the Governor were restored (including funding to replace the proposed tuition increase), the budget still left CUNY senior colleges with a structural budget gap of \$26 million. The Chancellor is now working on a plan to close this gap, but details are not available at this time.

Given the uncertainties regarding New York state support, the College is currently considering alternate proposals for generating additional revenue outside of the normal state funding process. This includes differential tuition, as described above, new student fees, expanding revenues from auxiliary enterprises (bookstore, food services, etc.), and increased annual giving from alumni, to name a few.

In addition several of the new committees reporting to the President's Cabinet will also be examining other alternatives. The Productivity Committee has been charged to identify areas where cost savings can be generated without loss of functionality, such as through increased use of technology. The Finance Advisory Committee will be examining ways in which the budget can be better matched to strategic priorities.

For planning purposes, the President instructed each of the College's units to prepare an all-funds budget for the coming year assuming that funding would remain at current year levels. Each of the major units in the College made budget presentations to the Cabinet over a four-day period in late April. Further details on this will be found in later chapters. Final budgets cannot be put in place until we know the extent of the funding we will actually receive from CUNY. This will not likely be known until early summer.

Academic Programs

Pre-Business Core

In 2000 the Zicklin faculty began formal discussions on how to improve student readiness for the advanced business curriculum. Focusing on successful models at other institutions, an integrated pre-business core curriculum was developed and implemented. A key factor in the decision to implement the pre-business core was a study of student performance that revealed that poor performance in particular freshman and sophomore courses had a very high correlation with unsatisfactory progress towards the degree. Students who did not receive grades of C or higher in certain courses rarely graduated with a BBA, often because the students and the institution did not place adequate emphasis on these foundation courses.

The pre-business core requirement consists of eight foundation courses: Principles of Accounting, Introduction to Information Systems and Technologies, Microeconomics, Macroeconomics, English Composition, Fundamentals of Business Law, Calculus, and Business Statistics. Students are required to complete the pre-business courses with a minimum GPA of 2.25, meet an overall GPA requirement of 2.25, completed either the second course in a 3-semester English sequence or Communication Studies, and have completed a minimum of 45 credits before declaring a business major and taking upper

level courses. This took effect in fall 2001 for new freshman and in fall 2003 for new transfer students. (Grades earned by transfer students at their prior institution are counted towards the GPA requirement.)

Over the past year, with the help of the CUNY Office of Academic Affairs, Baruch has been working with the six community colleges to develop pre-business associates degree programs that map with Baruch's program. This systematic articulation is viewed as a model for other degree programs by the Central Administration and has spurred similar work in the field of education.

The development of course and program learning goals, coupled with a substantive outcomes assessment effort, are central to this initiative. As the College clarifies its learning goals for the BBA, the establishment of AA/AS pre-business programs at the community colleges will provide the framework for Baruch faculty to work in tandem with faculty from sister CUNY institutions. Together senior college and community college faculty will determine how to best integrate essential learning experiences into the BBA so that all students earning the degree, whether native Baruch students or transfer students from CUNY, will share comparable opportunities and experience. This effort, begun seriously in fall 2004, provides us with a mechanism for assessing our graduates' ability to meet the learning goals established by the faculty, and an imperative to continuously improve our curriculum in order to better prepare our graduates.

Applied Mathematics for Finance

In fall 2002 the Weissman School launched a new masters program, an MS in Applied Mathematics for Finance. This program provides students with the mathematical skills required for modeling and solving problems that arise in the financial services industry. The program combines a rigorous treatment of the underlying mathematical concepts with strong emphasis on computational techniques and their practical application in finance. The program benefits from coursework and collaboration with the Zicklin Department of Economics and Finance. The quality of the students drawn to this program has been exceptionally strong, with average quantitative GREs of 756 (524 verbal and 626 analytical) for the most recent cohort; currently more than 50 students are enrolled.

Joint Program in Public Administration and Nursing

The program with Hunter College addresses the critical need for educating nurses who will assume managerial responsibilities. Students in the program will receive an MPA from Baruch College and MS in nursing degree from Hunter College. CUNY has made a major commitment to upgrading nursing education, and this program takes advantage of a natural synergy that exists within the University by pairing its preeminent public administration program with its preeminent nursing program.

BBA in Real Estate

In fall 2005 Baruch plans to offer a new BBA in real estate in a new department of real estate in the Zicklin School. Demand for the BBA in real estate is high. Zicklin currently offers an undergraduate minor in real estate, as well as a 3-course graduate concentration. Total enrollments at the undergraduate level reached a new high this spring of 461.

Real estate accounts for nearly half of the wealth in the country, and the industry is among the most dynamic, especially here in New York City. Searches are underway to hire additional faculty to support these programs. The new department will also work closely with the Newman Real Estate Institute that is well known throughout the area for its innovative studies and conferences.

Business Journalism

One relatively new program, the MA in Business Journalism, is being phased out in light of the opening of a new Graduate School of Journalism by CUNY. Demand for graduates of the program, while initially strong, has dropped significantly.

International Programs

Middle States recently approved a number of Executive MS programs currently being offered in several overseas locations. The first of these was an MS in Finance launched in Tel Aviv. This program proved to be quite successful and the graduates of that program were very strong. As described earlier, the onset of 9/11, SARS, and heightened immigration requirements, had a significant impact on the number of international students coming to Baruch for graduate programs in business. One way in which the College has chosen to combat this is by an expansion of our international programs, adding sites in Taiwan, Hong Kong, and Singapore. These are areas from which the College had drawn many students in the past and where Baruch's reputation was well known. Planning has begun regarding additional possible sites, including China proper and Paris.

These programs were developed in such a way that an intermediary bears the financial risk while the College receives a flat fee per student. The direct costs of delivering the instruction (i.e., faculty salaries, travel costs, and facilities) are the responsibility of the agent. This model has allowed the programs to expand without a significant investment on the part of the College. Nevertheless, Baruch maintains control over faculty, curriculum, admissions, and grading.

Common Core Curriculum

Since the last Middle States review, the College implemented in fall 2001 a new common core curriculum for all undergraduates. This common core is divided into three tiers. Tier I focuses on communication and quantitative skills, including writing, speech, mathematics, and foreign languages. Tier II provides breadth in the arts and sciences with requirements in the areas of the humanities (Fine and Performing Arts, History, Literature, and Philosophy), the Natural Sciences, and the Social Sciences (Anthropology/Sociology, Economics, Psychology, and Politics and Government). Tier III provides students with an in depth concentration in a discipline outside the student's major. Each Tier III path requires completion of three courses, two of which are at the junior level or higher, the last of which is a capstone course. These capstone courses are research-oriented and communication-intensive..

Census Bureau Research Data Center

In July of 2003, the National Science Foundation formally notified the College that the School of Public Affairs' proposal to create a U.S. Census Bureau Research Data Center (RDC) here at Baruch had been approved. Under the College's leadership, a consortium of other institutions will guide the RDC operation, including CUNY, Columbia University, Fordham University, Russell Sage Foundation, New York Federal Reserve Bank, SUNY Stony Brook, Pace University, NYU, The New School, the National Bureau for Economic Research, Princeton, and Cornell. This center will increase the opportunities for Baruch faculty to use census data (both public and unpublished series) for research, as well as attract outstanding scholars that work with these data sets to spend time at the RDC and the College. We join a select company, as there are only seven other RDCs in the U.S.

Aspiring Leaders Program

The Aspiring Leaders Program to train school principals at the School of Public Affairs became the model for the New York City Leadership Academy. Baruch's innovative approach marries theory and practice by having courses team-taught by practitioners and theorists and by requiring students to experience training under guidance of a seasoned and successful principal. The Carnegie Corporation was so impressed with Baruch's program that they awarded it \$465,000 to develop a special program for high school principals.

Fiscal Archives Project

The Fiscal Archives Project recognizes that there are many lessons to be learned from New York City's 1975 fiscal crisis that are relevant to the financial problems cities in this state and throughout the country face today. Archives from government agencies, mainly from the Municipal Assistance Corporation (MAC) and oral histories from the public and private participants involved are being housed in the Newman Library at Baruch for scholars and others to use.

Ethics

The study of ethics is now "hard wired" within Baruch's curriculum. All students are required to take at least one course that includes a significant ethics component, and many other courses throughout the curriculum and across disciplines emphasize ethics. Indicative of this emphasis is a decision by the Zicklin faculty to require that all new and revised courses include an ethics component.

In spring 2003, a faculty seminar, "Ethics Across and Beyond the Curriculum," brought together a group of College faculty from all three schools to present ethical issues in their disciplines and discuss how they teach them. The sessions were video taped and are available in several locations across the campus, including the library, and online in the Faculty Handbook. In 2004, as an outgrowth of the seminar, the College held its first "Ethics Week," during which faculty were encouraged to raise ethical issues in classes, and several public forums were held on ethics, featuring prominent representatives from the business and other professions. In spring 2005, in addition to classroom discussions

and public events, the second Ethics Week featured an “Ethics Bowl,” in which teams of students from each school competed in a debate.

Academic Integrity

The Academic Integrity Initiative at Baruch underscores our commitment to ethics. Since spring 2003, members of the Academic Integrity task force have met regularly with faculty from each department to insure that they are aware of the college’s procedures for dealing with cheating and plagiarism and to gather their input. A wide variety of resources related to these issues have been placed in the *Faculty Handbook*. The taskforce has communicated to faculty members the need to discuss academic integrity issues in classrooms, to write about them in syllabi, and to design and proctor examinations with care. A bookmark outlining “Myths and Facts” about academic integrity and another that outlines the college’s policies and procedures were distributed in spring 2004. In fall 2004 the task force was reformulated as a standing committee. A *Student Guide to Academic Integrity*, written by a student subcommittee of the original taskforce, was distributed in fall 2004, as was a brochure entitled *Creating and Administering Exams: Best Practices in Support of Academic Honesty*. Upcoming plans of the committee include sponsorship of the College’s participation in the national assessment of academic integrity sponsored by the Center for Academic Integrity at Duke University.

Facilities

Vertical Campus

The Vertical Campus building, which opened to a river of praise three years ago, 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 brings together the students and faculty with a unique combination of new technology and stunning 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 all 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 true sense of campus community, not previously experienced at the college and has undoubtedly been a key factor in attracting students.

Newman Library

The William and Anita Newman Library at Baruch College received the “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.”

Subotnick Center and Wasserman Trading Floor

The Wasserman Trading Floor in the Subotnick Financial Services Center is one of the largest and most complete educational facilities of its kind. The Center introduces Baruch

College students to economic, financial, journalism, and technology principles using professional market data systems and analytic software. The Center offers at no charge, 75-minute workshops covering the use of Reuters I and II to any student taking classes towards a Baruch degree. Once those workshops are completed, students can take advantage of other workshops including: Technical Analysis (charting the markets), Foreign Exchange Trading Techniques, Futures and Options, Introduction to Bloomberg Terminals, and how to use TradeStation software. In addition, All Baruch students are invited to the Special Wasserman Live Events held every time there is a market moving Federal Reserve Board report released. All Baruch students are also invited to TRADER TALK, where actual Financial Market participants inform students of their daily activities.

An exciting and practical teaching resource, the Center also functions as a laboratory for scholarly research. Faculty and students from a number of disciplines including economics, finance, statistics, and information systems conduct research in market microstructure, investment management strategies, experimental economics, auditing, surveillance, and manipulation detection in financial markets.

In the weeks following the 2001 World Trade Tower Disaster, the Center facilities were made available to REFCO brokers, who had been displaced. As a result, the simulated trading room became a real trading room once the REFCO brokers set up operations. During the several weeks they were here, students had the opportunity to watch actual trading while classes were in session.

Baruch Computing and Technology Center (BCTC)

The BCTC provides access to information and communication technologies for students, faculty and staff throughout the Baruch community. Campus wide support of telephony, videoconferencing, computer networking, communication systems, campus electronic mail, campus file servers, distance learning and media services equipment distribution are included in the services of the BCTC.

The BCTC, located within the Newman library building, provides computing and networking support services to the Baruch Community.

The Learning Net features the Peter Jay Sharp Online Student System which has been funded by the Peter Jay Sharp Foundation to provide Baruch College students with easy access to an array of web based resources. This initial implementation of the Sharp Online System includes Blackboard, a course management system for remote access to courses and course information. Future implementations will include access to registration and advisement tools.

Baruch E-mail accounts are assigned to current students, faculty and staff. This account is accessible from within the Baruch College Campus, as well as remotely via any Internet Service Provider or in most cases a web browser. A wireless network is also available for students, faculty, and staff in many parts of the campus.

The primary function of the Media Resources Department at Baruch College is to provide audio-visual assistance to the college faculty. In addition, it provides instructional support for video production classes, consultation with faculty on media development and special events support. The Vertical Campus building includes over 100 classrooms with electronic podiums that include access to the internet, VCR, PC with Microsoft Office Suite, and a document camera, all of which can be displayed using an overhead projection system. The larger rooms also have fixed or wireless mikes.

Student Technology Fee

Beginning in fall 2003, all CUNY students pay a technology fee, which is currently \$75 per semester for full time students (\$37.50 for part time students). This fee is used to provide technology support for students, currently provides roughly \$2.2 million per year to the College, and is overseen by committee made up largely of students plus faculty and administrators. For the current year, the committee recommended that the categories listed below receive the funding percentages indicated.

- Student Access Computers (22%)**
- Staffing for Student Computing Services (22%)**
- Digital Library Services (10%)**
- Digitization of Class Lectures (8%)**
- Improving Classroom Technology in 17 Lexington Avenue (8%)**
- Online Student Services (8%)**
- User Education and Support (8%)**
- Student Laser Printing (6%)**
- Software for Student Academic Computing (5%)**
- Assistive Technology (3%)**

Baruch Performing Arts Center

The Baruch Performing Arts Center (BPAC) entered its second season this past fall with an exciting lineup of programming. The first season ushered in an array of talented artists from around the globe in theatre, dance, music, comedy and film. It became a gateway for students and the Baruch Community to experience first-rate cultural activities, many for the first time. This season, the BPAC continued to present events that reflect its diverse community and intrigue and captivate its audiences.

The mission of BPAC is to serve the Baruch community by inserting the performing arts into all aspects of the life of the college, including the interests of the students, faculty, staff and Alumni of the Baruch Community. This is achieved through programming and allied activities that support and enrich the educational curriculum throughout the college, as well as, by opening new areas of interest to promote growth of the students as individuals educated for life as well as work.

Support Services

Center for Advisement and Orientation

The Center for Advisement & Orientation generated or collaborated on numerous projects in the area of student orientation and freshman year programs. Responsible for the advisement of

all undergraduates who have not yet declared a major, the Center has focused on establishing programs and services that can reach a broad population. Resources do not permit extensive one-on-one interaction, so increasing focus has been on the use of technology. The College has developed several iterations of an orientation CD-ROM, a strong web presence that includes video, and the development and implementation of DegreeWorks, an online degree audit system. In addition, the Center has worked collaboratively with departments and other units to offer services to students. For example, the Center works with the Career Development Center on the Freshman Career Discovery Project and an annual Majors and Careers Fair. Almost all academic departments in the College send representatives to the Fair as well as several discipline-related student clubs.

☐ Much effort has been spent over the last year in developing and expanding the freshman Learning Communities. The First Year Program created a guide to the Learning Communities and QuickTime movie for interested freshmen to learn more about the Learning Communities as an option for the first semester at the College.

Formatted: Bullets and Numbering

DegreeWorks

DegreeWorks, an on-line degree audit system, is being developed and implemented through the Student Technology Fee and support from the Baruch College Fund. DegreeWorks will allow students to go on line and find out immediately the requirements needed for a particular major and degree. DegreeWorks will be a more efficient method of instructing students, faculty and staff on the degree requirements. DegreeWorks is making significant progress in its implementation. Major application programming has been completed and is now in the process of “functional review.” We hope to initiate a pilot project this summer and follow that with a limited project rollout to undergraduates in fall 2005.

Student Academic Consulting Center (SACC)

On Thursday, October 2, 2003, in Chicago, Baruch College’s Student Academic Consulting Center received the “Frank L. Christ Outstanding Learning Center Award” for four-year institutions from the National College Learning Center Association at their eighteenth annual conference entitled “Creating Building Blocks for Student Success.” SACC has continued to strengthen its staff and services by furthering collaborations with numerous departments and programs and by advancing its nationally recognized training program. Each year more than 5,000 students receive more than 20,000 hours of closely supervised peer tutoring through SACC. Most tutoring is in mathematics but all disciplines are represented. Key initiatives include:

- Math and Writing coordinators continue to integrate academic support between their departments and SACC to assure effective and sufficient services.
- SACC now works closely with the Zicklin Business School to train and coordinate graduate tutoring.
- SACC tutors contributed to the CPE CD-ROM project and other college-wide initiatives.
- Since spring 2004, at which time SACC nationally certified 90 tutors at level 1 and 44 at level 2, SACC has hired an additional 42 tutors (currently there are 85 employed tutors) and anticipates certifying these tutors at levels 1 and 2 by Spring

2005. In addition, SACC will certify 12 master tutors at level 3. Expectations and responsibilities of Level 3 master tutors include leadership skills.

In addition, SACC has a close relationship with Baruch's Writing Center.

Writing Center

Baruch completely revamped its Writing Center in 2003 and has coordinated its efforts in supporting student writing with the English Department, Immersion, SACC and the Schwartz Communication Institute. A completely new cohort of experts in writing have been hired and trained, assessment measure implemented and a new space in the sixth floor of the Vertical Campus outfitted.

College Now and Baruch High School

College Now, CUNY's outreach to the New York City High Schools, was started at Baruch three years ago. Now lead by a full-time professional with a second full-time support person slated to join the program in Fall 2005, Baruch's program is one of the strongest in CUNY. College Now has pulled in faculty from many departments and offers college credit bearing courses to more than 200 carefully screened high school students from more than 25 high schools each year. In addition, College Now offers a summer program, non-credit workshops, support for CUNY's GEAR UP, and partnerships with several organizations, including Merrill Lynch, Virtual Enterprise, Academy of Finance, Girl Scouts of New York City, and Let's Get Ready.

College Now is also the primary contact point for the Baruch College Campus High School (BCCHS), one of New York City's most successful high schools. A collaborative grant awarded to Baruch College and Baruch College Campus High School (BCCHS) by CUNY provided the opportunity to develop educational initiatives that build on the strength of the two institutions. Through this collaborative initiative, *Let's Get Ready!*, a college preparatory and SAT program, was established in the spring of 2004. Baruch undergraduates are hired and trained to work as SAT Coaches and College Mentors. These intensive learning experiences give our students an opportunity to develop their leadership skills while helping to prepare the junior class of BCCHS for admission to higher education.

Career Development Center (CDC)

The CDC has established a goal of ensuring that more than 50% of our undergraduates will have positive employment outcomes by graduation in June 2005. (N.B.: We define positive outcomes as employed fulltime **in the field of their choice** or accepted in graduate school.) We fell just short of this goal in FY 2004, though over 60% of the students who used the CDC had obtained full time employment by graduation. We are in year two of a three-year restructuring that includes creating a four-year experience for undergraduates including the development of "soft" skills in freshman and sophomore years. Weekly tracking reports and a comprehensive and mandatory graduation survey are now in place to assess the number of students and companies interacting with the CDC and employment outcomes at commencement. These reports will allow year-by-year comparisons and vital data for management decisions.

On June 24, 2005, the College will receive the “Educational Institution of the Year” award at INROADS/New York City’s 20th Anniversary Awards Ceremony. From time to time, this award is given to a college or university that has gone above and beyond in partnering with INROADS. INROADS is the nation’s largest non-profit source of salaried corporate internships for high performing Black, Hispanic/Latino and Native American Indian college students. The Princeton Review has consistently named INROADS as one of “America’s Top 10 Internships” along with The Supreme Court, The White House, and The Academy of Television Arts and Sciences.

Baruch College will have approximately 32 students accepted by INROADS this summer, working at institutions such as KPMG, Ernst & Young, PriceWaterhouseCoopers, Goldman, L’Oreal, Marriott, Federal Reserve, AIG, and McGraw Hill. Two Baruch students won top INROADS awards last year. Priya Shah won INROADER of the year and Xenia Abonia won Junior of the Year.

Financial Aid

Financial aid for Baruch students from all sources is in excess of \$38 million. The table below summarizes the sources of aid.

Table 8: Student Financial Aid by Source	
Source of Aid	Amount
Bernard Baruch Endowment	\$443,300
Baruch College Fund Scholarships	\$651,000
Honors College Support	\$1,683,750
SEEK student support	\$573,400
Vallone Scholarships	\$1,035,000
Federal Aid	\$16,690,000
State Aid	\$17,482,000
Total Financial Aid	\$38,558,450

The Bernard Baruch Endowment was created 50 years ago through a \$9 million dollar gift by the College’s namesake. In addition to providing the scholarship aid indicated above, it also provides other funds for graduate assistantships. The Baruch College Fund serves as the fiscal agency for disbursing a variety of scholarship aid, largely from donor gifts. The Honors College support is provided directly from CUNY, including reimbursement to the College for full tuition. The SEEK program, funded by New York State, is targeted at economically disadvantaged students. In addition to the direct financial aid listed above, New York State also provides funding for tutoring, counseling, and advisement. The Peter Vallone Scholarships are funded by New York City and are available to New York City High School graduates who achieved a B average or higher. Pell Grants make up the bulk of the Federal aid. New York State provides up to \$5,000 in aid through the Tuition Assistance Program (TAP) to New York State residents from low income families.

The Baruch College Early Learning Center

The Early Learning Center provides licensed on-site childcare for children 2½ to 5 years old. The Center can accommodate approximately 45 student families. Its population reflects the rich diversity of Baruch. The philosophy and the curriculum of the program emphasize an atmosphere of exploration and recognize the primary importance of relationships between children and the adults who care for them.

Honor Societies and Student Clubs

Despite being a commuter campus, student life at the College is exceptionally strong, particularly since the opening of the Vertical Campus building. Currently there are nine national or international honor societies active on campus. These include Alpha Iota Delta (Decision Sciences), Beta Alpha Psi (Accounting, Finance, and CIS), Beta Gamma Sigma (Business), Golden Key (Scholastic Achievement), Kappa Delta Pi (Education), Pi Alpha Alpha (Public Affairs and Public Administration), Phi Eta Sigma (freshmen), Psi Chi (Psychology), and Sigma Iota Epsilon (Management).

A wide variety of student clubs, funded through the student activity fee, are also active on campus. These include more than 100 undergraduate clubs and an additional 13 specifically for graduate students. One of the unique features of the College's class scheduling grid is the inclusion of a two-hour period in mid-day on Thursday called Club Hours. During that period no courses are held so that club meetings can be scheduled without conflicting with classes. Since most classes follow a Monday/Wednesday or Tuesday/Thursday schedule, the corresponding time on Tuesday is normally available for similar activities (though some classes use this time period following a Tuesday/Friday schedule). Thus, the activities sponsored through the Executives on Campus program, discussed earlier, make extensive use of this Tuesday block.

Students with Disabilities

The College is committed to making individuals with disabilities full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. It is our policy that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service or activity offered by the College. Individuals with disabilities are provided with appropriate accommodations through the Office of Services for Students with Disabilities. That office serves as an advocate for such students, making the College's services more responsive to their individual needs. These efforts include pre-admission interviews and orientation, providing priority registration, helping to obtain modifications to academic requirements to ensure that such requirements do not discriminate against students with disabilities, obtaining reasonable modifications for exams, and providing print materials in alternate formats (including provision of auxiliary aids).

Student Health

The Baruch College Health Center has an affiliation with Continuum Health Services, a division of Beth Israel Hospital, which is providing currently enrolled students with primary care medical assistance. These services include treatment of illnesses,

vaccinations, physical examinations, on-site pregnancy testing, laboratory services at cost, radiological and ophthalmology referrals at reduced cost, and a prescription drug plan at 25-50% discount through Duane Reade Pharmacy.

The College also operates a Student Counseling Center that helps students to define and achieve their personal and academic goals. Counselors work with students on a wide variety of personal problems, including interpersonal relationships, sexuality conflicts, time management, substance abuse, eating disorders, test anxiety, etc. In addition to one-on-one counseling sessions and group sessions, the Counseling Center offers workshops, video screenings, and discussion groups. Topics of previous workshops have included Assertiveness, Procrastination, Stress Reduction, Test Anxiety, Asian Students and Cultural Adjustment.

Chapter Two: Response to Recommendations from the Previous Team Report and Institutional Self Study

Recommendations of the 2000 Middle States Commission

The eight general concerns articulated in the Middle States Report of 2000 encompass issues related to students, faculty, and administration. Those eight concerns are briefly addressed here. Responses to the Commissions' specific recommendations are contained in Appendix C.

Student-Related Issues

The Commission's first general concern (and recommendation #29) suggested that the "decline in the number of first-time full-time Latino students warrants careful analyses and immediate action lest the College suffers further declines." This concern has been addressed directly with positive results through increased attention to recruitment. Since Fall 2001 the Hispanic student population at Baruch College has increased by 10%. As a proportion of the freshmen undergraduate first-time degree-seeking population, Hispanic students increased by 2 percentage points between Fall 2001 and Fall 2004 to 18.7%.

Another general concern of the Commission (echoed in recommendation #23) related to "diffusion, fragmentation, and duplication in services for students, accompanied by unevenness in staffing and funding." While some issues regarding the management and operations of student services remain to be addressed, recent student satisfaction surveys indicate that Baruch students are satisfied with the services they receive (see Chapter 4). Since the Commission's report, services have been reorganized to improve their efficiency: their management is less diffuse. Card readers were installed in all student service offices and will allow us to track volume, nature of visits and to conduct periodic quality of service surveys. Student service offices will establish benchmarks for quality and effectiveness and continuously review their performance in relation to local standards. A Student Affairs Committee was created in fall 2004 that reports directly to the College Cabinet. This is the first time in the College's history that there has been a standing committee on student affairs as a part of its administrative structure. In Spring 2005 the college launched a search for a new Vice President for Student Development. That position has been redefined to include additional areas related to student services including all enrollment services (admissions, financial aid, international student office, and registrar) as well as the Career Development Center. This brings many of the student service functions under one vice president and is expected to lead to greater synchronization and provide even greater increases in student satisfaction.

Faculty-Related Issues

The Commission's report articulated three concerns related to faculty: "the continued decline in the number of full-time faculty lines and the concomitant increase in the use of

adjuncts”; “constraints imposed by CUNY and the current collective bargaining agreement [that] will impede the College’s ability to achieve its desired academic aspirations unless acknowledged and addressed by trustees and CUNY administration”; and the challenge of “attracting and retaining faculty of color.”

The college has made progress in each of these areas. The number of full-time teaching faculty has grown by 20 in the last three years. Moreover, some of the contractual constraints have eased since 2000. As elaborated in our responses to recommendations 11,15, and 20, those changes have allowed us to vigorously recruit first-rate faculty members across all three schools: virtually one third of the full-time members of our business faculty, for example, are new since Fall 2002. And during the period 2000-2004, Baruch hired 123 full-time faculty members. Of those new hires 11 (9%) are Black and 6 (8%) are Hispanic. The trend towards a changing demographic is clear: including those hires, minority representation on our faculty now stands (in 2004) at: 26 Black: (6%); 23 Hispanic (5%); and 66 Asian/Pacific Islander (15%). With some 50 faculty members over age 65, we anticipate additional opportunities to increase diversity still further in the near future. Other indicators of improvement in this area are discussed in recommendation 17.

Administrative Issues

The Commission’s concern that “the College’s long-term success could be compromised unless the positions of president, provost, vice president for college advancement, and treasurer and special assistant to the president are filled on a more permanent basis” has been met: since the late 1990s, when Baruch College had two interim presidents who each served for one year, we have had a president who completed a four year term and have welcomed a new president who began in August 2004. Our Provost and Vice President for College Advancement have held those positions since 2001. Since 2000, responsibilities for fiscal affairs have been restructured (see response to recommendation 12). Our special assistant to the president was named to that position in February 2001 and continues to hold the position.

Finally, the “level of miscommunication and distrust between College officials on the one hand and CUNY officials on the other” has lessened since 2000. College officials have worked to improve communication with CUNY and distrust has begun to dissipate after numerous frank discussions about fiscal and other issues. Members of the college administration are working closely with the central office on other issues (e.g. general education, and academic integrity), using channels of communication hitherto less explored. Baruch leadership participates in virtually all university wide initiatives, including the Executive Vice Chancellor’s task forces on retention, articulation, enrollment management, and the black male initiative. Significant results include: the CUNY Board of Trustee’s agreeing to allow Baruch to charge a higher tuition rate to MBA students; an agreement to allow CUNY colleges to pay 165% of the salary schedule for purposes of recruitment and retention; the Chancellor’s endorsement of an initiative to extend the tenure clock; and the creation of a taskforce on articulation with the community colleges, using Baruch’s pre-business core program as a model.

Chapter Three: Analysis of Enrollment and Finance

Enrollment Strategy

Changes in Admissions Criteria

The groundwork for the College's continuing increase in student quality began during the 1995-96 academic year. It was then, under the leadership of former President Matthew Goldstein, that the College decided to phase out remediation and increase freshmen admission standards. Extensive studies showed that many of the students in remediation were unprepared for college level work, stayed in remediation for long periods of time, and eventually dropped out. As a result we began to explore alternative admissions criteria that would improve retention and graduation rates while maintaining a diverse student population. In researching the most effective way of accomplishing this objective, the College discovered that the number of academic units a student completed in high school was just as important as the academic average in determining student success. Completion of a minimum number of academic units became a central part of our admissions criteria. The College was very careful to consider the effect that the change in admissions standards would have on different ethnic groups. The new standards that took into account academic average, number of academic units completed, and SAT scores, were implemented for the 1996-97 academic year.

During the 1998-99 academic year admission standards were increased and approval was obtained for a new graduate programs in the Weissman School of Arts and Sciences. Funds were allocated to both the Undergraduate and Graduate programs for advertising and recruitment. The College hired a company to design and print view books for all its degree programs. It was decided that any shortfall in enrollment goals caused by the new admissions standards would be offset by increasing the number of transfer students the College accepted and registered. By the 1999-2000 academic year it was clear that enrollments were strong, retention was increasing and we were on the right path.

Further studies were conducted of student performance in lower division courses as a predictor of success in upper division courses. As a result, the Zicklin School of Business and the School of Public Affairs implemented new criteria for majors effective for fall 2002 freshmen and transfer students. These criteria required students to complete a set of lower division core courses with a minimum 2.25 GPA in both the core courses and overall before they would be allowed to declare a major and take upper division courses in these schools. The establishment of a common core curriculum for undergraduates included a requirement that students take an Arts and Sciences minor. These changes led ultimately to a reduction in the undergraduate enrollment in Zicklin and SPA but increased the number of students enrolled in Weissman School courses.

Improvement in Student Quality and Increase in Enrollment

In fall 1999, enrollment was 15,254, an increase of 273 or about 2% from fall 1998. The number of undergraduate students increased from 11,986 to 12,168 and the number of graduate students increased from 2,595 to 2,656. Non-degree enrollment declined from 293 to 273, primarily due to the lack of available classes.

The increase in undergraduate enrollment was highlighted by an increase of 184 or 18.7% in the number of new freshmen. This increase coincided with an increase in the SAT score from 1037 to 1046. New graduate enrollment, spurred on by the establishment of the new programs in the Weissman School and a new full-time Honor's MBA program, increased by 61 students from fall 1998 to fall 1999.

Enrollment continued to rise through fall 2001 when the College reached a 15-year high of 15,773 students. A total of 1,704 new freshmen registered that fall despite continued increases in our admissions standards. The average SAT score had reached 1058. At the same time the retention rate for continuing students increased from 83% in fall 1998 to 88% in fall 2001. Due to enrollment growth from the increase in registered freshmen and improved retention rates, we were able to reduce the number of new transfers we enrolled from 1,813 in fall 1998 to 1,056 in fall 2001. Graduate student enrollment also increased to 2,736 by fall 2001 in response to increased recruitment by both the Zicklin School of Business and the School of Public Affairs.

Focus on Enrollment Mix

As described earlier, the enrollment growth had strained the College's ability to meet student needs, particularly for business students. At that point Baruch's objectives were to develop an enrollment strategy that would allow us to continue to build on the success we have had at the undergraduate level and expand enrollment at the graduate level. The College also recognized that we would like to take a more granular look at enrollment. Previously the College had set enrollment targets by the total headcount. We now realized that we had to pay further attention to the 'mix' of students, graduate vs. undergraduate, resident vs. non-resident, freshmen vs. transfers, and business majors vs. other majors.

Initially it was decided to increase graduate enrollment by about 5% over the ensuing five years by increasing graduate enrollment in both the Zicklin School of Business and the School of Public Affairs, and by launching graduate programs in the Weissman School of Arts and Sciences. The Zicklin School would emphasize the full-time Honors MBA program with the goal of increasing the marketability of our students and becoming a top ranked business school. Undergraduate enrollment was to decline gradually, with an attempt to reduce the number of business majors, partially offset by increases elsewhere. The College continued to increase admission standards for freshmen with the goal of increasing retention and graduation rates. Each revision to the admission criteria was carefully reviewed to ensure that it did not affect the ethnic composition of the College.

The College also implemented higher admissions standards for transfer students and both the Zicklin School of Business and the School of Public Affairs increased academic requirements for declaring an undergraduate major (described earlier). The Zicklin School of Business took this action to increase student quality, reduce its enrollment, and improve student retention and graduation rates. There were too many students for too few faculty, and students could not get the classes they wanted and this was delaying graduation. The School of Public Affairs increased its standards to match. Those who were ineligible to major in business or public affairs could consider a major in arts and

sciences. As described earlier, a series of workshops and major fairs were held to provide students with information on alternate programs.

Readjustment for Budget Considerations

During the period of enrollment growth, increases in enrollment were not accompanied by increases in state funding. In the spring of 2002 the College set a goal of decreasing total enrollment to 15,200 students. The enrollment decrease was included in the information provided to CUNY as part of the Performance Management Process (described more fully in Chapter 4). Admissions standards for freshmen, transfers, and graduate students were increased and enrollment declined to 15,361 for the fall of 2002 while SAT scores jumped to 1084.

Enrollment declined to 15,126 in the fall 2003 semester. The decline was larger than anticipated and was primarily caused by hefty CUNY-wide tuition increases and a major increase in the number of students that graduated. The 6-year graduation rate, had increased from 36.6% (1994 cohort) to 51.6% (1997 cohort), as shown previously in Table 5. The College soon realized that approval to reduce enrollment was never formally obtained from CUNY, revenue targets were not adjusted to reflect this strategy, and the decline in tuition revenue created a budget shortfall.

During the 2003-04 academic year, the administration decided that an increase in enrollment was needed to help offset the budget shortfall. To accomplish this it was decided to increase the number of new transfer and graduate students it enrolled. This was successful as enrollments increased from 15,126 in fall 2003 to 15,537 in fall 2004, including a 5% increase at the graduate level. Currently the College has decided to hold enrollments at the fall 2004 levels.

A complete history of enrollment over the past five years can be found in Table 9. While most of the terms used in the table are self-explanatory, a few deserve elaboration. “New Frosh” represents regularly-admitted, first-time freshmen. “New SEEK” reports those new freshmen separately admitted through the SEEK program. “Reentry” identifies those students returning to the College after one or more semesters of nonattendance. “Continuing” refers to students who were enrolled in the prior term and continue at the College. “Dismissed” refers to students who left the College due to academic difficulties. “Cont. Pool” represents the number of students enrolled who did not graduate or were not dismissed who are potential enrollees for the following semester. “Retention” is calculated as the proportion of continuing students enrolled to the continuing pool from the prior semester.

Table 9: Enrollment Summary Fall 2000 to Present										
Actual Enrollments										
Group	F2000	S2001	F2001	S2002	F2002	S2003	F2003	S2004	F2004	S2005
Undergrad										
New Frosh	1,194	110	1,542	119	1,514	133	1,491	119	1,501	124
New SEEK	135	1	162	0	160	0	183	0	217	0
Transfers	1,697	1,020	1,056	657	954	825	1,066	944	1,299	853
New Ugrad	3,026	1,131	2,760	776	2,628	958	2,740	1,063	3,017	977
Reentry	667	755	666	734	579	521	498	512	437	526
Total	3,693	1,886	3,426	1,510	3,207	1,479	3,238	1,575	3,442	1,503
Continuing	9,034	10,830	9,305	11,018	9,203	10,654	8,984	10,521	9,039	10,812
Total Ugrad	12,727	12,716	12,731	12,528	12,410	12,133	12,222	12,096	12,493	12,315
Graduated	764	1,568	838	1,686	874	1,821	758	1,624	833	1,600
Dismissed	0	539	127	484	101	491	0	347	0	380
Cont. Pool	11,963	10,609	11,766	10,358	11,435	9,821	11,464	10,125	11,693	10,335
Retention		90.5%	87.7%	93.6%	88.8%	93.2%	91.5%	91.8%	89.3%	92.5%
Graduate										
New	895	311	941	323	876	312	902	322	958	339
Continuing	1,705	2,295	1,795	2,271	1,813	2,281	1,741	2,221	1,824	2,429
Total	2,600	2,606	2,736	2,594	2,689	2,593	2,643	2,543	2,782	2,768
Graduated	255	608	283	640	298	834	336	716	287	720
Cont. Pool	2,345	1,998	2,453	1,954	2,391	1,759	2,307	1,827	2,495	2,048
Retention		97.9%	89.8%	92.6%	92.8%	95.4%	99.0%	96.3%	99.8%	97.4%
Nondegree										
Undergrad	298	366	238	352	243	349	240	372	241	326
Grad	73	0	68	0	19	0	21	12	21	19
Grand Total	15,698	15,688	15,773	15,474	15,361	15,075	15,126	15,023	15,537	15,428

Enrollment Plans and Projections

As Baruch looks towards the next five years, there are challenges ahead. Our enrollment plans will be heavily tied to concerns about the budget, student demographics, space, faculty resources, admissions criteria, as well as retention and graduation rates. We also need to develop a broader enrollment strategy for the College that captures clear views on the relative size of the three Schools in the future. Do we want to continue to try to grow graduate enrollments? Do we want the enrollments in the Zicklin School of Business to shrink and the enrollments in the Weissman School and the School of Public Affairs to increase? Do we want to continue to move towards a more traditional enrollment that is full-time day or do we want more part-time evening? These issues will be reviewed as part of the strategic planning process.

For the purposes of the projections, we used the following assumptions, each of which will be explained more fully below:

- We cannot continue to enroll more full-time undergraduate students without additional resources and overall enrollment will be held stable at 15,500 per year
- The mix of students will change slightly with graduate students growing at about 2% a year, with corresponding decreases at the undergraduate level
- Admissions standards will remain at current levels.
- We will seek additional tuition revenue by increasing summer enrollments and expanding intersession offerings.

Enrollment planning, particularly at the undergraduate level, has been greatly affected by the change in student demographics. Baruch's undergraduates are now primarily full-time day students, not part-time evening. Undergraduates now register for a higher average credit load than their predecessors. The departmental course schedules have been adjusting to meet these shifts. In addition, there has been an unexpected but welcome trend of increased applications and admissions from outside the New York City area. We are currently considering how to attract additional nonresident enrollments, due to the higher tuition levels they pay.

Currently, our plans are to maintain overall enrollment at a flat level of 15,500 per year. However, in order to generate more revenue we are planning to increase graduate enrollment by 270 over the next five years. This could generate about \$500,000 in additional revenue per year and would be accomplished with increases of about 2% a year. Undergraduate enrollment would be reduced by the appropriate amount each year, largely through adjustments to the number of transfer students taken, to meet our overall enrollment goals.

The growth we are projecting at the graduate level would be spread across all three schools. One challenge we face is the declining number of international students enrolling in graduate programs in the United States. Despite this obstacle, we expect to be able to increase graduate enrollment in the three schools without compromising the current admission standards.

Baruch's academic profile for both our freshmen and transfer classes is the highest in CUNY. There is a concern that if we continue to raise standards we may disenfranchise our traditional population. Therefore, there are no plans to raise admissions standards any further at this time. A related concern that we are carefully monitoring is the decline in the number of blacks who are enrolled at the College. Much of the decline can be attributed to the decline in the number of black students graduating from New York City high schools, and the increased competition we face from other colleges for these students. Nevertheless, we believe that we can do more to attract these students to Baruch College. As a result, we are increasing outreach to high schools with large black populations and have already hosted very successful College for A Day programs to acquaint students from these schools with College life in general and Baruch in particular. We are also holding on-site admissions days at local high schools to help

students complete their admissions and financial aid applications and provide them with an immediate admissions decision. The President recently hosted a dinner for a group of High School Principals to build stronger relationships with schools that have high minority enrollments.

Table 10 below provides a full 5-year enrollment projection based on the previously articulated assumptions.

Table 10: Enrollment Projections from the Present to Spring 2011												
Group	Estimated Enrollments											
	F2005	S2006	F2006	S2007	F2007	S2008	F2008	S2009	F2009	S2010	F2010	S2011
Undergrad												
New Frosh	1,500	120	1,425	120	1,400	120	1,400	120	1,370	120	1,400	120
New SEEK	25	0	120	0	100	0	100	0	125	0	100	0
Transfers	1,085	840	1,075	823	1,170	1,115	1,175	1,117	1,150	1,115	1,086	1,137
New Ugrad	2,610	960	2,620	943	2,670	1,235	2,675	1,237	2,645	1,235	2,586	1,257
Reentry	460	450	460	455	455	500	450	510	500	500	500	500
Total	3,110	1,410	3,080	1,398	3,125	1,735	3,125	1,747	3,145	1,735	3,086	1,757
Continuing	9,404	10,920	9,401	10,930	9,318	10,505	9,318	10,482	9,318	10,477	9,318	10,423
Total Ugrad	12,474	12,330	12,481	12,328	12,443	12,240	12,443	12,229	12,463	12,212	12,404	12,180
Graduated	600	1,600	600	1,650	625	1,650	650	1,675	675	1,675	675	1,700
Dismissed	0	400	0	400	400	400	400	400	400	400	400	400
Cont. Pool	11,870	10,330	11,881	10,278	11,418	10,190	11,393	10,154	11,388	10,137	11,329	10,080
Retention	91.0%	92.0%	91.0%	92.0%	90.7%	92.0%	91.4%	92.0%	91.8%	92.0%	91.9%	92.0%
Graduate												
New	850	355	840	350	870	400	827	400	840	400	840	400
Continuing	1,986	2,395	1,989	2,402	1,957	2,390	2,000	2,401	2,007	2,418	2,026	2,450
Total	2,836	2,750	2,829	2,752	2,827	2,790	2,827	2,801	2,847	2,818	2,866	2,850
Graduated	325	700	325	750	350	750	325	750	325	750	325	750
Cont. Pool	2,511	2,050	2,504	2,002	2,477	2,040	2,502	2,051	2,522	2,068	2,541	2,100
Retention	97.0%	95.4%	97.0%	95.9%	97.8%	96.5%	98.0%	96.0%	97.9%	95.9%	98.0%	96.4%
Nondegree												
Undergrad	220	350	220	350	260	400	260	400	220	400	260	400
Grad	20	20	20	20	20	20	20	20	20	20	20	20
Grand Total	15,550	15,450	15,550	15,450	15,550	15,450	15,550	15,450	15,550	15,450	15,550	15,450

Summer School and Intersession

Summer school presents another challenge for the College. Our Summer school enrollment is usually equivalent to at least 55% of our fall enrollment, a very high proportion. However, the enrollment did decline this past summer. This can be attributed mainly to the continued shift away from nontraditional part time evening students to the traditional full time day students. Although the College would like to increase the

summer school enrollment to offset budget shortfalls, there is no clear evidence that this is a viable solution. We do recruit and enroll a large number of non-degree students during the summer session. For the most part these are students who live in the metropolitan area and attend other Colleges during the academic year. We have tried to recruit non-degree students from out of state who want to spend the summer in New York City. However, it has been difficult to compete with the private colleges who can offer them reduced housing costs during the summer months.

We are attempting to increase summer enrollments by encouraging high school students looking to get a jump on College to enroll in summer courses. We have added special courses to meet their needs. In addition, we are also encouraging newly-admitted transfer students to begin their Baruch coursework in the summer, rather than waiting until the fall.

The CUNY calendar features a month-long break between the fall and spring semesters, generally referred to as intersession. In the past we have used that period to offer mostly graduate level courses. We are currently working with the University to develop a way to offer additional tuition-bearing undergraduate courses during the intersession, without jeopardizing student financial aid. This promises to provide the opportunity for additional revenue growth, as well as help students move more quickly to degree completion.

Finances

Background

Baruch receives both an expenditure allocation and a revenue target from CUNY. The expenditure allocation is the tax-levy budget that we are authorized to spend. The revenue target is the amount of tuition revenue the college is required to collect in order to spend the given allocation. If the College brings in revenue over the target, the College can either spend the extra revenue or carry it forward to the next fiscal year through City University Tuition Reimbursable Account (CUTRA). These funds in CUTRA can therefore be used as a reserve to cover budget needs in future years. Although successful in the past in building up substantial reserves, the combination of CUNY budget shortfalls and increased revenue targets have eroded these reserves. Being part of a University system, certain items that are usually funded by individual colleges are actually funded centrally and do not appear in the College's budget. These include fringe benefits, rentals and heat, light and power. While not covered by the College's budget, these costs are allocated centrally and are reported by CUNY when preparing data for Integrated Postsecondary Education Data System (IPEDS).

The attached statements of revenues and expenses are taken from Baruch College's IPEDS, shown here as Table 11, using the current IPEDS format. We have included revenues and expenses for the College's Foundation, the Baruch College Fund, as separate line items.

There have been significant changes in reporting during this five-year period. In 2002 the IPEDS format changed due to the implementation of several new Governmental Accounting Standards Board (GASB) pronouncements. The most significant change in

2002 was with the GASB 35 that required the reporting of tuition and fees net of any scholarship discounts and allowances. Also, for that year there was a significant reduction in the operations and maintenance expenses. This was due to the opening of the Vertical Campus. The University no longer incurred the cost for our leased buildings.

Table 11: Statement of Revenues and Expenses - Actual in \$000s						
	1999-00	2000-01	2001-02	2002-03	2003-04	
Operating Revenues						
Tuition and Fees	61,715.0	65,287.0	44,893.6	54,556.0	58,184.0	
Federal Grants and Contracts	0.0	0.0	1,543.6	1,328.4	1,430.9	
State Grants and Contracts	10,882.0	9,610.3	9,746.6	11,099.3	15,656.3	
Local/Private Grants and Contracts	817.0	2,899.7	3,515.8	4,887.0	3,528.1	
Auxiliary Enterprises	480.0	648.0	697.0	1,184.0	771.0	
Other Sources	6,107.0	7,691.0	2,455.0	2,076.0	6,256.0	
Total Operating Revenues	80,001.0	86,136.0	62,851.6	75,130.8	85,826.3	
Nonoperating Revenues						
State Appropriation	45,799.0	49,932.0	52,864.0	44,036.0	35,645.0	
Federal Grants	11,481.0	12,532.7	13,677.0	14,972.0	15,541.0	
Gifts	0.0	0.0	2.0	0.0	0.0	
Investment Income	84.0	26.0	(262.9)	3,261.0	4,484.0	
Net Appreciation in fair value of inve	0.0	0.0	0.0	0.0	0.0	
Other Revenues	0.0	0.0	0.0	146.0	138.0	
Total Nonoperating Revenues	57,364.0	62,490.7	66,280.1	62,415.0	55,808.0	
Sub-total Revenues	137,365.0	148,626.7	129,131.7	137,545.8	141,634.3	
Baruch College Fund Revenues	12,425.5	6,512.2	6,170.9	10,855.1	13,500.4	
Total Revenues	149,790.5	155,138.8	135,302.6	148,400.9	155,134.7	
Expenses						
Instruction	51,642.0	49,226.0	58,641.0	57,466.3	64,572.6	
Research	487.0	2,164.1	2,695.4	2,141.9	1,787.9	
Public Services	5,696.0	7,092.4	5,910.9	6,325.0	5,096.0	
Academic Support	4,553.0	5,662.0	5,942.8	6,823.4	6,783.3	
Student Services	7,349.0	7,098.0	8,847.1	11,678.6	13,323.2	
Institutional Support	19,740.0	17,859.2	22,877.9	22,842.6	22,649.8	
Operation and Maintenance of Plan	25,294.0	27,289.0	12,123.0	14,319.0	14,206.0	
Depreciation	0.0	0.0	36.0	17.0	76.0	
Scholarships and Fellowships	25,472.0	26,208.0	8,511.8	16,048.0	14,154.5	
Mandatory Transfers	20.0	18.0	0.0	0.0	0.0	
Nonmandatory transfers	3,516.0	0.0	0.0	0.0	0.0	
Auxiliary Enterprises	580.0	610.0	823.0	916.0	1,122.0	
Other Operating Expenses and Dec	0.0	0.0	0.0	199.0	110.0	
Other Nonoperating Expenses	0.0	0.0	42.0	185.0	0.0	
Sub-total Expenses	144,349.0	143,226.7	126,450.8	138,961.8	143,881.3	
Baruch College Fund Expenses	7,545.3	7,669.5	10,040.1	11,184.6	12,556.8	
Total Expenses	151,894.3	150,896.1	136,490.9	150,146.4	156,438.1	
Revenues Less Expenses	(2,103.9)	4,242.7	(1,188.3)	(1,745.5)	(1,303.4)	

During this five-year period from 2000 through 2004 there were two separate tuition increases. In the spring of 2002 the University's Board of Trustees allowed Baruch College to raise tuition for its MBA program and in fall 2003 the University raised tuition for all students. Under normal circumstances the increase in revenue would result in an increase in the operating budget. However, due to our funding model, the increased revenue also resulted in an increased revenue target. So while tuition revenue increased our expenditure allocation did not keep pace.

Financial Projections

It is difficult to accurately project what Baruch College revenues and expenditures will be due to several factors.

- The bulk of funding for CUNY Colleges including Baruch comes from tuition and state aid. From year to year, the State's fiscal situation changes in unpredictable ways. Further, we do not know what the University's allocation from the State will be which, in turn, leaves Baruch uncertain about its own allocation.
- In general, we do not have the authority to manage our tuition rates, which limits our ability to adjust our revenues to meet expected expenses. As of this writing, CUNY is developing a plan to cover the University's budget shortfall for the next fiscal year. It is likely that the plan will include a tuition increase for graduate students, though this will not be known until late June.
- Our operating budget is based on an expense allocation from the University. This allocation is based on two things, our historical allocation and a revenue target. If the College exceeds the target, it is able to spend or save the excess. The revenue target, however, continues to increase substantially and in unpredictable ways. This makes projecting our operating revenues and expenses difficult and eliminates financial benefits that have come from increased tuition.

The projections shown in Table 12 were based on a series of assumptions. For the 2005-06 fiscal year, we assumed a \$40 per credit increase for all graduate programs. For 2006-07, we assumed a student mix change that represents a 2% increase in graduate students and a corresponding increase in undergraduates. For 2007-08 we assumed that undergraduate tuition will increase by \$125 per semester for full-time students, or \$10 per credit for part-time students.

We also assumed an overall salary increase of 3% beginning in 2005-06. This increase would include mandatory increases, reclassifications, and collective bargaining increases. The increase was applied to 92% of instruction, research, public services, academic services, and institutional support expenditures and on 60% of operation and maintenance of plant expenditures. Historically the collective bargaining increases have been funded by the state; therefore, we have also increased state aid accordingly. We have assumed that expenditures will match revenues beginning in 2005-06. We further assumed that both revenue and expenditures for the Baruch College Fund will grow 5% annually.

Table 12 provides a five-year financial projection following the IPEDS format, with additional lines added to show the Baruch College Fund revenues and expenditures.

Table 12: Statement of Revenues and Expenses - Projected in \$000s					
	2004-05	2005-06	2006-07	2007-08	2008-09
Operating Revenues					
Tuition and Fees	60,058.0	62,159.4	62,453.1	65,560.6	65,560.6
Federal Grants and Contracts	1,430.9	1,430.9	1,430.9	1,430.9	1,430.9
State Grants and Contracts	15,656.3	15,656.3	15,656.3	15,656.3	15,656.3
Local/Private Grants and Contracts	3,528.1	3,528.1	3,528.1	3,528.1	3,528.1
Auxiliary Enterprises	771.0	771.0	771.0	771.0	771.0
Other Sources	6,256.0	6,256.0	6,256.0	6,256.0	6,256.0
Total Operating Revenues	87,700.3	89,801.7	90,095.4	93,202.9	93,202.9
Nonoperating Revenues					
State Appropriation	35,645.0	37,361.8	40,562.6	41,043.6	44,618.3
Federal Grants	15,541.0	15,541.0	15,541.0	15,541.0	15,541.0
Gifts	0.0	0.0	0.0	0.0	0.0
Investment Income	4,484.0	4,484.0	4,484.0	4,484.0	4,484.0
Net Appreciation in fair value of inve	0.0	0.0	0.0	0.0	0.0
Other Revenues	138.0	0.0	0.0	0.0	0.0
Total Nonoperating Revenues	55,808.0	57,386.8	60,587.6	61,068.6	64,643.3
Sub-total Revenues	143,508.3	147,188.5	150,683.0	154,271.5	157,846.2
Baruch College Fund Revenues	13,481.0	14,155.1	14,862.8	15,605.9	16,386.2
Total Revenues	156,989.3	161,343.6	165,545.8	169,877.4	174,232.4
Expenses					
Instruction	64,572.6	66,354.8	68,186.2	70,068.1	72,002.0
Research	1,787.9	1,837.2	1,888.0	1,940.1	1,993.6
Public Services	5,096.0	5,236.6	5,381.2	5,529.7	5,682.3
Academic Support	6,783.3	6,970.5	7,162.9	7,360.6	7,563.8
Student Services	13,323.2	13,690.9	14,068.8	14,457.1	14,856.1
Institutional Support	22,649.8	23,274.9	23,917.3	24,577.4	25,255.8
Operation and Maintenance of Plant	14,206.0	14,461.7	14,722.0	14,987.0	15,256.8
Depreciation	76.0	76.0	76.0	76.0	76.0
Scholarships and Fellowships	14,154.5	14,154.5	14,154.5	14,154.5	14,154.5
Mandatory Transfers	0.0	0.0	0.0	0.0	0.0
Nonmandatory transfers	0.0	0.0	0.0	0.0	0.0
Auxiliary Enterprises	1,122.0	1,122.0	1,122.0	1,122.0	1,122.0
Other Operating Expenses and Ded	110.0	110.0	110.0	110.0	0.0
Other Nonoperating Expenses	0.0	0.0	0.0	0.0	0.0
Sub-total Expenses	143,881.3	147,289.3	150,788.9	154,382.5	157,962.9
Baruch College Fund Expenses	13,385.0	14,054.3	14,757.0	15,494.8	16,269.6
Total Expenses	157,266.3	161,343.5	165,545.8	169,877.4	174,232.4
Revenues Less Expenses	(277.0)	0.0	(0.0)	0.0	(0.0)

Chapter Four: Assessment of Institutional Effectiveness and Student Learning

Institutional Assessment

The College actively uses a variety of tools to assess institutional performance and effectiveness. Some of these are driven by the University's need to monitor progress toward meeting the goals of the CUNY Master Plan. Others are provided through external agencies as a means of determining comparative analysis with our peer institutions. These include NSSE, CSRDE, AACSB International, and CIRP. In addition, we utilize internally developed assessment measures, relying on our Office of Institutional Research and Program Assessment. This chapter will focus on a few of these assessment tools and how they are used to foster change. Others will be found throughout the document.

CUNY Performance Management Process (PMP)

In late spring of each year, the Colleges are asked to prepare a set of goals for the coming year that are consistent with the goals, objectives, and targets of the University. The CUNY goals are largely derived from the Master Plan and are fairly consistent from year to year, though the targets may change. At the end of the academic year, each College reports what progress was made in achieving these goals. This effort is assisted by the University providing key indicator data for many of the targets, including the results of a CUNY-wide student survey. This data is useful both for tracking progress and for providing a comparison with other CUNY colleges.

The College's performance is reviewed and rated by a committee of senior officials at CUNY Central and the results are used to determine the amount of money authorized for salary increases for the senior administration at each college, including the President. Up until last year the funding for these raises was provided centrally. CUNY's budget difficulties caused a change last year, when only the raise for the President was so funded. The College was required to provide the funding for the other senior salary adjustments. As a result, given our own budget situation, we were unable to fully utilize the authorized amount.

The following table summarizes the CUNY PMP goals and objectives.

Table 13: CUNY PMP Goals and Objectives
Goal: Raise Academic Quality
Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program
Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and the use of technology to improve instruction
Objective 3: Increase instruction by full-time faculty
Goal: Improve Student Success
Objective 4: Increase retention and graduation rates
Objective 5: Improve post-graduate outcomes
Objective 6: Improve college readiness
Objective 7: Improve quality of student support services
Goal: Enhance Financial and Management Effectiveness
Objective 8: Meet enrollment goals
Objective 9: Increase revenues from external sources
Objective 10: Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities

The full report of the College's PMP performance will be found in Appendix G. Of particular interest, however, are those CUNY targets that have specific measurable indicators, which permit comparison with other CUNY institutions. These will be summarized below in several tables.

Table 14 summarizes information provided by the CUNY-wide student survey, conducted bi-annually (data shown here are from the 2002 and 2004 surveys. Data is captured using a five-point scale, with 5 being the most favorable response. In addition to Baruch's performance, we have provided the CUNY Senior College averages as a benchmark.

Table 14: Comparative Performance Based on Student Survey		
Indicator	Baruch Performance	Senior College Average
Frequency of student use of computer technology	Significantly increased from 2.09 to 2.35	Increased from 1.96 to 2.16
Student satisfaction with access to computer technology	Significantly increased from 2.92 to 3.15	Increased from 2.78 to 2.94
Student satisfaction with academic support services	Increased from 2.84 to 3.06	Increased from 2.76 to 2.94
Student satisfaction with student services	Significantly increased from 2.55 to 2.82	Increased from 2.63 to 2.74
Student satisfaction with administrative services	Increased from 2.61 to 2.77	Increased from 2.75 to 2.85
Student satisfaction with facilities	Increased from 3.02 to 3.17	Increased from 2.78 to 2.97

As can be seen from this table, the College increased student satisfaction on all these measures, and with the exception of administrative services, we exceeded the senior college averages, as well. We continue to seek improvements in all areas, as will be described later in the chapter.

The second table provides data collected centrally regarding student retention and graduation rates.

Table 15: Comparative Retention and Graduation Performance		
Indicator	Baruch Performance	Senior College Average
Retention rates for first-time freshmen	Slight drop from 89.7 to 89.3	Remained constant at 83.2
Retention rates for transfers	Slight drop from 89.8 to 89.1 (still more than 10 points higher than senior average)	Declined from 79.2 to 78.6
Retention rates for sophomores	Increased from 85.0 to 86.7	Increased from 78.3 to 79.9
Retention rates for juniors	Increased from 83.3 to 84.6	Decreased from 81.5 to 81.1
Six-year graduation rates for first-time freshmen	Significantly increased from 41.0 to 51.6	Increased from 37.9 to 40.3
Six-year graduation rates for transfers	Increased from 55.9 to 59.7	Increased from 52.8 to 53.6
Four-year graduation rates for masters students	Increased from 71.7 to 72.5	Increased from 62.4 to 65.4

A similar pattern is seen here, in that Baruch exceeds the senior college averages across the board, with particularly significant differences in almost all categories. Continued improvement in these areas is a priority for the College. While some of the success we have shown results from the improving characteristics of the student population, many of the activities described earlier are directed toward improving performance. These include the expansion of the learning communities, early intervention by the Center for Advisement and Orientation, the increasing professionalism of the tutoring center, and controlling enrollment growth so that students can get the classes they need in order to graduate.

The third table provides information on a variety of miscellaneous indicators, relating to admissions, quality of students, and the College's work on improving college readiness.

Table 16: Additional Comparative Results		
Indicator	Baruch Performance	Senior College Average
Mean SAT score of first time admitted freshmen	Increased from 1110 to 1125	Increased from 1076 to 1088
Mean college admissions average for freshmen	Increased from 86.1 to 86.5	Increased from 85.1 to 85.4
Percent of admitted students who enroll	Declined from 52.1 to 48.8	Declined from 51.0 to 50.1
Percent of undergraduate instructional hours taught by full time faculty	Decreased slightly from 52.6 to 51.8	Also decreased from 56.1 to 55.7
Percent of undergraduate FTEs taught on Fridays, weekends, or evenings	Increased slightly from 40.1 to 40.9	Increased from 43.8 to 44.4
Percent of Summer Immersion participants passing all skills tests	Declined from 72.3 to 63.0	Declined from 68.3 to 65.7
Percent of SEEK immersion students passing all skills tests	Declined from 69.8 to 53.2	Declined from 59.7 to 57.2
Percent of non-ESL SEEK students passing all skills tests in one year	Increased significantly from 87.5 to 97.2	Increased from 85.9 to 91.1
Percent of ESL students passing all skills tests in two years	Dropped slightly from 80.0 to 79.1	Dropped from 75.4 to 73.7
Percent of <i>College Now</i> students earning grade of C or better	Increased slightly from 85.0 to 87.0	Increased from 84.0 to 87.0

A few comments on these items may be useful. The decline in the percent of admitted students who enroll was not unexpected. As the College competes for better-prepared students (note the 15 point increase in admitted SAT scores), these students have more options, so the yield will decline.

The proportion of classes taught by full time faculty continues to be a problem for the College. Although CUNY continues to push for increases on this measure, the resources have not been provided to add faculty to address this need. Baruch fares less well on this indicator, largely due to the fact that we have been historically underfunded relative to most other senior colleges and the tax levy budget allocations have not reflected enrollment changes. An additional factor to consider is that the indicator only measures undergraduate teaching. The College's percentage for full time faculty teaching graduate students is much higher, exceeding 80%.

CUNY continues to push increasing the proportion of instruction offered on Fridays, weekends, and evenings, as a way of increasing course availability for students. Unfortunately the indicator currently used only measures undergraduate offerings. For a school such as Baruch, with a large part time master's level population, many of the graduate courses need to be offered in the evenings and on weekends. Our evening schedule of classes is quite full and effectively limited by the availability of classrooms.

Those students who are admitted to the College but fail to pass one or more of the skills tests (reading, writing, and mathematics) are required to attend an immersion program, offered in the summer and in the January intersession. In addition to the classroom instruction, all the students in the writing and math programs receive tutoring and supplemental instruction. Two peer tutors are assigned to all writing and reading classes. Similarly, math students have access to undergraduate tutors, hired by the math department and available during set hours in a designated location. Math students are also required to do practice tests and problem sets in the computer lab outside of regular class hours.

The decline in pass rates is of concern. We are currently undertaking several steps to address this. We are now working with a New York City high school teacher to evaluate and redesign the curriculum in order for students to make a more effective transition from high school to college. In addition, we are in the process of analyzing student performance as it relates to their background and which immersion courses they are placed in. This will result in a better matching of student capabilities to the level of instruction provided.

Technology Enhancement

The Baruch Computing and Technology Center (BCTC), manages the campus data networking infrastructure and operations, enterprise information systems and servers, telecommunication systems, computing facilities, and training/support services.

The BCTC is organized according to the following divisions:

- Instructional Technology: responsible for campus web administration, media services, and faculty training and support;
- Systems: responsible for server administration, network security and wide area networking;
- Hardware Maintenance: provides support for desktop and networking hardware;
- LAN Group: provides support for desktop software;
- Student Computing Services: manages the help desk, computing labs and training programs for students;
- Telecommunications: manages the college's telephone systems.

Assessing Performance

A variety of performance metrics are used to evaluate effectiveness and guide future improvements. These include the CUNY Undergraduate Satisfaction Survey, internal surveys, recognition from the profession, and external audits.

Satisfaction Surveys

In the 2004 CUNY Undergraduate Satisfaction Survey, Baruch received the highest scores in the university on the questions related to technology. When asked to indicate their level of satisfaction with campus computing in general 34% responded "very satisfied" and 53% "satisfied". The combined satisfaction score of 87% is nine points higher than the nearest campus and seventeen points above the average score for all senior colleges. Baruch received a satisfaction rating 12 points above the next highest campus with respect to computer lab hours and Baruch ranks first in satisfaction with lab and help desk staff. We are in second place by a couple of percentage points with respect to computer lab availability, but still fourteen points higher than the average for all senior colleges. Baruch scored at the top on measures of specific types of technology use by students. For example, 84% reported finding information about registration, testing or other college-related information online.

This semester a group of doctoral students in Professor Allen Kraut's research methods course is conducting a survey of Baruch undergraduates that will provide greater insight into the factors that influence their satisfaction with IT at Baruch. We plan to use the data to develop specific service improvements.

Recognition from the Profession

In February 2005 the "Interactive Guide for Using Copyrighted Materials in Your Courses" received a gold award from the American Association of Webmasters and EDUCAUSE added it to their online library. The "Guide to Financial Statements" received a five star rating from Merlot.Org's business review panel, which declared it to be "an outstanding module that could be used in a variety of ways to introduce or review the three major financial statements." The panel added, "The information is accurate; concepts are well summarized and integrated. The usability of the module is outstanding. It is easy to use, has clear instructions, is engaging, visually appealing, and interactive." An assessment of the effectiveness of the tutorial to improve student learning outcomes in introductory accounting courses is currently being conducted by Professors Ping Zhou (Accountancy) and Charles Scherbaum (Psychology).

Audits

We received an excellent report from the CUNY internal auditor regarding our controls over access to student computing resources. The Baruch College Fund audit continues to reveal deficiencies in our data security practices, which we acknowledge and are committed to remedying.

Recent Technology Accomplishments

In the sections below we will describe recent accomplishments as well as plans for the coming year.

Security

The BCTC adopted "Effective Practices and Solutions in Security" by EDUCAUSE as its guide for data security. Over the course of the past year, essential improvements have been made toward establishing a more secure data network. Behind the scenes, all

systems and servers are being analyzed for vulnerabilities and a redesign of the network architecture is underway. On the user side, authentication is being phased in across the campus and generic accounts are being eliminated. Most importantly, we were able to recruit two system administrators with the skills and experience necessary to establish appropriate security policies and practices that can be promulgated across the college.

Spam Control

The BCTC implemented Spam protection for full-time faculty and staff in early February and part-time faculty and staff in April. Student accounts added May 1.

Digital Media Library

The college now has a single access point on its web site for archival digital video of campus events, as well as other types of multimedia such as online tutorials. We have established a protocol within our media services division to secure written permission from speakers and then pass content to our digital multimedia team for editing. The head of cataloging in the library has assumed responsibility for assigning the metadata according to national standards, which allows for full searching capabilities on the site. The system was designed to incorporate login security in case future content must be restricted to specific audiences.

Infrastructure Upgrade

The BCTC implemented a connection to the fiber ring that links all CUNY campuses in Manhattan. This upgrade allows for gigabit speed data transmission. The 20MB/second ATM connection that the campus had been using as its primary link to CUNY has been downgraded to 10MB and will be available for at least another year as a backup.

Online Tutorials

The BCTC released five new tutorials so far this year: Guide for International Students, Guide to Financial Statements, Interactive Guide for Using Copyrighted Materials in Your Courses, and guides to lab safety for Biology and Chemistry classes, which feature virtual laboratory environments. We are working with Professor Kapil Bawa (Marketing) on the development of two more that review fundamental concepts in statistical analysis that are required of his students.

Blackboard Migration

In preparation for the migration of our courses to the CUNY central Blackboard server the BCTC trained faculty in the new version and implemented a campus-wide CUNY portal registration drive that has been recognized as a model by the central office. The BCTC staff responded admirably to the array of problems with portal access at the beginning of the semester. As a result, there are more than 400 faculty members and 136 organizations using the system. We are now at 48% course utilization, which is up from 32% in spring 2003.

Data Warehouse Scholarship Application

The BCTC created a local data warehouse of student records that is updated nightly. This provides a secure database to support the development of productivity applications. The

first application we released was requested by College Advancement and developed with the assistance of the Undergraduate Financial Aid Office. The application manages the awarding of scholarships by presenting a list of eligible students for each scholarship, along with their scholarship history. It also manages the associated clerical processes, such as the preparation of award letters.

WebGrade

After three semesters of beta-tests, WebGrade was adopted by the Registrar as the primary means of grade submission beginning in fall 2004. Consequently, 98% of all grade sheets were submitted by the deadline via WebGrade, students received immediate notification of grades via e-mail, and the college eliminated the staffing costs and equipment maintenance associated with the scanning of bubble sheets.

Student Computing Services

The BCTC organizationally merged the help desk with the main student computing lab and recruited a director of student computing services to manage the new unit. This step is designed to improve the service experience of students in the lab and facilitate the reassignment of cross-trained staff as user demand requires.

Technology Plans

Strategic Plan

This summer the BCTC will begin working on a three-year strategic plan. In addition to identifying the priorities for central computing services, it will provide an opportunity to establish forums and processes to involve user constituencies in collaborative goal setting and ongoing discussion of IT issues at the college. We have already met with the faculty Committee on Educational Technology to seek its advice and we plan to solicit input from the entire Baruch community. The student technology fee committee will have a significant role and we are looking to involve colleagues from other universities in the process.

Security Upgrades

The BCTC will concentrate on policies and practices in the following areas:

- Computer login and user rights.
- Security of desktop and server computers.
- Security of our internal network.

Productivity Application Development

The BCTC will seek to address the critical need to gain the benefits of the greater use of technology in administrative operations across campus. The college's Productivity Committee will identify the major initiatives, but departments that are eager to automate paper-based processes have already cited other needs.

AirBaruch

The BCTC will investigate the use of cellular technology to promote community building and awareness of campus events/news among students, as well as to improve customer service. The goal is to offer students the opportunity to obtain college information and communicate with one another via customized cell phone services. Following a survey of 185 students and a series of focus groups on cell phone use, we initiated a pilot of the program in March with 150 participants. The initial applications include the Baruch calendar, staff directory, and real time displays of laptop loan and group study room availability. Users receive an alert when materials are added to the Blackboard courses. There are also channels for college announcements and private channels for students to share news with one another. We plan to add real time listing of available seats in all the computer labs. The application will also be tested for use as a personal response system for answering multiple choice questions as a group in large lecture classes.

Student Technology Fee

As described earlier, the College is in the second year of utilizing funding from a student technology fee to support student-related technology initiatives. This fee currently provides roughly \$2.2 million per year to the College, and is overseen by committee made up largely of students plus faculty and administrators. Accomplishments achieved with these funds include:

- One-third of all student desktop computers are replaced on an annual basis
- More than two-dozen labs were staffed to achieve a 10:1 student/computer ratio (recommended in the last Middle States review).
- 12 Internet access stations were placed in the Vertical Campus.
- All student organizations were provided with new computers.
- Students received 1,000 pages of free laser printing per semester.
- 300 graphing calculators were loaned each semester.
- The equipment in the laptop loan program was upgraded.
- 10 additional public access computers were installed in the library.
- 40 research databases were renewed and data sets for student research were acquired.
- Lectures for 7 courses were recorded and streamed online.
- An online degree audit system was licensed and installed; data conversion began.
- Assistive technology for students with disabilities was improved.
- Weekly technology workshops were offered to students.
- Performance of laser printers in the labs was improved.
- 15 different software packages were licensed for specialty labs on campus.
- 5 classrooms in the Lawrence and Eris Field Building were equipped with smart-classroom technology.
- 5 new online tutorials were created.
- A special digital camera was mounted onto a microscope in the Biology lab.
- A plotter was added to the main computer lab so that students can create posters for class assignments.
- Anti-plagiarism software was licensed.

- 1,500 students received free accounts for 10 songs each at the Apple music store.
- All Music majors/minors and music faculty received free accounts with 100 songs.
- Over 150 students were employed in technology support services.

Library and Information Resource Improvements

The Newman Library serves the College as both an academic department that promotes students' acquisition of information competency skills and an administrative unit that provides services to support teaching, research, independent study, and lifelong learning. Each month the library records over 20,000 on-site visits, 10,000 circulation transactions, and 3.5 million hits to its web site.

Assessing Performance

The Newman Library utilizes a number of assessment tools to measure effectiveness. These include student surveys, national benchmarks, recognition by the profession, and external reviews. These are described briefly in the sections that follow.

Satisfaction Surveys

According to the 2004 CUNY Student Experience Survey, Baruch College undergraduates are increasingly satisfied with library facilities and services. Satisfaction levels for every library-related question rose at least five percentage points above the previous survey results. Specifically, 89.3% of the respondents reported being either satisfied or very satisfied with library facilities, while 90.6% reported satisfaction with library hours and 84.9% reported satisfaction with library services. Moreover, for every question the percentage of students who reported being "very satisfied" increased by at least one-half.

The library continues to measure its performance alongside other institutions. In 2003 we participated in a nationwide survey of library quality sponsored by the Association of Research Libraries (LIBQUAL+). We are participating in another round this year as part of a CUNY initiative. The results from both surveys will be used to inform the strategic planning process. The LibQUAL+ survey results of 2003 (N=548) allowed us to compare our user satisfaction levels with those of other institutions (e.g., the peer and aspirant institutions that the Zicklin School of Business uses for its benchmarking with AACSB International). As the table below shows, Newman Library received the highest "perceived" level of service on a 1-9 scale and logged the smallest gap between "perceived" and "desired" levels of service. The terms of use forbid us from publicly listing the names of the comparison schools.

Table 17: Level of Library Service Comparison		
Library	Perceived	Service Gap
Baruch College	7.22	0.76
ZSB PEER A	6.81	1.30
ZSB PEER B	6.77	1.26
ZSB PEER C	7.02	0.85
ZSB PEER D	6.55	1.40
ZSB PEER E	6.96	1.10
ZSB ASPIRANT A	7.07	0.86
ZSB ASPIRANT B	7.01	0.93
ZSB ASPIRANT C	6.95	1.05
ZSB ASPIRANT D	6.86	1.01
ZSB ASPIRANT E	6.86	0.84

Although we were pleased with the comparative performance results, we also examined our own results to identify those areas that needed improvement. Our analysis of the data from the 2003 LibQUAL+ survey identified three broad categories of user concerns. Each is summarized below with examples of actions taken in response. The user comments and suggestions obtained in the survey were reviewed by a management team, which assigned them to appropriate administrators for action. The impact of our initial steps to address some of these concerns will be assessed using the data from the more recent LibQUAL+ survey that ended on May 6, which yielded 964 responses.

1. Environmental Issues (noise, cleanliness, temperature)

Meetings with student government have resulted in the joint development of policies that allow us to pursue greater enforcement of rules regarding noise and cell phone use. User complaints regarding the physical space are now collected via a page on our web site and immediately forwarded to Campus Facilities. As a result, response time is documented and recurring problems that require further action are identified.

2. Deficiencies in Resources (collections, technology, group study rooms)

Rooms housing photocopiers were consolidated to allow for the creation of additional group study rooms. More computers and printers were acquired through student technology fee funds. The library is developing a proposal to obtain increased endowment for collections as part of the college's upcoming capital campaign.

3. Staff Responsiveness (slow service, poor attitudes of non-professional staff)

Service desks have been redefined to distribute user demand more equitably across available staff. Some services that required staff assistance may now be accomplished by users independently via the library's web site. Clerical staff have been assigned to work at the reference desk several hours per week to observe and acquire excellent approaches to customer service.

Recognition from the Profession

The Online Computer Library Center (OCLC), an international leader in library technology chose the Newman Library to represent "chat" reference service in its 2003/2004 Annual Report. In addition, on March 9th the library hosted two strategic planning committees from Kean University. The groups consisted of two-dozen faculty, librarians and students who have been charged with developing a strategic plan for the library. Kean had selected the Newman Library as a model.

Professor Stanton Biddle was featured on the website of the Association of College and Research Libraries in the inaugural edition of its profiles of prominent members. The peer-reviewed journal, *Library Review* published a review article devoted entirely to the work of Professor Gerry Jiao, who pioneered empirical research in the field of library anxiety. The Literati Club, the association for Emerald editors and authors, selected an article by Professor Lisa Ellis as the most outstanding paper in the 2004 volume of *Reference Services Review*. The article, "Approaches to Teaching through Digital Reference" discusses how librarians may advance a pedagogy based on the ACRL Information Literacy Competency Standards within the context of a digital reference transaction.

External Reviews

The library continues its practice of conducting external reviews of its divisions and programs. This year we will arrange an assessment of our services to graduate students. The new Graduate Services Librarian will prepare a self-study that will be supplied to a team of external evaluators. Following a site visit, the team will submit a document that summarizes our strengths and weaknesses. The Graduate Services Librarian will be responsible for developing a response to the team's report and preparing an implementation plan for the recommendations we accept.

Recent Accomplishments

Information Studies Minor

The library began offering courses toward a minor in Information Studies in fall 2004. Despite limited awareness of the minor option among advisors and students, the classes were almost fully enrolled. In addition, the library continues to fill 5 sections of its 1000-level credit courses each semester. In fall 2004 the Library's Freshmen Research Experience reached 79 sections of English 2100 with information competency based class presentations. The instruction program also includes dozens of classes taught as walk-in workshops, course-related instruction modules requested by faculty, and training sessions on the use of the databases in the Subotnick Center.

Conference on Information Literacy

The library was closely involved in planning the very successful conference "Integrating Information Literacy & Communication Skills Across the Curriculum: Learning Goals & Assessment", which was held on March 11. The event reinforced the association of the college with leadership in information competency based instruction and spotlighted our work for Middle States.

Partnership to Establish Direct Marketing Center

As part of its efforts to develop programs that are closely aligned with the college's curricula, the library partnered with the Zicklin School of Business to establish the Direct and Interactive Marketing Resource Center in the Newman Library. The consistent success of the students in direct marketing competitions is partially attributable to their proficiency in using professional level data resources gained from training provided by the library's liaison to the Marketing Department. Thus, the center represents a commitment to promoting students' acquisition of discipline-level information competency skills.

Exhibition Program Highlights Faculty Research

The library attracts thousands of visitors to its web site each month with online versions of its onsite exhibits. Last year the library decided to focus its exhibit program on the research interests of Baruch faculty in order to promote wider awareness of scholarship at the college and draw library faculty closer to their colleagues in other departments. The program was inaugurated with "Panorama: From 18th Century Spectacle to 21st Century Immersive Media Wonder", based on the work of Professor Alison Griffiths (Communication Studies). The exhibit opened with a Friends of the Library lecture by Professor Griffiths, "Spectacular Viewing: Medieval Churches, Religious Panoramas, and The Passion of the Spectator". The next exhibits to be digitized are "Researchers' Raw Materials: Comic Books and Popular Culture in the 1940s", which showcases the work of Professor Bert Hansen (History). Later this year we will also post an online version of "Il fu Mattia Pascal: Celebrating a Century", which marks the 100th anniversary of the publication of Luigi Pirandello's novel *Il fu Mattia Pascal* (The Late Mattia Pascal). The exhibit, curated by Professor Jana O'Keefe Bazzoni (Communication Studies) on behalf of The Pirandello Society of America includes copies of letters, documents, posters and photographs related to the novel and its film and theatre adaptations, drawn from collections in Rome and Sicily.

Enhancements to Online Services

Interlibrary loan service was improved through the implementation of ILLiad, a system that permits members of the Baruch community to request and receive materials completely online. The request is submitted via a web form to the Baruch interlibrary loan staff, who forwards it to a holding library. The lending institution sends the material (usually a journal article or a book chapter) in digital format to a secure server from which the Baruch requester retrieves it. The system has reduced throughput time and spared requesters the need to input their contact information, since it is now stored as part of their ILLiad account. One faculty member praised ILLiad for allowing him to do his research uninterrupted while traveling outside the United States. At Baruch's request, CUNY implemented SFX, a "link resolver," that leads database searchers directly from an entry in an online index to the full text in a separate database. In many cases, this eliminates the need to compare index entries against our list of electronic journals.

Future Plans

Strategic Plan

During the summer the library will begin a formal strategic planning process that will yield a five-year plan by the end of the fall semester. This process will be led by a steering committee consisting of the full professors in the department.

Information Commons

The library will investigate the creation of an information commons on the sixth floor of the Library/Technology Building where the BCTC currently operates the college's main computing lab. The goal is to provide students with a single point of access to a wide range of services that support their use of digital information. Information commons have opened at universities across the country over the past decade. The most successful have achieved collaboration across service units such as the library, writing center, media services, and computing center.

Archives & Special Collections

The School of Public Affairs has provided funding and other support for the preparation of a physical space to house and service the Archive of Municipal Finance and Leadership on the fifth floor of the library. This will permit the consolidation of the Baruch College Archives to a single location for the first time. Once the space is completed and the collections are moved, the library will promote use of the materials by researchers. This will require the creation of finding aids for the collections, paper conservation, and the operation of a new service point.

Service Quality Issues

The library will address the issues that users have identified as requiring improvement in satisfaction surveys conducted over the past two years. Based on data already in-hand these will include cell phone usage, general noise levels, insufficient group study space, and customer service attitudes of staff.

Increase Funds for Acquisitions

Student technology fee funds have enabled the library to satisfy much of the demand for digital resources. However, there are significant deficiencies in the library's print holdings. Faculty members in Weissman School of Arts and Sciences and the School of Public Affairs are particularly critical of the lack of resources to support their teaching and research. However, there are also priority programs in the Zicklin School of Business that are not adequately served, such as real estate. The problem will worsen as book prices are projected to increase next year by 4% and serial subscription prices by 7-9% before currency impact. The library will seek assistance from College Advancement to obtain endowment funds restricted to library acquisitions to address these needs.

Web Site Redesign

A user-centered redesign of the library's web site will be based on a trial of design prototypes that involved almost 500 student testers. The long-overdue redesign, which was delayed due to the permanent loss of the library's web administrator during last

year's budget reduction, will help students use electronic resources more independently—a major need identified by user surveys and focus groups.

Career Development Center

The Career Development Center provides comprehensive career services to students from the time they enter the college as freshmen through senior year graduation. Services for freshmen and sophomores focus on assistance with choosing a major and general career readiness. Juniors and seniors are trained in the job search skills they will need in order to obtain internships and full-time professional positions. All students are encouraged to attend skill-building workshops in “soft skills” such as networking, making small talk, dressing for success, and dining etiquette.

The CDC also sponsors three campus-wide recruiting events including two Career Days and an Internship Fair. This year, we piloted a Diversity Job Fair in response to a need expressed by many companies to increase the diversity within their companies.

The CDC also co-sponsors many events with student clubs to insure good attendance and to increase student interaction with recruiters. This year, the CDC has partnered with the Executives on Campus (EOC) program to offer career information panels and individual mentoring for undergraduates from experienced alumni.

Surveys

The post-graduation plans of Baruch College students are of interest to faculty, students, and staff and both the Career Development Center and the Office of College Advancement have increased their efforts to collect data from graduates.

The Career Development Center sends emails to employers and to students periodically throughout the year asking them to fill out an online or paper survey regarding employment. The Office of College Advancement sends out a paper survey to alumni and this year directed them to a website where they could report post-graduation plans. In addition, the Registrar informed students that they would need to fill out an online survey prior to picking up their diplomas.

The following report is based on a compilation of responses collected through all the above methods. Students and employers continue to be inconsistent in their response rates despite repeated requests for information about post graduation plans for graduating seniors. This report is based on 1174 responses or approximately 48% of the graduating class of 2003/2004.

Summary of Findings

- 1174 out of 2450 graduates from the Class of 2004 responded to the survey, with 680 students reporting employment
- 63%, or 738 of our sample of Baruch undergraduates, were either employed full time or continuing their education upon graduation
- The average starting salary for Baruch undergraduates was \$38,734

- The average starting salaries for graduates from Baruch's three schools were: Zicklin, \$39,357, Weissman \$34,580, and SPA \$34,266
- The Top Ten employers for Baruch students were: Citigroup, PricewaterhouseCoopers, JP Morgan Chase, Deloitte, Lehman Brothers, Goldman Sachs, Ernst & Young, KPMG, Bear Stearns, and Bank of America
- 846 students reported obtaining internships in 2003/2004, up from 738 in 2002/2003. Reported internships have steadily increased since we first started keeping statistics in 1999

Technology Support

Technology has greatly enhanced the ability of the Career Development Center (CDC) to reach out to students and to employers. The use of technology has shortened the time between job posting and employment offer and contributes to making Baruch students very competitive with students from all other colleges in a tight job market.

The Center uses eRecruiting, an online database and career center management system. Through this system, employers can post jobs and students can submit resumes. The system also provides a calendar that lists interviews, workshops, and activities. Students can sign up for events, and staff can send mass emails to students and employers to provide information, queries, and reminders. eRecruiting also facilitates Career Days, allowing employers to register and students to view job descriptions prior to the day of the event. The report function on the system then provides data about online activity. We are beginning our fourth year of using eRecruiting to manage our student and employer data and usage in all categories has dramatically increased.

Table 18: eRecruiting Statistics			
Online Activity	AY 2001-02	AY 2002-03	AY 2003-04
New Employer Accounts	715	863	1,498
Internships posted online	340	1,219	2,270
Jobs posted online	543	655	1,924
Student logins	84,302	132,466	207,005
Discrete student users	3,160	5,616	7,084
Logins per student	26.7	23.6	29.2
Applications submitted online	24,178	24,955	60,176

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.

Baruch College assesses student-learning outcomes through both qualitative and quantitative measures, at a variety of levels and by numerous units: in general education, in the major, in the course level, at the institutional level, etc. Significant progress has been made since the Institutional Self-Study, and in particular over the past two years as learning outcomes assessment is increasingly woven into the culture of the institution. Great care has been taken to build faculty support. Learning goals have been developed and approved for all of the College's degree programs and many of the majors; the remainder will have learning goals by fall 2005.

In fall 2002 outcomes assessment was identified as part of the College's annual plan to the University. In addition to several pilots, decisions were made to bring learning outcomes assessment to each of the key units: arts and sciences (graduate and undergraduate), public affairs (graduate and undergraduate), business (graduate and undergraduate), library, and academic support units. As each unit had different needs and requirements for school-based assessment, the Provost's Office provided assistance with faculty and curricular development, support from the Office of Institutional Research and Program Assessment, and the restructuring of the College's Joint Committee on Curriculum and Articulation, which serves as Baruch's *de facto* Assessment Committee. This has made for a slower process but one that has increased the importance of learning assessment to decision making.

College leadership has decided that it is in Baruch's best interest to develop multiple outcomes assessment plans and coordinate them through the Joint Committee rather than developing one comprehensive top-down plan. The Joint Committee on Articulation and Transfer meets regularly, promotes best practices, and under the leadership of the Provost's Office has worked to develop faculty abilities in outcomes assessment through publications, conferences, discussions, etc.

Overall structure to student learning assessment at the College level focuses at four points of students' academic career: entry, through the freshman skills assessment tests and immersion programs, in the freshman year through the Coordinated Freshman Year Programs (which in 2003 became part of Baruch's Coordinated Undergraduate Education - CUE - program), at the 45-60 credit point through the CUNY Proficiency Exam (CPE), and in General Education. The College's general education/core requirements were revised in fall 2001 and remain the subject of regular review, especially through a college-wide focus on written and oral communication. In addition, the College has been using information from the NSSE and CIRP, and the need for improvement in student engagement has figured prominently in the development and revision of several key programs. Space permits more detailed descriptions of only a few learning outcomes programs (more information can be found in Appendix D).

CUNY Proficiency Exam – CPE

The CPE requires students to demonstrate competence in those aspects of academic literacy that the CUNY faculty considers important for success in upper-division studies. The CPE 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. All students are required to take and pass the CPE before graduation; most students sit for the exam before moving to the junior year. Baruch has used the CPE as a vehicle for faculty and curricular development; faculty who teach many of the 1000- and 2000-level courses have been trained on the CPE and they now incorporate CPE-type assignments in their courses. Student training and workshops have been developed and offered by the Student Academic Consulting Center, the Writing Center, and the Bernard L. Schwartz Communication Institute, and a college-wide CPE committee meets at least twice a semester to assess pass rates. As a consequence, Baruch has the highest show rate on the CPE in CUNY (more of our students take the exam earlier than anywhere else in the university) and the highest pass rate on the CPE. Baruch recently created a CD-ROM to help students prepare for the exam and the disc has been so well received that it is serving as the model for the rest of the university.

Zicklin School of Business – Assessment and Learning Assurance

As part of its AACSB reaccreditation, the Zicklin School of Business revised its mission and developed an ambitious learning assurance program. The effort was started in 2003 and stands now, especially at the BBA level, as Baruch's most fully implemented learning outcomes assessment program. Assessment in the School of Business, however, has long been important in shaping decision-making. From 1998-2001 the School, with college-wide assistance, studied student success rates and learned that certain key competencies learned in a student's first two years of study were essential. A "pre-business core curriculum" was identified, consisting of six business and two arts and sciences courses, and these have been the focus of intensive faculty and curricular development. Since fall of 2003 all students who want to obtain a BBA must complete the pre-business core curriculum with a minimum GPA of 2.25 before advancing to 3000-level business courses in the Zicklin School.

Established in 2004, the BBA learning assurance committee has made great strides. Following the school-wide identification of eight learning goals for all BBA students, the committee has developed assessment tools for two of these goals, written and oral communication, and piloted initial assessment in spring of 2005. Drawing upon expertise from colleagues in the Weissman School of Arts and Science and the Schwartz Communication Institute, the Business School's focus on communication connects with a college-wide emphasis on developing strong communication skills in all our students. Progress continues to be made on assessment for the other BBA goals.

Newman Library Assessment of Library Programs

The Newman Library is both an administrative unit and academic department of the college providing services to support and foster student learning and instruction offered in workshops, course-related lectures, credit courses, and online tutorials. The Library has adopted the SUNY Information Literacy Initiative definition of information literacy: "the ability to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in various formats." In addition, the library will adopt the nine information competencies and their corresponding indicators cited by the SUNY Initiative as the basis for the continuing development of library instructional programs.

The Library's Strategic Plan, adopted in 1998, committed the faculty and staff to the creation of a culture of assessment. In addition to internal and external reviews, library services are assessed through LIBQUAL+ and student satisfaction surveys. Library faculty have been and will continue to be developed as assessment experts; in Spring 2005 the library organized a conference on Integrating Information Literacy and Communication Across the Curriculum: Learning Goals and Assessment. Oswald Ratteray, Middle States Associate Director, was the keynote speaker.

Chapter Five: Planning and Budgeting

Baruch has engaged in various strategic planning processes for many years and these efforts have guided the college to its present state. It is President Waldron's vision that we focus on becoming a model of excellence as a public urban professional college, enhancing the academic culture, enhancing the quality of the college experience for students, securing sufficient resources and developing processes that will align strategic planning with budgeting, enriching student diversity, increasing global perspectives, and increasing our visibility in New York and beyond.

The Presidential Commission Report, October 20, 1998, which is the 1998-2003 Plan for Baruch, is still relevant today. The report discusses the mission statement, planning assumptions and objectives, and provides the basis for the strategies to carry out these activities. The mission statement integrates identified priorities into the College's core.

As part of the City University of New York, Baruch is also guided by the CUNY Master Plan 2004-2008 and funding allocations reflect these priorities. The University's leadership has determined to focus on the wider range of students, partnering with the public schools to ensure adequate preparation, introducing more rigorous standards for admission, improving the quality of academic programs, supporting student success and achievement. In addition, the CUNY Master Plan emphasizes improving educational technology, expanding CUNY-wide economic development, and upgrading management information and infrastructure.

The CUNY Performance Management Process is a performance planning and evaluation program among executive-level academics and administrators that encourages goal-setting and results assessment. It involves the entire college and cannot be achieved without faculty buy-in. Achieving targeted goals requires a continual feedback loop. The process allows individual schools and units to articulate their goals with those of the College and University on an on-going basis.

Development of the Baruch College Strategic Plan for 2005-2010

On March 24 President Waldron issued a memo to the Baruch community outlining the process by which the College will develop its next 5-year strategic plan. The President expressed the hope that the process will be inclusive, participatory, and widely discussed by all members of the College community so that the strategic plan document, when finalized, will be embraced by faculty, students, staff and alumni. The Strategic Plan is to encompass our mission, our vision for the future, and align the resources of the College to the goals we wish to accomplish.

Baruch College has a mixed history of college-wide strategic planning as a collaborative effort tied to long-term resource allocation. In 1997, the five year 1998-2003 Plan was developed by several key administrators and is still of great relevance today. However, it was not widely understood, endorsed, or evaluated during the period covered. Another effort took place in 2003 that included eight task forces. The work submitted by seven of the eight task forces is useful, with recommendations on student aid, academic

scheduling, productivity, tuition and fees, achieving senior college funding parity, and entrepreneurial activities. The 2003 effort, however, did not result in a plan and the process ended. At this time Baruch operates under the 1998-2003 Plan supplemented by the CUNY Master Plan 2004-2008. Consult

http://www.baruch.cuny.edu/facultyhandbook/documents/PresComm1998-03_000.pdf

and http://www1.cuny.edu/portal_ur/content/2004/chancellor/masterfinal.pdf. Also consult the annual CUNY Performance Management Process for annual CUNY goals, described in the previous chapter. Appendix G contains the College's most recent assessment of PMP goals.

Despite the lack of comprehensive and participatory strategic planning, over the past ten years the College has moved in very specific directions to transform itself into a dynamic institution of higher education with new faculty, better students, robust academic programs, an increasing endowment, and engaged alumni. Much of the success of the College is due to the consistency of its mission over decades, the dedication of its faculty to that mission and the generosity of its alumni who enabled the College to strengthen its business program with the declared goal of becoming one of the top business schools in the country.

The need to develop a cohesive long-term College-wide plan that emanates from an inclusive and transparent process is identified by many constituents as the next step in moving the College forward. In fall 2004, the College's leadership team concluded a SWOT (strengths/weaknesses/opportunities/threats) analysis of the institution and cited strategic planning as a priority. This conclusion echoes the concern expressed in the 2000 Middle States Report and repeatedly expressed by the faculty, staff and alumni. The next stage of planning will benefit from this sense of urgency and the previous work already completed. In addition, strategic plans exist for the School of Public Affairs, the Zicklin School of Business, the Library, the Office of Advancement, some academic departments and other units on campus. These can form a basis for our next strategic planning steps although some plans were developed without overall coordination and endorsement at the College level.

Mission

The consistency of its mission is a primary strength of Baruch College. Throughout previous reviews, the primary mission was reaffirmed each time it was evaluated. The current mission statement was included in Chapter 1, so it won't be repeated here. Instead we will focus on the now-launched strategic planning process.

A Vision for the Future

The strategic plan is guided by our expectation that Baruch College will achieve national prominence as an institution of business and professional education while dedicated to The City University of New York's goals of excellence and access. Baruch College will continue to be one of the most diverse educational institutions in the country with a commitment to global understanding. Over the next five years, we will build a unique

model for professional higher education that insures a transformation in the lives of our students and contributes to the well being of our city, our community and the world.

Major Goals

To realize our vision, the strategic plan will include five major goals for the College.

The vision, as expressed in these five goals, will provide the foundation for the Strategic Plan 2005-2010 that will guide the College over the next five years. Specifically, the goals will include:

GOAL ONE: Baruch College will become a nationally ranked urban public college.

- We will select recognized measures of success that encompass the entire College.
- We will maintain high admissions standards.
- We will graduate students at rates that exceed national norms.
- We will implement learning outcomes assessment to improve academic quality.
- We will achieve superior post-graduate outcomes.

GOAL TWO: Baruch College will offer outstanding academic programs taught by a distinguished faculty with selected programs nationally recognized for excellence.

- Teaching excellence will be valued and assessed through multiple measures, including student evaluations of faculty and courses, peer reviews and teaching portfolios.
- Faculty scholarship will be valued, supported and measured by standards developed by faculty and professional organizations.
- Faculty will gain prominence in their field and be recognized as experts through citations of their publications, appearances at public and professional forums, and be sought by opinion makers for their views.
- Faculty will review, evaluate and offer curricula that are integrated, address student needs, and incorporate current scholarship.
- Student learning will be the focus of assessment and planning.

GOAL THREE: Baruch College will enhance the quality of the college experience for all its students.

- We will engage all members of the Baruch community to add value to the student experience.
- We will develop, implement and assess models of excellence in critical student services to support our student population.
- We will improve our ratings in the National Survey of Student Engagement.

- We will improve our ratings in national surveys such as the EBI Student Undergraduate and Graduate Satisfaction Surveys.

GOAL FOUR: Baruch College will increase its visibility and recognition in New York City and beyond.

- We will be a leading forum for national and regional public policy debates on issues related to business and civic leadership.
- We will partner with corporations, not for profit organizations and government entities to make New York City a better place to live.
- We will be a college of choice for international students studying in the United States.

GOAL FIVE: Baruch College will increase its endowment, resources and alumni support.

- Our endowment will grow substantially in the next five years.
- The percent of our alumni contributing to the College will be among the top of urban, public institutions.
- The College will seek additional resources to support its activities.
- The College will actively manage itself to enhance revenue and control costs.

Process

A strategic plan for Baruch College must include priorities set by The City University of New York as stated in the University's Master Plan 2004-2008. It must also take into account the performance goals established by the Chancellor for each college in The City University of New York system. It must respond to its various constituencies – students, faculty, staff, alumni, the community and the public -- which expect a publicly funded institution to educate people for a productive and meaningful life in the twenty-first century.

The process of strategic planning should be inclusive, deliberative and engage as wide an audience as possible while underway. The Campus is undertaking its 2005-2010 planning beginning in spring 2005 concurrent with this Middle States report. A Strategic Planning Council has been established and has ultimate responsibility for creating the strategic plan. An outside consultant and the necessary support staff will be hired to guide the process and write the final document. A retreat of the Strategic Planning Council will take place in early June to review progress and make recommendations.

Committees around each goal and some of the subparts have been formed from various campus constituencies and have begun their deliberations and will issue preliminary position papers by early fall 2005 to the Council. These committees have been convened on the following topics: Defining Excellence; Research; Curriculum and Articulation; Teaching Excellence; Student Affairs; Visibility; Finance; Productivity; Facilities; and

Human Resources. Based upon these position papers and other input, a first draft of the plan will be created and circulated widely to the Baruch College community in November. It will be available on the web and a site will be created for online discussion of the draft. The community will include students, faculty, staff, alumni, and CUNY administrators. Several town hall meetings will take place. Comments will be solicited and, where appropriate, incorporated into the final document. The final plan will then be issued to the Baruch College community in early 2006. Annually, the College will produce a Strategic Action Plan and review results against the Strategic Plan 2005-2010.

Implementation of any strategic plan is the responsibility of all members of the Campus community but especially of the leaders of the Campus. Ultimately, the President and the Campus leadership are responsible for implementation of the Plan. It will be their responsibility to measure outcomes of the strategic plan recommendations and to report annually to the Campus community on the progress of the College.

Budgeting for FY 2005-06

In FY 2004, the Provost and Vice President formed and charged an *Ad Hoc Committee on Budget and Planning* to help guide the College leadership in its decision-making regarding the budget. The committee consisted of the Deans, Vice Presidents and other senior staff of the College. Specifically, the committee was charged with producing a report that recommends prioritized tax-levy budget expense reductions that will result in a budget that aligns expenditures with anticipated state resources.

Proposed reductions and programmatic recommendations were set forth in the April 26, 2004 report of the *Ad Hoc Committee*. While policy implications were being absorbed, certain portions of the plan proposed by the committee were immediately implemented. On April 28, 2004, a four-step budget development process for FY 2005 was announced: (1) The base was recalibrated to make permanent vacancy savings and mandated increases, (2) committee expenditure reductions were established and departments were requested to identify how they would be absorbed by category and by activity, (3) a plan for communication of the budget to the College community was established as well as a (4) plan for monitoring expenses and making further adjustments to ensure the budget was balanced.

The budget process is a long and complicated affair due to our varied sources of funding and dependency upon Albany. After extensive conversations with CUNY regarding the magnitude and type of relief they could provide, the remainder of the budget deficit was resolved through permanent cuts to departments and other one-time measures. Further actions will be required in FY 2006 to resolve our budget challenges. We will need to make additional cuts or identify additional recurring revenue offsets to put the College tax-levy budget on firm ground. Work on the FY 2006 budget timeline and process has begun and it is expected that the process will allow for efficient, effective, and creative use of our limited resources.

Budget planning for FY2006 began with a Cabinet retreat on December 12, 2004. The goals set forth by the President were achieved: an understanding of resource deployment

for all funds sources was begun with greater fiscal accountability at the unit level, a common understanding of the base budget for tax-levy expenditures was clarified, and a new program for leveraging resources and reducing costs was initiated.

As we enter into a new era to improve financial management and planning at Baruch College, it is a commitment of the President to provide more information about how financial and resource allocation decisions are made. Throughout Fall 2004, reports about the budgeting process and about enrollment management were made. An all funds budget was shared with the Faculty Senate on November 4 and the report is available on the Faculty Senate website. Formerly what was one administrative department, Finance, was split into two departments: Finance and Planning and Budget. The Assistant Vice President for Planning and Budget started on September 1 with responsibilities to provide collaborative leadership and analytical budgeting and planning for all funds sources and uses at Baruch College.

The Cabinet recently approved the creation of five permanent committees to advise the President and Cabinet. The *Finance Advisory Committee* will guide Baruch College's leaders in the development of resource allocation, fiscal policy, and budgetary decision-making for the College. The *Committee* shall make fiscal policy and budget allocation recommendations aligned with the College's mission and strategic plan and replaces the *Ad Hoc Budget Committee*.

The *Finance Advisory Committee* is charged with:

- Understanding Baruch's revenues and expenditures in every source of funding available to the College.
- Developing operating and capital budget policies that promote effective use of resources while minimizing costs to the College.
- Recommending resource allocations to align with strategic program priorities.
- Evaluating and recommending new revenue enhancement strategies.
- Recommending strategies for development and stewardship of purpose-specific reserves.

The *Finance Advisory Committee* will report to the President's Cabinet, and is established as a standing, permanent committee. The Committee shall report to the Cabinet on its activities and recommendations at least twice each year.

While the 2005-2010 Strategic Planning Process is being implemented, an interim budgeting process will be used to guide our activities during the coming fiscal year. The budget planning process provides an opportunity to focus on planning and resource management; to help administrative leaders better understand the full context of College activities; and to seek input from and inform campus stakeholders about academic and administrative operations.

In March budget proposals were solicited from all Vice Presidents and Deans. Components of the FY 2006 *Budget Call* were as follows:

1. A brief (maximum 5 pages) description of what each unit accomplished (will accomplish) during FY2005 and plans to accomplish during FY2006 was provided in narrative form.
2. All Funds Budget: Each unit was asked to identify all sources of funds projected to be available for FY2006 with a narrative of how they will be spent.
 - a. Tax-Levy Budget: In the absence of more concrete information regarding the New York State budget it was assumed that the tax-levy expenditure budget for FY2006 would be held flat at the FY2005 funding level. The FY2005 base budget was defined to be the budget distributed in November 2004 net of the reductions submitted in January 2005. Units were asked to identify any reallocation(s) proposed for this budget.

Budgetary Guidelines: Units were told that they must live within their budget. The level of funding among PS Regular lines and between budget categories (PS Regular, Adjuncts, Temporary Services, and OTPS) could be adjusted in consultation with the Office of Planning and Budget subject to University and College constraints. Vacancies could be kept within a unit for reallocation. Adjustments for mandatory increases to the tax-levy budget were to be made by the Office of Planning and Budget. The unit was responsible for funding, through reallocation, any incremental costs associated with reclassifications, replacements, and new hires. However, if the unit expected to receive additional funding from CUNY through a special allocation, this could also be included.

- b. Baruch College Fund Budget: Units were told to assume that their BCF budget for FY2006 would be held flat at the FY2005 funding level.
 - c. All Other Non-Tax Levy Funds: Units were asked to identify all revenue sources and projected uses. All other funds included, but were not limited to: Income Fund Reimbursables (CAPS, Executive Education, Student Technology Fee), Designated Funds, Bernard Baruch Endowment, Auxiliary Enterprises, Bernard Baruch College Association, Early Learning Center, and Research Foundation Awards.
3. Special Projects or Needs: Units were invited to submit funding requests for special projects (including capital projects) or needs that were reviewed in line with the strategic priorities of the College and available funding.

Submissions and Process

The time line for the FY 2006 budget planning process was as follows:

- | | |
|----------------|--|
| March 10, 2005 | Budget Call sent to units. |
| April 8, 2005 | Units submitted preliminary budgets |
| April 22-27 | Vice President and Deans convene as a group for budget presentations according to the following schedule, shown in Table 19. |

Table 19: Budget Presentation Schedule		
Date	Time	Division
<i>Friday, April 22, 2005</i>	9:00 a.m. – 10:15 a.m.	College Advancement
	10:30 a.m. – 11:30 a.m.	BC Technology Center (BCTC) Technology Fee Library
	11:30 a.m. – 11:45 a.m.	President's Office
	11:45 a.m. – 12:00 p.m.	Discussion
<i>Monday, April 25, 2005</i>	9:00 a.m. – 9:45 a.m.	Administration and Finance
	9:45 a.m. – 10:45 a.m.	Student Affairs
	11:00 a.m. – 11:45 a.m.	International Programs and Newman Real Estate Institute
	11:45 a.m. – 12:00 p.m.	Discussion
<i>Tuesday, April 26, 2005</i>	8:30 a.m. – 9:15 a.m.	Continuing & Professional Studies
	9:15 a.m. – 10:00 a.m.	School of Public Affairs
	10:15 am – 11:15 a.m.	Enrollment Management
	11:15 a.m. – 12:30 pm	Academic Affairs
	12:30 p.m. – 1:00 p.m.	Discussion
<i>Wednesday, April 27, 2005</i>	9:00 a.m. - 10:00 a.m.	Weissman School of Arts and Sciences
	10:15 a.m. – 11:30 a.m.	Zicklin School of Business
	11:30 a.m. – 12:00 p.m.	Discussion

By May 16, 2005 preliminary decisions were to be made by President Waldron subject to final CUNY and Baruch College Fund budget allocations and consideration of other funding resources. It now appears that the final CUNY budget information will not be made available until early summer.

List of Appendices

Appendix A	Middle States Steering Committee	70
Appendix B	Working Groups for Middle States Periodic Review	71
Appendix C	Detailed Responses to the Previous Evaluation Team Report and Institutional Self Study	72
Appendix D	Additional Learning Outcomes Assessment Materials	84
Appendix E	Links to Other Relevant Documents	102
Appendix F	Alphabetical Index of the Faculty Handbook	108
Appendix G	PMP 2003-2004 Results	120
Appendix H	Accomplishments and Goals for Administrative Units	134

Appendix A: Middle States Steering Committee

David Dannenbring, Provost and Vice President for Academic Affairs, Chair
David Birdsell, Professor, School of Public Affairs
Arthur Downing, Assistant Vice President and Chief Information Officer
Rob Ducoffe, Associate Dean, Zicklin School of Business
John Choonoo, Director, Office of Institutional Research and Assessment
Mary Finnen, Assistant Vice President for Finance
Mary Gorman Hetherington, Chief of Staff to the President
Gary Hentzi, Associate Dean, Weissman School of Arts and Sciences
Sam Johnson, Vice President for Student Development and Dean of Students
Barbara Lawrence, Associate Provost
Terrence Martell, Professor of Finance, Zicklin School of Business, Faculty Senate Chair
James Murphy, Assistant Vice President for Enrollment Services
David Potash, Associate Provost
Dennis Slavin, Associate Provost
Toby Winer, Assistant Vice President for Budget and Planning
Phyllis Zadra, Associate Dean, Zicklin School of Business

Appendix B: Working Groups for Middle States Periodic Review

Executive Summary and State of the College

David Dannenbring, Provost and Vice President for Academic Affairs, Chair
Mary Gorman Hetherington, Chief of Staff to the President
Kathleen Waldron, President

Responses to Recommendations

Dennis Slavin, Associate Provost, Chair
Arthur Downing, Assistant Vice President and Chief Information Officer
Sam Johnson, Vice President for Student Development and Dean of Students
Barbara Lawrence, Associate Provost
Cynthia Whittaker, Professor of History and Chair of the Department

Enrollment and Finance

James Murphy, Assistant Vice President for Enrollment Services, Chair
Rob Ducoffe, Associate Dean, Zicklin School of Business
Mary Finnen, Assistant Vice President for Finance
Robert Myers, Professor of Communication Studies and Chair of the Department

Assessment Processes and Plans

David Potash, Associate Provost, Chair
David Birdsell, Professor, School of Public Affairs
John Choonoo, Director, Office of Institutional Research and Assessment
Wayne Finke, Professor, Modern Languages and Comparative Literature
Gary Hentzi, Associate Dean, Weissman School of Arts and Sciences
Additional members from the Joint Committee on Curriculum and Articulation

Linked Planning and Budgeting

Terrence Martell, Professor of Finance and Chair of Faculty Senate, Chair
Toby Winer, Assistant Vice President for Budget and Planning
Phyllis Zadra, Associate Dean, Zicklin School of Business

Appendix C: Detailed Responses to the Previous Evaluation Team Report and Institutional Self Study

General Concerns

These were covered in Chapter 2, but are listed here for completeness:

1. Decline in the number of first-time full-time Latino students warrants careful analyses and immediate action lest the College suffers further declines.
2. College's aspiration with respect to quality education and responsiveness will be compromised if the College allows the continued decline in the number of full-time faculty lines and the concomitant increase in the use of adjuncts.
3. Attracting and retaining faculty of color continues to be a significant challenge for the College. Although not unique to Baruch, the team believes this is an issue that requires greater focus, attention, and creativity given the College's stated commitment to diversity of the student body.
4. College's long-term success could be compromised unless the positions of president, provost, vice president for college advancement, and treasurer and special assistant to the president are filled on a more permanent basis.
5. The team perceived a level of miscommunication and distrust between College officials on the one hand and CUNY officials on the other. The team believes that this gap must be closed if Baruch is to receive the support it needs to achieve its aspiration.
6. Although the College has appointed a vice president of student development since the last comprehensive visit, there is a great deal of diffusion, fragmentation, and duplication in services for students, accompanied by unevenness in staffing and funding. The team found that the self-study did not fully address issues related to student development.
7. The constraints imposed by CUNY and the current collective bargaining agreement will impede the College's ability to achieve its desired academic aspirations unless acknowledged and addressed by trustees and CUNY administration.

Recommendations

Organization, Administration, and Governance

8. The trustees should appoint a president as soon as possible. The president should fill the provost and college advancement positions as soon after her/his appointment as possible.

These positions have been all been filled: President (July 1, 2000 and August 2, 2004), Provost (October 5, 2001), and VP for College Advancement (February 26, 2001).

Financial Resources

9. The college should develop an “all-funds budget” that can be shared with the President’s Council and the University Board of Trustees. This would provide the president with the information required to effectively and efficiently manage the College and to establish a stronger link between planning and budget.

President Waldron is firmly committed to an “all-funds” approach. An “all-funds budget” was presented to the college’s faculty senate on November 4, 2004 and was soon thereafter made available online. The budget planning process this spring included all funds budget presentations by each of the major College units.

10. The team strongly encourages Baruch to continue its efforts to persuade CUNY to permit the College to charge tuition that is closer to the market rate for graduate programs in the Zicklin School of Business and the School of Public Affairs. Those schools are able to collect significant fees from Executive Degree participants. There is ample justification for greater increases in the full-time MBA programs, even for the part-time students for whom a Baruch advanced degree is, at present, a bargain.

In fall 2001 the college succeeded in persuading CUNY to charge tuition closer to the market rate for the Zicklin School of Business. The higher tuition was phased in gradually, beginning spring 2002. Since fall 2002, when the higher tuition went fully into effect, revenue from the increased tuition has averaged more than \$1,340,000 each fall and spring semester (including projections for spring 2005).

A need to increase tuition for graduate programs in the School of Public Affairs was obviated in fall 2003 when CUNY substantially raised tuition for all graduate programs. We are currently considering the possibility of adding a premium for such programs in SPA.

The College continues to explore options for selectively increasing graduate tuition. The possibility of a graduate tuition increase by CUNY to help close its projected budget gap for next year has delayed these efforts.

11. The team also strongly encourages CUNY to modify its tuition policy for certain graduate programs and to permit Baruch to retain the resulting increased tuition revenue as a supplement to its base budget allocation.

The resolution that granted higher MBA tuition rates to the Zicklin School indicated specifically that increased revenues are to remain at the college to support programs in the business school. CUNY has honored that pledge.

12. The new president is encouraged to review the organizational structure to determine if the planning and budget functions are best served by concentrating the responsibilities for fiscal affairs under a single individual.

Organizational structure is under review college-wide. Since the Middle States Review of 2000, responsibilities for fiscal affairs have become distributed among three main individuals: the Vice President for Administration and Finance, the Assistant Vice President for Planning and Budget (new position as of September 1, 2004), and the Assistant Vice President for Finance. The areas of Enrollment Services (Registrar, Financial Aid, and Admissions) will be reassigned this summer to the Vice President for Student Development, in order to better coordinate student services.

13. The Baruch College Fund should leverage the success already achieved through the campaign and consider allocating resources to expand the size of the development operation.

Since 2000, the Office of College Advancement has increased its professional staff by seven people mainly focused on fundraising. The annual fund has tripled in size from about \$1.3 million to \$3.8 million for FY 2005 and The Campaign for Baruch enjoyed its strongest year yet raising more than \$54 million in FY 2004 with new pledges of \$25 million, \$12 million, and \$10 million.

14. The College should consider modifying its current budget and planning process to ensure that the priorities identified in the planning process are accompanied by a realistic financial plan and a time-line for achieving the desired results.

The position of AVP for Planning and Budget was created and filled in fall 2004. This year the college initiated a comprehensive all funds budget process (described in Chapter 5) with budget presentations to the Cabinet by all major college units. As that chapter describes, the College has simultaneously begun a strategic planning process, including budgetary analysis, that will provide the College with a five-year strategic plan.

15. The College should continue its efforts to seek a change in the PSC-CUNY collective bargaining agreement that would add faculty in business management, information systems, public administration, etc. to the disciplines of law and medicine as disciplines with salary scales above those for other disciplines.

We have gained the ability to pay up to 165% of the salary schedule for recruitment purposes and for retention of faculty members who have competing offers. Even that amount is not enough in all disciplines. However, beginning with summer 2004 all members of the Zicklin School faculty may apply for modest summer research stipends. A total of \$200,000 in such grants were provided to 34 faculty last summer. The program continues this year with a total of \$300,000 available. Applications have been received from 54 faculty members for the 2005 program. Several faculty who had stopped research activity have been motivated to restart their efforts. The College will be looking for additional resources to support this effort across all three schools.

16. A greater effort needs to be made by both the College administration and CUNY administrators to improve the flow of information and the level of communication between the College and CUNY. The recommendations of the Mayor's Task Force in this area should be strongly considered.

In several respects, the college has succeeded in gaining a stronger voice "at the table" in CUNY-wide matters (e.g. discussions of academic integrity, the CUNY Honors College), and distribution to the colleges of CUNY's allocation model has helped to provide significant information about university-wide financial disparities. During the academic year the President is a member of the Council of Presidents, which meets monthly, as well as a member of several Board of Trustees Committees. Similarly, the Provost is a member of the CUNY Academic Council, which also meets monthly. These activities provide opportunities to address common needs and participate in the setting of CUNY policies. In addition, Executive Vice Chancellor Selma Botman (Academic Affairs) has established a series of task forces dealing with such issues as enrollment management, articulation, and general education. The College is well-represented on almost all of these task forces.

Faculty

17. Recognizing that diversity of faculty is likely to be an issue on other CUNY campuses, the team recommends that CUNY make this a special initiative and define a supportive role for itself in partnership with Baruch and its sister colleges in their recruitment efforts without dictating selections or otherwise unreasonably intruding into the recruitment process. On campus, the provost and deans should actively participate in the search process to ensure the diversity of candidate pools and define diversity as a selection criterion. Finally, the administration, with the departments, should establish programs (perhaps linked to graduate programs in neighboring universities) designed to attract minority faculty to Baruch College. There should be college-wide programs not limited to a particular school. The appointment of more visiting scholars and the use of clinical appointments are also approaches the College should utilize in diversifying the faculty.

Although the diversity of the faculty remains an issue, the involvement of the Provost and Deans and the use of visiting and clinical appointments have made inroads in achieving diversity, as has CUNY's use of "opportunity lines."

From 2000-2004, Baruch hired 123 full-time faculty members. Of those new hires 11 (9%) are Black and 6 (8%) are Hispanic. The trend towards a changing demographic is clear: including those hires, minority representation on our faculty now stands (in 2004) at: 26 Black: (6%); 23 Hispanic (5%); and 66 Asian/Pacific Islander (15%). With some 50 faculty members over age 65, we anticipate many opportunities to increase diversity still further in the near future. Acknowledging the importance of working to increase diversity, we need also to acknowledge our relative success in a national context in which only 3.2% of business school professors, including adjuncts and clinical professors, are black or Hispanic. Encouraging minority students to pursue academic careers is a crucial step. It is worth noting that John Elliott, dean of the Zicklin School of Business, is a founding member of the African-American Doctoral Students Association, a national organization that encourages black students to pursue PhDs.

18. The team recommends that a faculty handbook be produced, kept current, and made available to all faculty either in print or on-line.

An online faculty handbook has been in place since fall 2002 and is kept current. The PDF version is more than 330 pages. In addition, we also have made available an online handbook specifically targeted to adjunct faculty.

19. The team recommends that the College, in cooperation with schools and departments, explore different faculty development models, including the centralization of the faculty development function. In doing so, the distinction should be made between faculty development efforts in teaching and learning, use of technology, and research.

Independent efforts continue, but faculty development in each of these areas has been coordinated centrally since summer 2002, with the creation of a new position for an Associate Provost for Faculty Development. Each of the designated areas (teaching & learning, technology, and research) receives attention. See:

*www.baruch.cuny.edu/facultyhandbook/FacultyDevelopmentSeminars.htm
www.baruch.cuny.edu/bctc/training/faculty_training.html*

20. The College's new administrative team should consult (for the purpose of reaching an agreement for future action) with CUNY officials as soon as possible about the shortage of faculty lines, especially as it relates to any specialized accreditation issues.

The University in conjunction with the College authorized the hiring of new faculty under the auspices of “cluster” lines. Appointments are in academic areas the college wishes to strengthen, and the cluster hires will enable programs and departments to develop a critical mass of faculty members who can work synergistically to enhance academic offerings and the reputation of the College and University. Four cluster lines were authorized for Baruch College in Academic Year 2003-2004, two each in the School of Public Affairs and in the Zicklin School of Business. An additional four lines, similarly distributed, were authorized for recruitment for 2004-05. The Zicklin School of Business had its AACSB International accreditation (for business and separately for accountancy) reaffirmed this spring.

21. The team recommends that a handbook for adjunct faculty be updated providing them with information necessary for doing their jobs and for becoming more integrated with the College community.

An online adjunct handbook has been in place since December 2003. We continue to update the online handbook on a regular basis. This year at both the school and college level, we have been meeting with adjunct faculty to discuss their needs and common issues. We plan to continue these efforts to make them more a part of the Baruch community. We now send regular emails with announcements of interest to adjuncts.

Arts and Sciences

22. The College should develop and implement a plan that clearly defines the role of Arts and Sciences within the College and maps a strategy for increasing the percentage of courses that is taught by full-time, tenure-track faculty.

The college has not developed a plan that clearly defines the role of Arts and Sciences but a number of forces converge to strengthen that role:

- *the University’s initiative to strengthen general education engages WSAS because it has primarily responsibility for general education in base required courses, in tier III requirements for all students, and in competency in writing and reasoning as measured by the College Proficiency Examination;*
- *the AACSB requirements for Zicklin Business School accreditation reinforce the role of arts and sciences in the education of this generation of business undergraduates;*
- *the support of the University and the College for the freshman year, for block programming, and for learning communities is a clear statement of the importance and responsibilities of liberal arts in the structure of the*

College. The CUNY Honors College's mandated seminars are liberal arts responsibilities.

- *the level of cooperation between the schools – interdisciplinary, hiring and searching, cross-listing and curricular development – has helped define and expand the Arts and Sciences role.*
- *As part of the Strategic Planning Process the Dean of the Weissman School has been charged with developing a strategic plan for the school. A key objective in the College's strategic plan is that selected programs will be nationally recognized for excellence. This objective is intended to include selected programs in Weissman, as well as elsewhere in the College.*

Student Support Services

23. The College should carefully review how it currently provides student support services and ascertain how best to organize those services to maximize effectiveness, efficiency, and responsiveness. Moreover, a decision should be made about which services will be offered in a centralized mode and which should be decentralized. At any rate, there should be a standard of service that all students can expect to receive. The College should draw heavily on the expertise of its staff in student development in establishing objectives, strategies, and quality benchmarks.

A recurring criticism of the student services at Baruch College is captured in the Middle States recommendation. While the most recent student satisfaction surveys find that Baruch students are increasingly satisfied with the services they receive, many of the issues regarding their management and operations remain to be addressed. Services have been reorganized to improve their efficiency and their management is less diffuse than before. Significant work remains to be done. In the last year, under the leadership of the VP for Student Development card readers were installed in all student service offices. These readers will allow us to track volume, visits and to conduct periodic quality of service surveys.

Under the leadership of our new President, we have begun the process of establishing goals and outcomes for the entire administrative structure of the College. Student service offices will establish benchmarks for quality and effectiveness and continuously review their performance in relation to local standards. Strategic Planning is underway in the division of Student Development and we look forward to much more seamless operations. Perhaps the most promising development is the establishment of a Student Affairs Committee that will report to the College Cabinet. This committee, composed of faculty staff and students, will review all student related services and report to the Cabinet regularly with recommendations enhancements, revision and development. This marks the first time in the College's history that there has

been a standing committee on student affairs as a part of its administrative structure. Furthermore, this committee will play a central role in the College's Strategic Planning Process. In establishing this committee, the president has created a venue to address the concerns that MSCHE has identified over the last 10 years. Under the leadership of our new President we have every expectation that we are being organized to eliminate the operational and management difficulties of the past.

Library

24. It will be a challenge to keep the library staff proficient as new electronic resources and the new library online catalog is implemented. The library administration should develop a plan as soon as possible to address technology proficiency and training requirements for the entire staff.

The library faculty established a standing committee to ensure proficiency in the use of new databases. All library staff members were provided with technology training in preparation for the implementation of the new library system. Ongoing training is offered via the BCTC.

25. The College should consider ways to increase the library's materials budget to allow for additional electronic resources without jeopardizing the development of print collections.

The acquisition of electronic resources is now partially supported by an annual allocation of \$200,000 from the student technology fee, which has eased the erosion of the budget for monographs. The library still needs to augment its print acquisitions budget through endowment.

Fulfilling a Focused Mission in the Context of a Multidimensional System

26. We recommend that the Presidential Commission, or a newly established group, be charged with crafting a vision statement for the institution and that in turn this vision statement be linked to a strategic plan for the evolution of the institution. The strategic plan should spell out underlying assumptions regarding enrollments, funding sources, evolution of teaching, support, and physical resources, and how the interaction among these factors will move the institution along a path consistent with its mission, vision, and objectives.

Working with five newly formed committees that report directly to the cabinet, (Finance Committee, Facilities Committee, Student Affairs Committee, Productivity Committee, and Human Resources Committee), the President is leading a planning effort that will produce a new mission statement and strategic plan in Fall 2005. This is discussed more extensively in Chapter 5.

Teaching and Learning

27. We recommend at the Joint Curriculum Review Committee level a commitment by all constituent units to engage in a process of a rolling curriculum review for courses affecting all divisions of the College. This generally means those courses in arts and sciences that meet the general education requirements and serve as the foundation for specialization in business and public administration.

Baruch College's common core curriculum was discussed, evaluated, and altered in a process that spanned from 1996 until its implementation for freshman in fall 2001 and transfer students in fall 2003. Those courses that met general education requirements were examined in that process, and now that the core curriculum is in place and the College is developing and implementing a college-wide assessment plan, those courses are in the process of being examined yet again. In addition, a three-year process resulted in the development and implementation of a pre-business core curriculum and a pre-public affairs curriculum. Both of these function in ways close to general education; the courses are required and develop skills and knowledge necessary for more advanced academic work and for lifelong learning. The pre-business and pre-public affairs cores each contain eight courses and set minimum GPA requirements for students to advance. The courses in these curricula have been examined, developed and integrated into a larger whole; faculty members who teach these courses have participated in a wide range of faculty development efforts. In addition, the pre-business core is being adopted by the six CUNY community colleges as part of an associates degree program that will seamlessly articulate with Baruch's BBA programs. Faculty from Baruch are currently working with faculty from the community colleges to align curricular content in these eight courses. This joint effort has been warmly greeted by all parties, and will serve as a model for other CUNY articulation efforts.

The college-wide curriculum committee is overseeing the development of the College's assessment plan and is closely involved in the ongoing development and assessment of general education.

28. Previous visits and the current self-study note the gap between FTE students and full-time faculty lines. We restate the need for Baruch College to restore the number of full-time lines consistent with norms elsewhere with the CUNY senior institutions.

The gap that was documented by CUNY's own allocation model still remains. This gap exists, on the one hand, between our number of FTE students and the number of full-time faculty lines and, on the other, when that ratio is compared to other senior colleges in CUNY. For example, the table below shows the FTE faculty needs based on student FTE enrollments, as contrasted with the actual FTE faculty lines funded by the tax levy budget. The column on the far right

shows the proportion of needs actually available. While Baruch is not the most disadvantaged, it clearly does not have its proportionate share.

Faculty Needs Compared to Actual Lines			
College	FTE Needs	FTE Lines	Percent Funded
Baruch	684	403	58.9%
Brooklyn	636	521	81.9%
City	480	489	101.9%
Hunter	917	527	57.5%
John Jay	519	227	43.7%
Lehman	380	277	72.9%
Medgar Evers	177	127	71.8%
NYC Tech	479	265	55.3%
Queens	698	497	71.2%
Staten Island	485	292	60.2%
York	226	146	64.6%
All Senior Colleges	5,681	3,771	66.4%

While CUNY has acknowledged this structural inequity, shrinking state funding has limited its ability to respond in a meaningful way. An effort referred to within CUNY as the “cluster line program” was created to provide university resources for those areas deemed a priority to allow the greater University to create and/or build on strengths consistent with the CUNY Master Plan. Notably missing from the list are any categories targeted for the professional schools; until recently this has resulted in a miniscule share of cluster hires for Baruch, John Jay, and the Law School. Until two years ago, Baruch had received only 3 lines (2.4% of the total), John Jay only 2, and the law school none. By way of contrast, City College had received 24 lines, Hunter College 16, the Graduate Center (15), Brooklyn College (14), and Queens College (11). Some acknowledgement of our specialized needs has occurred in the last two years. We were able to add new positions in immigration law, immigration, education, finance, and entrepreneurship starting in fall 2004. Additional lines were allocated in not-for-profit management (2), health care policy (2), and entrepreneurship (3) for fall 2005 recruitment. In addition, we were able to add one additional line in English, to augment a spousal hire at the Graduate Center.

Responsiveness

- 29. The College should perform a careful analysis of the decline in first-time, full-time Hispanic student enrollment and take the appropriate action to not only halt the decline but to increase Hispanic enrollment.

Since fall 2001 the Hispanic student population has increased by 10%. As a proportion of the freshmen undergraduate first-time degree-seeking population,

Hispanic students increased from 262 students (15.2%) in fall 2001 to 303 students (17.6%) in fall 2004.

30. Institutionalize faculty development in curriculum redesign and the use of technology.

The BCTC has established an Instructional Technology Division (InTech), including three full-time professionals who work full-time with faculty on the use of technology in teaching. An additional one dozen FTE InTech staff provide faculty support with web applications, classroom technology, Blackboard, and multimedia. InTech provides an active faculty training program. During this semester alone workshops have been offered on using I-Movie, Blackboard, WebGrade, I-DVD, and PowerPoint.

Meetings in AY 2004-05 of the BBA learning assurance committee engaged instructors of multi-section courses in the business school in discussions that have led to the institutionalization of curriculum redesign around the issues of learning goals and assessment. These efforts will be expanded to the other schools in AY 2005-06

31. Institutionalize technology renewal budgets.

The student technology fee and the technology support budget for the Vertical Campus have allowed us to commit to a three-year replacement cycle for desktop hardware for full-time faculty and students, as well as end-of-life refreshment for classroom and network technology.

32. Maintain a student to computer ratio as close to 10 to 1 as possible.

The ratio is currently 10:1.

33. Investigate and implement a means of making computers available to students. They may take the form of discount programs, leasing, loans, or other means.

According to the 2004 CUNY Student Experience Survey, 97% of our students have a computer at home (up from 94.8% in 2002); 90.3% are connected to internet at home in 2002 (not asked in 04); 96% used a computer at home to do a school assignment (not asked in 2002); 46.4% used a computer at work to do a school assignment (not asked in 2002); and 85% used a computer at school to do a school assignment (not asked in 2002). CUNY has arranged a student discount with Dell, which is offered via the CUNY portal.

34. Investigate and implement a means of making laptop computers available to faculty as they undertake to develop and use technology in teaching.

Hundreds of laptop computers have been distributed during the past three years. Of the 320 laptops on campus, 122 are assigned to students via the laptop loan program. Faculty members account for almost all of the remaining 198.

35. Implement the CUNY Transfer and Information Program and Planning System (TIPPS) as quickly as possible, and use preliminary transfer transcript evaluations prior to students' first enrollment at the College.

TIPPS is implemented and regularly updated. The College has also allocated resources and made the speedy evaluation of transfer student transcripts a priority.

36. Conduct surveys of both undergraduate and graduate students' interests and needs to assure that services are matching those needs.

Over the past three years, Baruch College has participated in the National Survey of Student Engagement (NSSE) survey and over the past two years has participated in the Confidential Student Experience Survey to gather information about students' interests and needs and their level of satisfaction with their college experience. Results from these surveys will be used as part of the strategic planning process.

37. Implement web-based services for students, including course registration, as quickly as possible.

Web-based services currently include course registration, grades, e-permit (allows students to register online for courses at other campuses), job and internship recruitment, library chat reference, Blackboard, streaming recordings of course lectures, and course reserves. In fall 2003 an online grading system was introduced (and made mandatory this year).

Appendix D: Additional Learning Outcomes Assessment Materials

Learning Goals for Tiers I And II Of The Common Core

COMMUNICATION SKILLS	<ul style="list-style-type: none"> • Write a cogent thesis and develop an argument in unified and coherent paragraphs, using a variety of sentence structures and observing the conventions of standard English grammar and usage. • Write a critical essay employing a strong thesis statement, appropriate textual citations, and contextual and intertextual evidence for their ideas. • Read and interpret a variety of articles, essays, literary texts, and historical documents by paying close attention to key points, language, style, bias, and validity. • Prepare and deliver an oral presentation of ideas with increased confidence before an audience of their peers. • Make effective use of computer, video and other multimedia tools such as Blackboard, excel, and PowerPoint. • Develop the ability to communicate in a foreign language.
CIVIC AWARENESS	<ul style="list-style-type: none"> • Understand critically the US Constitution. • Understand the differences between despotic and free regimes, (this will include the different types of regimes and constitution, such as democratic, theocratic, oligarchic, etc.). • Understand the relation between civil liberties/civil rights and political structures. • Understand various theories of international politics (realist, liberal/institutional, constructivist, neo-realist). • Understand the place of the US in the world and its relations with other countries. • Obtain a comparative and cross-cultural understanding of political conflict and political institutions. • Demonstrate familiarity with political vocabularies of political regimes ("rights," "the good life," "individual," "community," etc.). • Become aware of the political, civic and public issues affecting business.
ETHICAL AWARENESS	<ul style="list-style-type: none"> • Engage in moral self-examination and self-criticism. • Develop tools for ethical decision making and for

	<p>negotiating ethical dilemmas and conflicts (i.e. understand basic principles of ethics and how they are applied in moral reasoning).</p> <ul style="list-style-type: none"> • Develop sensitivity to the viewpoints of other peoples and other cultures. • Understand the psychological component of moral development and moral behavior. • Understand the ethical dimensions of issues confronted in all areas of life—personal, social, political, and professional. • Understand the ethical codes of various professions and institutions within our society.
CROSS-CULTURAL AWARENESS	<ul style="list-style-type: none"> • Develop knowledge and appreciation of other cultures. • Recognize and value literary and artistic contributions of diverse cultures. • Obtain a comparative and cross-cultural understanding of political conflict and political institutions. • Understand the place of the US in the world and its relations with other countries. • Understand how different cultural perspectives affect business practices around the world. • Develop the ability to communicate in a foreign language. • Assess and evaluate cultural patterns and social structures, both in native culture and in cross-cultural settings. • Develop skills and awareness for cross-cultural living and working. • Develop skills for understanding and analyzing diversity and stratification, particularly race/ethnicity, gender, and class. • Demonstrate familiarity with the problems of interpretation of foreign texts.
AESTHETICS	<ul style="list-style-type: none"> • Develop an understanding of the roots of artistic creation and the nature of artistic expression. • Appreciate “great works” of artistic expression in various genres, media, and cultures. • Develop an understanding of the structure, content, and meaning of artistic endeavors, as well as an understanding of their historical and cultural contexts. • Develop the ability to offer critical evaluation’s of a works strengths and limitations. • Understand how we organize the visual world into perceptual experiences that permit us to make sense of our visual world.

	<ul style="list-style-type: none"> • Recognize the influences of visual imagery on society and culture and become more discerning critics of our visual environment. • Engage in the creation of successful visual, musical, and literary forms.
<p>CRITICAL THINKING & ANALYSIS</p>	<ul style="list-style-type: none"> • Develop and test the efficacy of hypotheses about the physical and social world. • Understand the process of deductive reasoning and be able to make valid deductions from a set of beliefs assumed to be true. • Understand the process of inferential [inductive] reasoning and be able to make justifiable [rational] inferences from a set of beliefs assumed to be true. • Develop effective strategies for evaluating the strength of inferential arguments and the validity of deductive arguments, and be able to recognize common fallacies of reasoning • Develop effective strategies for evaluating the accuracy of information and the reliability of its source. • Develop a general understanding of the social, cultural, economic, and political contexts of beliefs and arguments. • Present ideas, arguments, and explanations in a clear and effective manner. • Recognize and appreciate the power and value of precise and logical thinking; distinguish between a valid argument based on evidence and one based on propaganda, bias, or appeal to emotion.
<p>QUANTITATIVE REASONING AND SCIENTIFIC METHOD</p>	<ul style="list-style-type: none"> • Recognize that science is not a finished project, but an ongoing and exciting endeavor in which progress in our understanding of the natural world flows from both new insights and new technologies. • Develop scientific literacy, i.e., a working knowledge of the strengths and weakness of various scientific research methodologies and the ability to critically analyze information in all types of media. • Understand the basic mathematical precepts needed within mathematic and as applied to real world experiences. • Acquire the research tools of social science needed to critically examine important issues facing the world. • Become familiar with fundamental concepts, tools and methodologies of natural science through hands-on laboratory experience.

	<ul style="list-style-type: none"> • Develop an understanding of the role natural science plays in society and business and every person's everyday life. • Appreciate the importance of careful observation and measurement in the collection of data and know how to record scientific observations and measurements in narrative, tabular and graphical form. • Describe the scientific method, know the difference between a hypothesis and a theory, and explain the importance of operational definitions, replication, and statistics. • Be aware of various research methods (e.g., experimentation, field studies, and survey research), including each method's strength and weaknesses. • Define, identify, and explain the function of variables, random assignment, experimental group, and control group in an experiment. • Be aware of ethical concerns in the conduct of scientific research, including the use of human subjects or laboratory animals. • Appreciate how cultural diversity may influence scientific theory and research.
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Minutes from BBA Learning Assurance Meetings

The following segments represent the minutes from the BBA Learning Assurance Committee meetings during the current academic year.

BBA Learning Assurance Committee Minutes of May 10, 2005

The minutes of the April 19, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30AM. In attendance on May 10, 2005 were Al Booke, Michael Carew, Dorothy Dologite, Elsie Gottlieb, Matthew Johnson, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute and John Choonoo, Director of Institution Research.

Phyllis Zadra informed the Committee that a call for proposals concerning difficult dialogues had come from the Ford Foundation. The Foundation plans to fund 25 proposals from higher education institutions for \$100,000 each to develop a plan that will encourage faculty and students to engage in dialogues about race, ethnicity, culture and gender differences. An informal survey of the committee was held to determine if and where such conversations currently occur in the Zicklin School of Business curriculum.

We ascertained that Law 1101 includes a segment on employment discrimination and in the Human Resources (Mgt) courses there are opportunities for these conversations. Management 3120 also includes a discussion of employment law. The sense of those in the room was that with rare exception there is an effort to make these discussions as impersonal and non-threatening as possible. For the most part faculty feel unprepared to lead a potentially heated discussion about these issues and are concerned about offending any individual student or group of students.

Mikhail reported that the three members of the Oral Evaluation team had participated in the norming of the rating instrument. They (Mike Carew, Bob Garland, and Mikhail Gershovich) watched several films of previous BPL presentations and determined what should constitute a 1, 2 or 3 rating. The team will visit several classes in the next week and evaluate live presentations. Those data will constitute the pilot study of the Oral Communication learning goal and be considered by the BBA Learning Assurance Committee. Mikhail indicated the Schwartz Institute was sponsoring a full day symposium on Friday, May 13th and a result he would not be able to work with Written Evaluation team for a couple of weeks. In the meantime Phyllis will collect the writing projects for the various CIC courses on disc.

The remainder of the meeting was focused on clarifying and operationalizing analytical and technological skills. Elsie Gottlieb provided a news article indicating that Americans have a poor grasp of economics and the terminology that has been used in the social security debate. It was suggested that all our students should understand a probability distribution, margin of error, be able to read and understand surveys. In addition, all students should be able to use some statistical software package such as Minitab or Excel. The committee was requested to go back to their departments and determine which required pre-business and business core courses (acc 2101, acc 2203, bpl 5100, bus 1000, cis 2200, eco 1001, eco 1002, fin 3000, law 1101, mgt 3120, mgt 3121, mkt 3000, sta 2000) require quantitative/analytical skills and technological skills. Elsie Gottlieb agreed to get that information from the Accountancy Department.

John Choonoo provided the committee with Assessment Plan from the University of Montana-Bozeman. He suggested that their core curriculum matrix could be a model that we wish to use. There was some discussion of those materials and then we adjourned.

The meeting was adjourned at 1:00PM. There was no date set for the next meeting.

BBA Learning Assurance Committee Minutes of April 19, 2005

The minutes of the April 5, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:00AM. In attendance on April 19, 2005 were Al Booke, Michael Carew, Dorothy Dologite, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, David Rosenberg, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute, John Choonoo, Director of Institution Research, David Potash and Dennis Slavin from the Provost's Office.

The committee considered the outline for analytical and technological skills that had been prepared by Debra Dookeran and Dorothy Dologite. The discussion then segued to a description of the current CPE Task 2 exam by Mikhail Gershovich and possible modifications of Task 2 by David Potash. The committee thought about the specific analytical skills wanted of all BBA graduates. Skills mentioned included the ability to calculate marginal analysis, present value, and understanding scarce resources. It was suggested that these descriptions may be too narrow and that each departmental member should come to the next meeting with a list of specific analytical/technological skills needed by their students to succeed their major(s).

The means by which we will collect data from the pilot evaluations of written and oral communication goals was discussed. Phyllis Zadra reported that Bob Garland from the Executives on Campus had volunteered to be part of the team to collect data from oral presentations in BPL 5100 this spring. Mikhail indicated that he and Mike Carew would be the other two members and that they would go through "norming" training in the next week or so. Based on the schedule of the team, classes would be selected to be observed. It is expected that the classes would be observed during the first two weeks of May.

Mikhail indicated that he would train a group of faculty to evaluate the written materials from the CIC capstone classes. After some discussion it was recommended that students be directed to submit their final written projects on a disc. These discs would be given to the evaluating group. The evaluation group will select a sample of the discs to review and evaluate. Faculty from the following courses indicated their willingness to collect final papers on disc: Acc 5400; CIS 5800; Mkt 5750. Since there are fewer time constraints regarding the evaluation of the written communication, training of a team will take place at the end of May.

Lunch was served at 12 noon and the meeting was adjourned at 12:30PM. The next meeting was set for May 10, 2005 at 11:30 AM.

BBA Learning Assurance Committee Minutes of April 5, 2005

The minutes of the March 8, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30AM. In attendance on April 5, 2005 were Al Booke, Michael Carew, Dorothy Dologite, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute, John Choonoo, Director of Institution Research, and David Potash, Associate Provost.

The subcommittee presented the Oral Communication Assessment protocol. It describes the definitions for the scoring of oral communication. Professors Dologite, Carew worked with Mikhail Gershovich and consultants from the Schwartz Communication Institute to determine the definitions. After some discussion, it was agreed that we would pilot the instrument with scales running in two different directions (3, 2, 1 and 1, 2, 3 for below standard, meets the standard and exceeds the standard). It was determined that there should be a team of three members (attending all of the selected oral presentations). It is assumed that 6 team presentations will be assessed for a total of 30 separate students. The team will be comprised of a faculty member, a Schwartz consultant and an Executive-on-Campus. Names of potential Executives-on-Campus were suggested. They included Norman Brust, Jim Drogen and Bob Garland. Phyllis Zadra said she would contact Marilyn Kahn, Director of Executives-on-Campus and find an appropriate candidate. Professor Michael Carew volunteered to be the faculty member. Mikhail Gershovich agreed to find an appropriate consultant. The team will undergo training in late April and visit classes to do the assessments in early May. Classes will be selected after the team has determined their availability.

The pilot of the written assessment will look at papers from the capstone major classes (Acc 5400; CIS 5800; Mkt 5750). Faculty will be asked to have students submit their final paper on disc or by email. Approximately 50 papers will be looked at by a committee, yet to be determined. Mikhail indicated that he would work with Cheryl Smith and individuals from the English department to provide a Written Communication to determine definitions and guidelines.

The Committee agreed to begin refining the definition of Analytical and Technological Skills. Professors Dologite and Dookeran had submitted information to committee earlier. That will be reviewed.

The next meeting was set for Tuesday, April 19, 2005 at 11:00 AM. Lunch will be served before the Zicklin Faculty meeting.

The meeting was adjourned at 1:35PM.

BBA Learning Assurance Committee Minutes of March 8, 2005

The minutes of the February 22, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 12 noon. In attendance on March 8, 2005 were Al Booke, Michael Carew, Ajay Das, Dorothy Dologite, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, Ed Rogoff, David Rosenberg, Bill Ruland, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute, John Choonoo, Director of Institution Research, Paula Berggren and Cheryl Smith from the English Department and WAC Coordinator, David Potash, Associate

Provost and Zicklin faculty designing and teaching CIC capstone courses. Those faculty were Donald Schepers and Barry Dumas.

The latest revision of the BBA Learning Assurance Writing Worksheet was distributed. Several changes were made to the worksheet. The listing of other skills: memos, emails, faxes, etc. was removed from the checklist and an effort will be made to find out where these skills are taught.

A discussion ensued as to whether the revised document would be easily usable in a CIC capstone class. Both Prof. Dumas and Prof. Schepers agreed it would. Once again the question arose about providing student feedback and the usefulness of assessing at the end of the program without any knowledge of the starting point. It was explained that the adopted worksheets could and should be distributed to students before final assignments are given. The worksheets also may be used by faculty in courses at any level as guidelines for important aspects of oral and written presentations. This is the beginning of a continuing process to determine how well our current curriculum is serving our students and to diagnose where changes need to be made.

Debra Dookeran agreed to update the final version of the writing checklist and it will be posted on the Bb site.

The committee discussed where and by whom the pilot assessments in oral and written communication will take place this semester. Profs. Carew and Dologite agreed to meet with Mikhail Gershovich and some CIC consultants to provide a descriptive rubric that would allow for standardization of the assessments. It was suggested that Executives on Campus be included in the pool of individuals who could be used to do the assessments.

It was estimated that six sections of BPL 5100 would be selected for the oral assessment pilot. The sections would be at different times of the day and evening. One group presentation in each of the sections would be evaluated. It is assumed we would see between 24-30 individual oral presentations

The written assessments will be performed in the CIC capstone classes. The following courses are piloting a CIC curriculum and should have at least one assignment that could be used: Eco 4100 (1 section), Mkt 5750 (4 sections), CIS 5800 (1 section), Mgt 3800 (1 section), and Acc 5400 (2 sections). Faculty teaching these courses will be contacted about providing the assessors with several papers selected at random to assess.

It was requested that each departmental representative bring an outline describing "proficiency in the major" to the next meeting. The committee will address how these assessments may be integrated into the capstone major course.

The next meeting was set for April 5, 2005 at 11:30 AM.

The meeting was adjourned at 1:35PM.

BBA Learning Assurance Committee Minutes of February 22, 2005

The minutes of the February 8, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on February 22, 2005 were Glenn Albright, Al Booke, Michael Carew, Ajay Das, Dorothy Dologite, Elsie Gottlieb, Matthew Johnson, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute, John Choonoo, Director of Institution Research, Paula Berggren and Cheryl Smith from the English Department and WAC Coordinator, and Zicklin faculty designing and teaching CIC capstone courses. Those faculty were Donald Schepers, Michael Stauffer, Andy Grein, Gloria Thomas, and Barry Dumas.

The latest revision of the BBA Learning Assurance Written Worksheet was distributed. The worksheet divides writing skills into four subcategories: Thesis/Focus; Evidence; Structure and Style. After considerable discussion a revision was agreed upon. Ed Rogoff in collaboration with Cheryl Smith agreed to update the form. We will ask Debra Dookeran to provide an outline similar to the one used in oral communication. The format will use a 3 point scale: 3= Exceeds expectations; 2= Meets expectations; 1= Below expectations; 0= Not applicable.

The faculty representatives teaching CIC courses provided feedback regarding the suitability of the checklist for their courses. In some courses it wasn't clear if there is a writing assignment that is an appropriate vehicle for this assessment. The CIC faculty felt that distribution of the checklists at the outset of their courses would clarify what skills are important and what students need to include in their papers and presentations.

Further discussion of where and how the assessments for the oral and written learning goals will be conducted will occur at the next meeting. We expect to have faculty working on other CIC capstone courses attend the next meeting.

The meeting was adjourned at 1:05PM. The next meeting was set for March 8, 2005 at noon. We will try and provide lunch for that meeting.

BBA Learning Assurance Committee Minutes of February 8, 2005

The minutes of the January 25, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on February 8, 2005 were Glenn Albright, Al Booke, Michael Carew, Ajay Das, Dorothy Dologite, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, Hedda Nadler-Hurvich, Ed Rogoff, Bill Rulan, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich from the Schwartz Communication Institute, Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies, David Potash, Associate Provost, John Choonoo, Director of Institution Research, and Paula Berggren and Cheryl Smith from the English Department and WAC coordination, respectively.

The latest revision of the BBA Learning Assurance Oral Communication Worksheet was distributed. The Committee reviewed it and made additional suggestions. Prof. Booke agreed to update the form. The final form will be posted on the Assurance of Learning Bb site. The final format uses a 3 point scale: 3= Exceeds expectations; 2= Meets expectations; 1= Below expectations. The form also allows for a not applicable response (0). There are 12 items on the form and up to 5 individuals can be rated on one worksheet. There also is a place for an overall group rating for each item if desired.

Next the committee continued its discussion of assessing written communication. The guests were updated as to the charge of the committee. It was explained that we are looking to perform summative assessment of our students prior to their graduation. We have a protocol that we will test out in BPL 5100 (in spring 2005) for oral communication. Our next objective is to design an assessment protocol for written communication. Ed Rogoff had created a list of writing issues dated December 27, 2004 (distributed to everyone). The current task is how to redesign these 34 issues into a format that can be used for assessment of our BBA students.

Cheryl Smith provided a structure and a rationale for considering many of the “issues” enumerated by Ed Rogoff. Using four categories, suggested by the English department faculty *focus; evidence; structure; style*, the committee went through the 34 items on the original list and deleted some and re-sorted others. It was agreed that Ed Rogoff and Cheryl Smith would work together to provide the committee with a working draft of a checklist for the next meeting. It also agreed that faculty working on CIC capstone courses within each major would be invited to the next meeting. The plan for the next meeting is to determine if the CIC capstone courses have assignments that could be assessed by the writing protocol we are designing.

The meeting was adjourned at 1:10PM. The next meeting was set for February 22, 2005 at 11:30AM.

BBA Learning Assurance Committee Minutes of January 25, 2005

The minutes of the January 11, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on January 25, 2005 were Al Booke, Michael Carew, Ajay Das, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich and Dan Simmonds from the Schwartz Communication Institute, Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies, and David Potash, Associate Provost.

The following items were distributed: a revised rating sheet for oral communication skills and a handbook on the CPE.

The committee discussed whether or not the CPE exam could be used as an assessment instrument for written communication. Mikhail described the exam and answered questions about when the test was administered and the pass rate. The committee unanimously agreed that the exam was given too early in a student's career (between 45-60 credits) and Baruch has too high a pass rate to be an effective assessment instrument for our graduating BBA students.

Dan Simmonds provided additional videos of student presentations in BPL for the committee to watch. Steve Schnaars distributed the revised checklist and we began to watch the videos. After watching the tape there was discussion about some of the items on the checklist. We watched parts of several other tapes and agreed that we would try and finalize the checklist for the next meeting. Debra Dookeran agreed to help format the checklist so that it fit on one sheet and would be easier to use. It also was agreed that there would be column for individual performance and group performance.

The meeting was adjourned at 1:00PM. The next meeting was set for February 8, 2005 at 11:30AM.

BBA Learning Assurance Committee Minutes of January 25, 2005

The minutes of the January 11, 2005 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on January 25, 2005 were Al Booke, Michael Carew, Ajay Das, Debra Dookeran, Matthew Johnson, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich and Dan Simmonds from the Schwartz Communication Institute, Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies, and David Potash, Associate Provost.

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The meeting was adjourned at 1:00PM. The next meeting was set for February 8, 2005 at 11:30AM

BBA Learning Assurance Committee Minutes of January 11, 2005

The minutes of the December 21, 2004 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on January 11, 2005 were Al Booke, Michael Carew, Ajay Das, Hedda Nadler-Hurvich, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich and Dan Simmonds from the Schwartz Communication Institute, Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies, David Potash, Associate Provost, and Rob Ducoffe, Associate Dean ZSB.

The following items were distributed: a rating sheet for oral communication skills, a revision of writing issues (dated Dec. 27, 2004), a student reference handout and case presentation rating sheet from the Schwartz Communication Institute. Professor Booke distributed a Guide for Oral Presentations that is part of material used in BPL 5100. Also distributed were a draft of the BBA Learning Goals for OB/HRM Major and the learning goal for Analytical and Technological Skills.

Dan Simmonds, a fellow in the Schwartz Institute selected some videotapes of oral presentations in BPL for the committee to watch. Prior to playing the tapes, there was further discussion about the rating sheet that was prepared by Professor Schnaars. In light of the other materials that were distributed some of the items on the Oral Communication Skills Assessment Instrument were re-phrased. Overall the instrument was shortened.

David Potash inquired if the committee was doing formative or summative assessment. After the terms were clarified, it was agreed that all of the assessments for the BBA were to be summative. It was explained by Phyllis Zadra that shortly we would begin to map the curriculum to determine where (in which specific courses) the learning goals were being taught and to what extent. That information will be important as we move forward to provide additional or better executed opportunities for students to develop the learning goals deemed important by the Zicklin faculty.

After more discussion, we watched two student presentations and each of us attempted to use the assessment instrument to record our observations. Additional modifications were made to the instrument. It was agreed that for the purposes of the summative assessment a 3 point scale was more suitable. The scale would be 1) below the standard; 2) met the standard; and 3) exceeded the standard.

Steve Schnaars agreed to revise the instrument for the next meeting. At that time we will watch a few more students to determine if the instrument is suitable to be used in a pilot assessment of oral communication in BPL in spring 2005. Dan Simmonds will bring additional tapes to the next meeting.

Mikhail Gershovich will bring some writing samples that the Institute has collected to facilitate discussion regarding an assessment instrument/approach for written communication.

The meeting was adjourned at 1:00PM. The next meeting was set for January 24, 2005 at 11:30AM.

BBA Learning Assurance Committee Minutes of December 21, 2004

The minutes of the December 2, 2004 meeting of the BBA Learning Assurance Committee were approved.

The meeting began at 11:30 AM. In attendance on December 21, 2004 were Glenn Albright, Al Booke, Michael Carew, Ajay Das, Hamou ElBarmi, Dorothy Dologite, Elsie Gottlieb, Hedda Nadler-Hurvich, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, Ashok Vora, and Phyllis Zadra.

Attending as guests were: Mikhail Gershovich, Suzanne Epstein and Dan Simmonds from the Schwartz Communication Institute and Mark Spergel, Director of the CUE Program and adjunct professor in Communication Studies.

The following items were distributed: a revision of oral communication skills, a revision of written communication issues, a draft of BBA Learning Assurance goals for economics majors, a draft of learning goals for BPL 5100, learning outcomes of the BBA Degree Program of the Fox School of Business, Temple University, and the Writing Goals Inventory from the Designing and Assessing Courses and Curricula by Diamond.

Phyllis Zadra read a passage from "A Conversation with Milton Blood: The New AACSB Standards". The section was chosen to re-emphasize the mission of the BBA Learning Assurance Committee. It discussed the importance of focusing on measuring learning. Mr. Blood used the example of oral communication as a possible goal and the need to set up an operational definition that could be measured. Blood said the school would need to develop a scoring procedure and assess whether students meet the goal. It is not necessary to have the assessment completely separate from required coursework, but it is necessary to have separate measures of the specific learning goal. If the oral

communication were embedded in a marketing course for example, there would be a grade given for the content (presumably marketing) and a separate scale that would rate oral presentation skills as the school defined it. The scale may look at items such as fluency, understandably, etc.

Members of the committee asked what might happen to our accreditation if our students do not meet the goals set by the committee. It was clarified that AACSB is just beginning to introduce the concept of assurance of learning. At the visit in February, they will be looking to see whether or not Zicklin is working toward a feasible plan to evaluate if our students are meeting our goals. Once we establish a plan and do pilot testing, we will go need to survey our curriculum to determine where these skills are taught and how they can be more effectively taught and reinforced. The articulation and clarification of what we want our students to learn by the time they graduate may itself change content and pedagogy. However, we will need to survey our entire curriculum, starting with Bus 1000, to determine what opportunities are available for our students to learn and practice each of the learning goals. It is very important that students and faculty know what the learning goals are and realize that these are overarching skills that should be attained by the time our students graduate.

There was a discussion of the oral communication goal that Steve Schnaars had revised. There were suggestions to include additional skills, i.e. transitional skills, responding to the assignment appropriately, etc. We discussed what type of scale would be best when judging student performances. It was suggested that a five-point scale be used. Others recommended a shorter scale. We agreed we would watch some presentations of students in BPL 5100 and see if one scale seemed superior to another.

The Committee looked at the Writing Goals Inventory and determined that Ed Rogoff's list was better suited to our needs. The points on Ed's scale were discussed. Both Steve and Ed agreed that they would do another revision of written and oral communication in a checklist format with a 5-point scale.

Dorothy Dologite asked for a clarification of what we expected to accomplish in the short term. We will look to have a plan for a pilot testing of oral and written communication for spring 2005. We will also continue to move forward on our definition of ethical decision-making. In addition, each representative should work with members of her/his own department to streamline the learning goals for the majors.

A meeting during the January break was set. Suzanne and Dan will provide tapes of student presentations from BPL 5100 for the group to look at in conjunction with the oral checklist.

The meeting was adjourned at 1PM.

BBA Learning Assurance Committee Minutes of December 2, 2004

The minutes of November 4th meeting of the BBA Learning Assurance Committee were approved.

In attendance on December 2, 2004 were Glenn Albright, Al Booke, Ajay Das, Dorothy Dologite, Debra Dookeran, Elsie Gottlieb, Matthew Johnson, Hedda Nadler-Hurvich, Ed Rogoff, David Rosenberg, Steven Schnaars, Judy Tse, and Phyllis Zadra.

Hedda Nadler-Hurvich was introduced. She is the business consultant to the committee. Ms. Nadler-Hurvich is Professor Ann Brandwein's sister and a graduate of Baruch. She currently has a public relations firm in Manhattan (Mount & Nadler) that represents firms in financial services areas. She has experience in advertising, direct marketing, online advertising and is very familiar with financial services companies. Ms. Nadler-Hurvich is an employer and works with employees in many different companies. She also volunteers as a mentor to our MBA program.

Phyllis Zadra thanked Ms. Nadler for volunteering to work with the BBA committee and bringing her perspective as an employer to the group.

The members of the committee had completed a number of assignments and those were shared. (That information is also posted on the Bb site.) Drafts of the learning goals of the majors were distributed along with the refined definitions of the seven goals.

It was agreed that the committee would look at the seven overall BBA goals first. There was a discussion of what should be included in the oral communication goal and how it would be assessed. It was pointed out that we need to understand at what level our students begin (with regard to oral communication). It also was agreed that it is essential that we need to define oral communication and determine a standard that will be assessed at the end of the BBA program. If students do not meet the standard, they will not be held accountable in our pilot assessment program. We are looking for data that will inform us about our current curriculum.

It was agreed that we will find out where there are opportunities for oral communication within the curriculum as it currently is structured. It was suggested that there are some courses may need to be revised so as to increase the number of opportunities for public presentations and oral discussion.

The committee discussed how to determine good oral communication. Issues regarding stuttering and accents were considered. We clarified what would be meant by students meeting the standard. Matt Johnson explained that we would want an easy kind of check off with only two or three choices "met the standard, exceeded the standard, did not meet the standard". It was suggested that by using neutral evaluators rather than the instructor, there is a more objective look at performance.

In the end, we are looking to find our oral communication performance baseline level (as observed in BPL 5100) in spring 2005. After we determine a baseline we will need to consider if the curriculum needs fixing, where and how.

It was agreed that Prof. Schnaars would revise oral communication and put it into checklist form.

The Committee continued looking at the description of written communication drafted by Prof. Rogoff. There was a lengthy discussion of errors and responsibility regarding writing. There was a discussion about accents and if that detracts from communication effectiveness. It was generally agreed that the end product (either written or oral) must be understandable. Prof. Albright informed the committee about making writing opportunities in his large psychology course.

Prof. Rosenberg led the conversation on ethical decision-making. It was agreed to determine where these issues are discussed in the curriculum. The committee felt that ethics is covered in many courses but that students had various interpretations of what constitute ethical choices. The committee agreed that students could not be assessed on ethical choices, but rather if they were aware of the ethical dilemmas. The option of embedding an ethical question in each of the finals of the major capstone courses was suggested as a possible way to assess this goal. It was suggested that we measure the number of times students are exposed to ethical problem/questions in their courses.

The next committee meeting was set. It was agreed that we would invite some of the communication consultants from the Schwartz Communication Institute to join us at the next meeting.

Minutes of the November 4, 2004 BBA Learning Assurance Committee

The first meeting of the BBA Learning Assurance Committee met at 11:30 AM on November 4, 2004. In attendance were Al Booke, Ajay Das, Dorothy Dologite, Debra Dookeran, Rob Ducoffe, Hamou El Barmi, Matthew Johnson, Ed Rogoff, David Rosenberg, Bill Ruland, Steven Schnaars, Ashok Vora, and Phyllis Zadra. After introductions, Phyllis Zadra explained the need for the learning assurance committee and what its tasks will be. A significant portion of the work of the committee will be required during the next few months. It will be necessary to operationalize the learning goals adopted by the ZSB faculty and to determine where, when and how those goals may be assessed.

Rob Ducoffe amplified the definition of learning assurance as described by AACSB and the methods by which it may be measured. He indicated that course grades were not acceptable measures of learning assurance. The committee discussed other possible ways to measure the goals and where they may be measured. It was agreed that BPL was a likely candidate for much of the assessment. The assessment system was clarified for the committee. Assessment is not a back door to evaluate faculty teaching and it will not be used in any punitive way toward students. Assessment is a method by which we can analyze if students who complete the Baruch BBA program demonstrate the skills and competencies that the Baruch faculty believes are essential. Information gathered in the assessment will be used to evaluate curriculum and should provide data about areas of the existing curriculum that could be made more effective.

It is expected that some assessment instruments will be piloted in the spring 2005 semester both for the overall BBA learning goals and for discipline specific goals. The AACSB re-accreditation team will be on campus in late February 2005 and we need to have an assessment plan with a timetable drafted at that time.

Assignments to elaborate on the current definitions of the seven BBA learning goals were distributed. They are:

Analytical and Technological Skills	Debra Dookeran and Dorothy Dologite
Communication Skills: Oral	Steve Schnaars
Communication Skills: Written	Ed Rogoff
Civic Awareness and Ethical Decision-making	David Rosenberg
Global Awareness	Askok Vora and Bill Ruland
General Education	Phyllis Zadra
Business knowledge/Integrative Abilities	Al Booke and Ajay Das

Dorothy Dologite suggested that we have a Bbsite in order to post information and share ideas. It was agreed that Phyllis would have one built.

Handouts were distributed including the learning assurance guidelines from AACSB, and excerpts from Designing & Assessing Courses & Curricula by Robert M. Diamond. Rob Ducoffe promised to order additional copies of the Diamond book so that committee members could use it as a reference.

The next meeting was set for Thursday, December 2, 2004 at 11:30 AM.

Respectfully submitted by,

Phyllis Zadra

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The first meeting of the BBA Learning Assurance Committee met at 11:30 AM on November 4, 2004. In attendance were Al Booke, Ajay Das, Dorothy Dologite, Debra Dookeran, Rob Ducoffe, Hamou El Barmi, Matthew Johnson, Ed Rogoff, David Rosenberg, Bill Ruland, Steven Schnaars, Ashok Vora, and Phyllis Zadra. After introductions, Phyllis Zadra explained the need for the learning assurance committee and what its tasks will be. A significant portion of the work of the committee will be required during the next few months. It will be necessary to operationalize the learning goals adopted by the ZSB faculty and to determine where, when and how those goals may be assessed.

Rob Ducoffe amplified the definition of learning assurance as described by AACSB and the methods by which it may be measured. He indicated that course grades were not acceptable measures of learning assurance. The committee discussed other possible ways to measure the goals and where they may be measured. It was agreed that BPL was a likely candidate for much of the assessment. The assessment system was clarified for the

committee. Assessment is not a back door to evaluate faculty teaching and it will not be used in any punitive way toward students. Assessment is a method by which we can analyze if students who complete the Baruch BBA program demonstrate the skills and competencies that the Baruch faculty believes are essential. Information gathered in the assessment will be used to evaluate curriculum and should provide data about areas of the existing curriculum that could be made more effective.

It is expected that some assessment instruments will be piloted in the spring 2005 semester both for the overall BBA learning goals and for discipline specific goals. The AACSB re-accreditation team will be on campus in late February 2005 and we need to have an assessment plan with a timetable drafted at that time.

Assignments to elaborate on the current definitions of the seven BBA learning goals were distributed. They are:

Analytical and Technological Skills	Debra Dookeran and Dorothy Dologite
Communication Skills: Oral	Steve Schnaars
Communication Skills: Written	Ed Rogoff
Civic Awareness and Ethical Decision-making	David Rosenberg
Global Awareness	Askok Vora and Bill Ruland
General Education	Phyllis Zadra
Business knowledge/Integrative Abilities	Al Booke and Ajay Das

Dorothy Dologite suggested that we have a Bbsite in order to post information and share ideas. It was agreed that Phyllis would have one built.

Handouts were distributed including the learning assurance guidelines from AACSB, and excerpts from Designing & Assessing Courses & Curricula by Robert M. Diamond. Rob Ducoffe promised to order additional copies of the Diamond book so that committee members could use it as a reference.

The next meeting was set for Thursday, December 2, 2004 at 11:30 AM.

Respectfully submitted by,

Phyllis Zadra

Appendix E: Links to Other Relevant Documents

In order to reduce the size of the Periodic Review Report to more manageable levels while providing as complete a picture of the College as possible, we are providing links to key sites that will permit access as needed. As some of these sites are available through the College's intranet, we have provided access procedures, as described below.

Strategic Planning Blackboard Site

In addition to listings of the membership of the Strategic Planning Council, committees and task forces that are participating in the process, this site also contains a variety of planning documents and materials. While some of these have direct links (beginning http) others will require accessing the Strategic Planning Blackboard site. This can be done by going to the Baruch homepage at <http://baruch.cuny.edu>, moving to the "Computing" tab, and clicking on Blackboard. From that page click on Blackboard in the phrase "Login directly to Blackboard (for registered users only)". This will bring you to the login screen. Special access has been given to the Middle States reviewers and the Portal Username is: bbaruch and the Password is: middlestates.

Links found at the site include:

1. Presidential Commission Report: A Five Year Academic Program Plan Covering 1998-2003
http://www.baruch.cuny.edu/facultyhandbook/documents/PresComm1998-03_000.pdf
2. 2000 Middle States Self Study
http://www.baruch.cuny.edu/president/middlestates/baruch_college_self-Study_report1.doc
3. 2003 DRAFT Strategic Plan, not implemented
[BaruchStrategicPlan_101603.doc](#)
4. 2003 Task Force on Achieving Parity
[Achieving_Parity_TF_Final_Report.doc](#)
5. 2003 Task Force Report on Entrepreneurial Activities
[Taskforce_for_Entrepreneurial_Activities_July_2003.doc](#)
6. 2003 Task Force on Tuition
[Tuition_Taskforce_August_2003.doc](#)
7. 2003 Task Force on Productivity
[Productivity_Taskforce_Report.pdf](#)
8. 2003 Task Force on Student Aid
[Student_Aid_TF_Final_Report.doc](#)
9. 2003 Task Force on Scheduling
[Task_Forceon_Scheduling_Update_April_03.do](#)

10. 2003 Task Force on Scheduling Update Aug 03
[Student Affairs Taskforce Update August 03.doc](#)

11. 2003 Task Force on Scheduling Update July 04
[Task Force on Scheduling Update July 04.doc](#)

12. Office of College Advancement
[strategic goals FY05.doc](#)

13. Zicklin School of Business
[AACSB Strategic Plan ZSB December 2004.doc](#)

14. School of Public Affairs Strategic Directions
[SPA strategic directions v5 March 2005.doc](#)

15. Newman Library 1998-2002
[Library Strategic Plan May 1998.doc](#)

Zicklin Task Force Reports and Strategic Planning Documents

The Zicklin Intranet Site also contains a variety of reports from faculty task forces, strategic planning documents, and the self-study reports submitted to AACSB International. These can be found at: <http://aux.zicklin.baruch.cuny.edu/Index5.htm>

The list below provides a summary of what can be found at that site:

Zicklin Strategic Planning Documents

- **Zicklin School Documents for AACSB**
 - [Executive Summary, ZSB](#) (Dec. 2004)
 - [Faculty Management, ZSB](#) (Dec. 2004)
 - [Summary of Faculty Sufficiency in Discipline and School, ZSB, Table 1](#) (Dec. 2004)
 - [Summary of Faculty Sufficiency by Degree Program, ZSB, Table 2](#) (Dec. 2004)
 - [Summary of Faculty Intellectual Contributions and Qualifications, ZSB, Table 3](#) (Dec. 2004)
 - [Faculty Qualifications by Degree Program, Credit Hour Analysis, ZSB, Table 4](#) (Dec. 2004)
 - [Strategic Plan](#) (Dec. 2004)
 - [Financial Strategies, ZSB, Table 1](#) (Dec. 2004)
 - [Faculty Analyses for Executive MS in Finance, ZSB, Table 2 and 3](#) (Dec. 2004)
- **Stan Ross Department of Accountancy Documents for AACSB**
 - [Accreditation Maintenance Report 2005](#)
 - [Curriculum Administration and the Quality of Instruction 2004](#)
 - [Faculty Resource Plan 2004-2005](#)

- o [Strategic Plan 2004-2005](#)

Task Force Reports:

- [Draft Report: Task Force on the Doctoral Program](#) (27 pages, pdf format).
- [Final Report by the Task Force on Research](#) (45 pages, pdf format).
- [Report by the Task Force on Executive Education](#) (7 pages, pdf format).
- [Task Force Reports](#)
- [Teaching Task Force: Findings & Recommendations](#) (27 pages, pdf format)

Other Planning Documents:

- [AACSB Adjunct Faculty Assessment Memo to Zicklin Adjunct Faculty](#) (Nov. 2003)
- [AACSB Faculty Assessment Memo to Zicklin Full-Time Faculty](#) (Sep. 2003)
- [Adjunct Faculty Participation Summary Form](#)
- [Administrative Reorganization of Executive and Executive-Style Programs, Memo](#) (May 2004)
- [Baruch College: Strengthening Undergraduate Education, 2004-2005](#)
- [Economics Self-Study Draft](#) (Aug. 2004)
- [Marketing Department PhD Task Force Report](#) (Draft, Dec. 2004)
- [MBA Supplementary Tuition, Revenue and Expenses](#) (May 19, 2004)
 - o [Part 1](#)
 - o [Part 2](#)
 - o [Part 3](#)
- [Memo to Marketing Faculty from the Executive Committee on the Professional Development Fund](#) (July 2004)
- ["Mission Review Survey: Purposes, Results, Implications," PowerPoint Presentation](#) (May 2002)
- National Survey of Student Engagement Summary Documents
 - o [CUNY Baruch 2000-2002-2003 Comparison Report](#)
 - o [CUNY Baruch 2003 Benchmark Report](#)
 - o [NSSE Benchmark Comparison](#)
 - o [NSSE Historical Performance](#)
- [Peer and Aspirant School Data Comparison for 2003-2004](#)
- [Proposal For An MBA Tuition Increase at the Zicklin School of Business](#) (Aug. 2001)
- Recruiting Effort, Memoranda for Department of Economics and Finance
 - o [Recruiting Report 2001-2002](#)
 - o [Recruiting Report 2002-2003](#)
 - o [Recruiting Report 2003-2004](#)
- [Retention, Support Committee, Zicklin School of Business: Report and Recommendations](#) (Feb. 2002)
- Service Excellence Initiative

- [Article from the Ticker](#) (May 2004)
- [Presentation to Dean Elliott](#) (Jan. 2004)
- [Project 100: 100 Days to Better Service, Final Project Report](#) (July 2004)
- [Zicklin Executive Education, Baruch College: Faculty and Administration Executive Briefing](#) (Draft, Aug. 2004)
- [Starr Global Student Initiative](#) (Draft PowerPoint Presentation, Fall 2004)
- [Strategic Planning Report, Department of Law](#) (Sep. 2003)
- [“Summer Research Awards and New Policy on Research Release-Time.” Memo](#) (Dec. 2003)
- Teaching Excellence
 - [Adjunct Highest Evaluation 2004](#)
 - [Faculty Highest Evaluation Fall 2003](#)
 - [Sample Memo to a Professor for Teaching Excellence Award](#) (Mar. 2004)
- [Zicklin Leadership Initiative](#)
- [Faculty Publications in A-Level Journals for Financial Times Survey](#)

Faculty Handbook Site

The Faculty Handbook site provides access to a wealth of information. This site can be reached at: <http://www.baruch.cuny.edu/facultyhandbook/>

We have included a complete listing of the index for this site in Appendix F. However, listed below are a few direct links to specific items that are particularly relevant for the PRR.

1. [Academic Integrity Website: Principles, Policies, Procedures, and Links](#)

(<http://www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm>)

2. [Acronyms \(and abbreviations, shorthand references, names of venues etc.\)](#)

(<http://www.baruch.cuny.edu/facultyhandbook/Glossaries.htm>)

3. [Adjunct Handbook](#)

(<http://www.baruch.cuny.edu/facultyhandbook/adjunct/>)

4. [Administrative Organization of Baruch College](#)

(http://www.baruch.cuny.edu/facultyhandbook/admin_organization.htm)

5. [Baruch College Course *Bulletin*](http://www.baruch.cuny.edu/bulletin/) (UG and G in PDF format)
(<http://www.baruch.cuny.edu/bulletin/>)
6. [Baruch College Governance Charter](http://www.baruch.cuny.edu/administration/chartersselect.html)
(www.baruch.cuny.edu/administration/chartersselect.html)
7. [Bylaws](http://www.baruch.cuny.edu/facultyhandbook/governance_docs.htm) (schools, general faculty, CUNY Board of Trustees, etc.)
(http://www.baruch.cuny.edu/facultyhandbook/governance_docs.htm)
8. [CIC Communication Intensive Courses](http://www.baruch.cuny.edu/facultyhandbook/communication.htm)
(<http://www.baruch.cuny.edu/facultyhandbook/communication.htm>)
9. [CUNY Master Plan 2000-2004](http://www1.cuny.edu/textonly/events/breaking/mplan_tableoc.html)
(http://www1.cuny.edu/textonly/events/breaking/mplan_tableoc.html)
10. [*Faculty Guide to Student Academic Integrity*](http://www.baruch.cuny.edu/academic/academic_integrity.htm)
(www.baruch.cuny.edu/academic/academic_integrity.htm)
11. [Honors Programs](http://www.baruch.cuny.edu/facultyhandbook/honors.htm) (Undergraduate)
(www.baruch.cuny.edu/facultyhandbook/honors.htm)
12. [Immigration Guide for Faculty](http://www.baruch.cuny.edu/facultyhandbook/ImmigrationGuide.htm)
(www.baruch.cuny.edu/facultyhandbook/ImmigrationGuide.htm)
13. [Learning Communities](http://www.baruch.cuny.edu/facultyhandbook/freshman_prog.htm)
(www.baruch.cuny.edu/facultyhandbook/freshman_prog.htm)
14. [Middle States](http://www.baruch.cuny.edu/facultyhandbook/middle_states.htm)
(www.baruch.cuny.edu/facultyhandbook/middle_states.htm)
15. [Mission Statements](http://www.baruch.cuny.edu/facultyhandbook/missions/mission_statements.htm) (College, Departments, etc.)
(www.baruch.cuny.edu/facultyhandbook/missions/mission_statements.htm)
16. [Strategic Plan for Baruch College](http://www.baruch.cuny.edu/facultyhandbook/StrategicPlan.htm)
(www.baruch.cuny.edu/facultyhandbook/StrategicPlan.htm)
17. [*Student Guide to Academic Integrity*](http://www.baruch.cuny.edu/facultyhandbook/documents/StudentGuidePDF.pdf)
(www.baruch.cuny.edu/facultyhandbook/documents/StudentGuidePDF.pdf)

18. [Whiting Fellowships](#)

(www.baruch.cuny.edu/facultyhandbook/WhitingFellowships.htm)

Other links

1. CUNY Home Page

(www.cuny.edu)

2. CUNY Master Plan 2004-2008

(http://www1.cuny.edu/portal_ur/content/2004/chancellor/masterfinal.pdf)

Appendix F: Alphabetical Index of the Faculty Handbook

If you are using the electronic version of the PRR, by clicking on any item your web browser should take you to the appropriate page.

[AACSB Standards](#) (Re: Zicklin School reaccreditation)

[AACSB Ethics Education Resource Center](#) (includes draft report on ethics education in B schools)

[AAUP Documents](#)

[Abbreviations \(and acronyms, shorthand references, names of venues etc.\)](#)

[Academic Advisement \(undergraduate\): Center for Advisement and Orientation](#)

[Academic Calendar and Scheduled Due Dates for Fall 2004](#)

[Academic Calendar for Spring 2005](#)

[Academic Calendar for Summer 2005](#)

[Academic Calendar for Fall 2005](#)

[Academic Integrity Website: Principles, Policies, Procedures, and Links](#)

[Access Policies](#) (to offices etc.)

[Access Policies during Off-Hours](#)

[Access Policies for Guests](#)

[Acronyms \(and abbreviations, shorthand references, names of venues etc.\)](#)

[*Adjunct Handbook*](#)

[Adjunct Payroll - Summer 2005](#)

[Administration File](#)

[Administrative Organization of Baruch College](#)

[Administrator Contact Information](#)

[Admissions](#)

[Advisement \(academic\)](#)

[Advisement and Orientation Website](#)

[Affirmative Action and Equal Employment Opportunity Policies](#)

[Annual Faculty Recognition Ceremony](#)

[Annual Inventory of Off-Campus Equipment](#)

[Annual Teaching and Technology Conference](#)
[ARC \(Athletic Recreation Complex\)](#)
[Archived Entries](#)
[Arts at Baruch](#)
[Athletic Recreation Complex \(ARC\)](#)
[Attendance](#)
[Awards](#) (Presidential Excellence Awards)
[Baruch College](#) (Introduction)
[Baruch College Course *Bulletin*](#) (UG and G in PDF format)
[Baruch College Directory](#)
[BCF Baruch College Fund](#)
[Baruch College Governance Charter](#)
[Baruch in the Media](#)
[BaruchSpeak](#) (Shorthand references, abbreviations, names of venues etc.)
[Benefits](#) (faculty, HEO series, classified staff, adjuncts, college assistants)
[Bernard L. Schwartz Communication Institute](#)
[Binders: Personnel Review Binders](#) (for Reappointment, Tenure, and Promotion)
[Blackboard Information](#) (and training schedule)
[Block Programming](#)
[Bookstore](#)
[BPAC Baruch Performing Arts Center](#)
[Bridge Fund Program](#)
[Briloff Prizes](#) (the Abraham J. Briloff Prizes in Ethics)
[Budget](#) (CUNY's analysis of state budget, 8/24/04)
[Budget](#) (VP Specter's report to the Faculty Senate 11/4/04 & other documents)
[Buildings at Baruch](#) (the campus)
[Bulletin](#) (UG and G)
[Business Cards](#)
[Bylaws](#)
[Calendar \(Academic\) for Spring 2005](#)

[Calendars \(for Summer and Fall 2004\)](#)
[Campus Directory](#)
[Campus: the Baruch College Campus](#)
[CAPS Continuing and Professional Studies](#)
[CAPS "Idea Exchange"](#)
[Career Development Center](#)
[Celebration of Faculty Scholarship and Creative Achievement](#)
[Center for Advisement and Orientation](#)
[Centers and Institutes](#)
Cheating (see [Academic Integrity](#))
[CFP Coordinated Freshman Programs](#)
[Check Request Form \(BCF\)](#)
[Childcare](#)
[Children on Campus](#)
[*Chronicle of Higher Education*](#)
[CIC Communication Intensive Courses](#)
[CIC Guidelines](#)
[City University of New York \(CUNY\)](#)
[Claim Forms](#) (GHI, dental plan, flexible spending account)
[Classroom "Management"](#)
[Classroom Technology](#) (and training schedule)
[Closings due to weather](#)
[Clubs](#) (student)
[Conference on Information Literacy](#) (March 11, 2005)
[Committee Membership](#)
[Communication Intensive Courses \(Bernard L. Schwartz Communication Institute\)](#)
[Computing at Baruch College](#)
[Continuing and Professional Studies \(CAPS\)](#)
[Contract \(PSC\)](#)

[Coordinated Freshman Programs \(CFP\)](#)
[Counseling Center](#)
[Courses](#) (UG and G *Bulletins*)
[CPE CUNY Proficiency Exam](#)
[CUNY Bylaws](#)
[CUNYeNews](#) (includes 8/04 analysis of the state budget)
[CUNY eMail](#)
[CUNY Information Technology Conference](#)
[CUNY Master Plan 2000-2004](#)
[CUNY News](#) (information and communications of current interest; also many links)
[CUNY Online](#) (memorandum and forms)
[CUNY Portal](#)
[CUNY Portal - tutorial on registering](#)
[CUNY: The Pride of the City](#) (Address by Benno C. Schmidt, Jr., Dec. 2003)
[CUNY Student Survey](#) (spring 2002)
[CUNY Transfer Policies](#)
[CUNY Website](#)
[CUNY-wide Faculty Development Program for 2005](#) (CUNY-wide)
[Curriculum Forms](#)
[Curriculum Issues](#)
[CV \(Official form for Curriculum Vitae\)](#)
[DegreeWorks](#) (an on-line student degree audit and advising system)
[Demographic Information](#) (Student Survey, spring 2002)
[Digital Media Library](#) (DML)
[Directory](#)
[Disabilities](#) (information related to students with disabilities)
[Discipline Problems](#)
[Duplicating Services](#) (photocopying)
[Email](#)

[Emergency Closings \(due to weather\)](#)

[Emergency Procedures](#)

[Engagement](#) (student)

[Enrollment](#) (A Strategic Look: Provost Dannenbring's report to the Faculty Senate 12/2/04)

[Equipment Inventory](#)

[Ethics Education Resource Ctr](#) (includes draft of AACSB report on ethics ed. in B schools)

[Ethics Prize \(Abraham J. Briloff -- students and faculty\)](#)

[Ethics Prize \(Elie Wiesel -- national competition for undergraduates\)](#)

[Ethics Week 2005](#) (April 11-15, 2005)

[Ethics Law Memo to Faculty Filers](#)

[Ethics Seminar](#) (Spring 2003)

[Ethics Sites Online](#)

[Ethics Statement of the AAUP](#)

[Eugene M. Lang Junior Faculty Research Program](#)

[Evaluation](#) (2003 memo on revising the student evaluation; links to April 05 Committee Report, cognitive validation report, and proposed new evaluation instrument)

[Evaluation](#) (peer observation)

[Exam Creation and Proctoring](#)

[Exam Retention](#) (and rosters etc.)

[Exam Schedule](#) (Final Exams, Spring 2005)

[Excellence Awards](#) (Performance Excellence Awards)

[Excellence Awards](#)(Presidential Excellence Awards)

[Executives-on-Campus](#)

[Facilities Request Form](#)

[Faculty Database \(research in the sciences, CUNY-wide\)](#)

[Faculty Development Program](#) (CUNY-wide)

[Faculty Development Seminars](#)

["Faculty Idea Exchange"](#)

[*Faculty Guide to Student Academic Integrity*](#)

[Faculty Lounges](#)

[Faculty Meetings](#) (School and Gen. Fac.)

[Faculty Office Hours](#)

[Faculty Research Seminars \(SPA\)](#)

[Faculty Recognition Event](#) (Celebration of Faculty Scholarship)

[Faculty Rights and Responsibilities](#)

[Faculty Roundtable on Student Writing - Spring 2005](#)

[Faculty Seminar Series](#)

[Faculty Senate](#)

[Fellowship Leaves/Awards](#)

[Filing Information \(memo to faculty regarding state ethics law\)](#)

[Final Exams - Creating and Proctoring](#)

[Final Exam Schedule](#) (Spring 2005)

[Financial Disclosure](#) (state ethics law)

[Fire Safety Instructions](#)

[Fitness Center](#)

[Forms](#) (curricular, reporting academic dishonesty, facilities etc.)

[Forms](#) (Human Resources -- new hire, medical etc.)

[Freshman Seminar](#)

[Freshman Year](#)

[General Faculty Meetings](#) (agendas, reports, minutes of upcoming meetings and archive of previous)

[Glossaries](#) (terms, abbreviations, and acronyms used at Baruch)

[Governance Charter](#)

[Governance Documents](#)

[Grade Challenges](#) (and other questions from students)

[Grades](#)

[Grades \(how long to retain them\)](#)

[Graduate Career Services, Zicklin School of Business](#)

[Grad Center \(of CUNY\): Interdisciplinary Study Opportunities](#)

[Graduate Programs/Advisement: SPA](#)

[Graduate Programs/Advisement: WSAS](#)

[Graduate Programs/Advisement: ZSB](#)

[Grants Office](#)

[Grants Workshop - January 2004](#) ("Introduction to Grants and Proposal Writing")

[Grid \(schedule\)](#)

[Guest Access Policies](#)

[Guide to Immigration for Faculty](#)

[Harman Writer-in-Residence Program](#)

[Health and Medical Forms](#)

[Health Plans](#) (Faculty)

[Healthcare](#) (Student)

[Honoraria and Travel Reimbursement](#)

[Honors Programs](#) (Undergraduate)

[HR Human Resources Department](#)

[ID Cards](#)

[Immigration Guide for Faculty](#)

[Information Literacy Conference](#) (March 11, 2005)

[Information Technology Conference \(CUNY 2004\)](#)

[Institutional Research and Program Assessment](#)

[Institutional Review Board \(IRB\)](#)

[Instructional Technology](#) (and training schedule)

[Integrative Learning Conference](#) (at LaGuardia CC, May 6, 2005)

[Intellectual Property Policy \(CUNY\)](#)

[Interdisciplinary Study Opportunities at The CUNY Graduate Center](#)

[International Faculty](#) (Development Program)

[International Faculty Immigration Guide](#)

[Internships](#)

[Introduction](#) (to Baruch College)

[Inventory of Off-Campus Equipment](#)

[Invisible Web](#) (on searching the internet more efficiently)

[Iraq](#) (links to information)

[IRB](#) (the Institutional Review Board)

[Job Descriptions](#) (for state ethics law - financial disclosure - waiver application)

[Jury Duty](#)

[Keys](#)

[Lang Fellowships](#)

[Learning Communities](#)

[Learning Styles \(CAPS workshop, 9-10 July\)](#)

[Leaves](#)

[Lecterns](#) (instruction manual for VC lecterns)

[Library](#)

[Life of Pi](#) links

[Mail](#)

[Major Codes](#) (Excel file)

[Making Connections](#) (CUNY General Education Conference on Integrative Learning)

[Media Library](#) (Digital Media Library - DML)

[Media Services](#) (general info)

[Media Services Request Form](#) (direct link to form)

[Medical Forms](#)

[Medical Services](#) (for students)

[Meetings of the Faculties of the Schools](#) (with links to agendas when available)

[Meetings of the General Faculty](#) (current and archived records)

[Mellon Fellowships at the CUNY Grad Center](#) (description and application)

[Mentoring of New Faculty](#)

[Middle States](#) (Reaccreditation Documents)

[Middle States Periodic Review Report Website](#)

[Mission Statements](#) (College, Departments, etc.)

[Multiple Position Reports](#)

[New Hire Information and Forms](#)

[New York State Ethics Law \(Memo for Faculty Filers\)](#)
[New York Times](#) (discounted subscriptions)
[Observation \(Peer\)](#)
[Off-Campus Equipment Inventory](#)
[Off-Hour Access](#)
[Office Hours](#)
[Ombuds](#)
[Oral Communication Skills](#) (faculty)
[Oral Communication Skills](#) (student)
[Organization Charts](#)
[PDF version of the Faculty Handbook](#)
[Peer Observations](#)
[Performance Excellence Awards](#)
[Personnel Issues](#) (Miscellaneous)
[Personnel Review Binders](#) (Format for Reappointment, Tenure, and Promotion)
[Photocopying](#)
[Photography Exhibition, June 2005](#) (information on entering)
[Plagiarism](#) (Definitions, Tutorial for Students, Procedures)
[Podium \(smart\)](#)
[Policies and Procedures](#) (HR site)
[Presidential Excellence Awards](#)
[Problems?](#)
[Proctoring Exams](#)
[Procurement Services](#) (purchasing procedures, receiving & stores, etc.)
[Promotion](#) (information on binders)
[Property Removal](#)
[PSC Professional Staff Congress](#) (faculty union/Baruch officers)
[PSC Contract](#)
[PSC CUNY Submission Tips](#)
[Public Affairs Week](#) (19-22 April 2004)

[Public Announcements](#) (announcement archive and posting link)

[Purchasing Procedures](#)

[Questions from Students](#) (not directly related to coursework)

[Reappointment](#) (information on binders)

[Receiving and Stores Requisition Form](#) (Excel spreadsheet)

[Records Retention](#) (exams, rosters etc.)

[Referring Students for Counseling](#)

[Registrar's Office](#)

[Repairs](#) (minor repairs to offices etc.)

[Reporting Form](#) (for violations of academic integrity)

[Research Aid](#) (on searching the internet more efficiently)

[Research Awards](#) (PSC)

[Research Policy](#) (Department of Law)

[Reserving College Facilities](#)

Residencies (see [Arts at Baruch](#))

[Retention of Records](#) (exams, rosters etc.)

[Roundtable on Student Writing - Spring 2005](#)

[Sabbaticals](#)

[SACC Student Academic Consulting Center](#) (Tutoring)

[Schedule: Spring 2005 Academic Calendar](#)

[Schedule: Due Dates for Spring 2005](#)

[Schedule: Summer 2005](#)

[Schedule: Fall 2005](#)

[Scheduling Grid](#)

[Scholar Incentive Awards](#)

[School Faculty Meetings](#) (and Gen. Fac.)

[Schwartz Institute \(Bernard L. Schwartz Communication Institute\)](#)

[Security/Public Safety](#)

[Self Study](#) (Institutional Self-Study Report, January 2000)

[Sexual Harassment](#)

["Smart" Lecterns](#)

[Special Assistance](#)

[SPAR Office of Sponsored Programs & Research](#) (Grants Office)

[Speaking](#) (student)

[Spring 2005 Academic Calendar](#)

[State Ethics Law \(Memo for Faculty Filers\)](#)

[Strategic Plan for Baruch College](#)

[Structure of the College](#)

[Student Academic Consulting Center](#) (SACC - Tutoring)

[Student degree audit and advising system on-line](#) (DegreeWorks)

[Student Engagement](#)

[Student Evaluation of Faculty](#) (2003 memo on revising the student evaluation; links to April 05 Committee Report, cognitive validation report, and proposed new evaluation instrument)

[*Student Guide to Academic Integrity*](#)

[Student Questions](#) (not directly related to coursework)

[Student Survey](#) (demographic and other information, spring 2002)

[Students with Disabilities](#) (information related to students with disabilities)

[Student Writing \(Faculty Roundtable - Spring 2005\)](#)

[Syllabus](#) (suggestions, with links to syllabi)

[Teaching and Technology Conference](#)

[Teaching Links](#)

[Teaching Nonnative Speakers](#) (tips)

[Teaching Technology](#) (and training schedule)

[Telephone System](#)

[Tenure](#) (information regarding binders)

[Times](#) (discounted subscriptions to The New York Times)

[Times of Classes](#) (scheduling grid)

[Transfer Policies](#) (CUNY's policies on intra-University transfers)

[Travel Reimbursement](#)

[Tutoring](#)

[Union \(PSC\)](#)

[Union Contact Information](#) (all college unions)

[Venues](#) (named rooms on campus)

[Weather Emergencies](#) (college closings)

[Web-based searches](#) (on searching the internet more efficiently)

[Webgrade](#)

[Weissman Lecture on the Influence of the Arts on Society](#)

[Workload Reports](#)

[War in Iraq](#) (information links)

[Whiting Fellowships](#)

[Writing \(Faculty Roundtable on Student Writing - Spring 2005\)](#)

[Writing](#) (student)

Appendix G: PMP 2003-2004 Results

Goal: Raise Academic Quality

Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program

Outstanding faculty hired

WSAS target: 11 new faculty; focus on writing and communications as mission-appropriate

10 new faculty hired, plus 1 visitor. Included 3 writing faculty and 1 in math. Two searches continue this summer. Recruited distinguished African American history professor as well as urban-oriented faculty to support CUNY Honors College seminars.

SPA target: 4 faculty hires, including 1 tenure track faculty member and 3 distinguished lecturers

7 new faculty hired, including 3 distinguished lecturers, plus 1 visitor. 2 other searches still underway, with offers imminent.

ZSB target: 9 faculty hires (to reach revised goal of 43 hires in 3-year period), split among tenure-track faculty and distinguished lecturers

6 new faculty hired, plus 1 visitor; searches for 2 other positions nearing completion. Ability to attract faculty from strong programs continued.

Recognition/validation from external sources

Seek positive progress in *US News & World Report* Full-time MBA rankings

Very poor job market for 2003 graduates negatively impacted ranking outcome; strong improvement seen in employment outcomes this year. Part time MBA ranking improved from 17th to 14th. Accounting (37) and Finance (42) achieved top 50 specialization rankings. Zicklin credited by US News with top 25 program in nonprofit management, presumably a misattribution of the SPA nonprofit program. SPA ranking (51) in US News remains high, with specialization rankings of 26th in city management and urban policy and 29th in health policy and management.

Continue market research on Baruch public perception

Research begun last year to establish benchmark data. This year conducted focus group interviews with corporate human resource executives to identify strengths and weaknesses. Will assess effectiveness more thoroughly next year with follow on study to compare with benchmarks.

Target PR & Communications outreach on Top 25, School of Public Affairs, Center for Financial Integrity, and Entrepreneurship

Done. Variety of targeted press releases and corporate outreach activities completed, featuring activities conducted by Center for Financial Integrity. Mailing list for college publications expanded to provide broader outreach and impact. Entrepreneurship program now ranked for first time at 50th by Entrepreneurship magazine. New fund raising and grants position to support SPA authorized and search to be completed in summer 2004. In recognition of 50th anniversary of MPA program and 10th anniversary of SPA, the school held a successful "Public Affairs Week," during which distinguished practitioners and academic guests spoke to students and faculty. This is expected to become an annual event to continue promotion of the school.

Research awards and faculty publications

Pilot an online mechanism for updating faculty cv's to facilitate web-based tracking of scholarly activity

System for cv maintenance, analysis, and reporting successfully tested in ZSB. Faculty cv's and bios now on line for all 3 schools

ZSB undergoing thorough review of faculty productivity in preparation for AACSB self-study report

Review completed and productivity assessment done using new AACSB standards for all full time and adjunct faculty

College continuing faculty development efforts to expand support of scholarly efforts

Submitted 103 PSC applications and received 98 awards (both new highs). National awards won by faculty in history, marketing, poetry, and communications. New editorships added for 3 faculty in important journals. ZSB providing summer research support for 35 faculty. Additional major efforts include more than 200 faculty participants at 17 workshops and events, increased emphasis on promoting academic integrity, and expanded orientation sessions for new faculty.

Increase number of faculty honored by the College for research awards and publications by 10%, from 44 in 02-03 to 48. Faculty are honored according to criteria set by each school (SPA – major articles or books published, grants received; WSAS – books authored or edited, journals edited, major awards received, works of art created/performed; ZSB –articles published in top research journals)

Exceeded target with 77 faculty honored at college-wide ceremony (2 in library, 17 in SPA, 31 in WSAS, and 27 from ZSB) featuring Paul LeClerc (NY Public Library) as keynote. Separate college-wide luncheon held to honor grant recipients.

Documented efforts to move flagship/premier college programs to the next level

In SPA:

- Develop closer linkages to external constituencies (UnitedWayNYC in nonprofit sector; NYU Leadership Academy in education administration; City Council and Health & Hospitals Corp. in MPA Program) United Way NYC Senior Fellows program launched January 2004. Second class of NYC Leadership Academy students entered in fall 2003. Second HHC XMPA cohort recruited in spring 2004. First HHC Emerging Leaders certificate program delivered in June 2004.
- Develop innovative programs to attract students to SPA through high school outreach, joint programs within Baruch and CUNY Participating in College Now program with innovative delivery of PUB 1250. Also participating in career fairs to provide information about career paths in SPA related degree programs.
- Enhance national reputation through sponsorship of Archive Competition and playing leading role in promoting municipal innovation First competition conducted for research proposals that will use the NYC Municipal Archives on Finance and Leadership; initial two winners announced in spring 2004.

In WSAS:

- Take lead role in developing and implementing general education plan Helping lead efforts to improve general education offerings through curriculum revisions, providing greater emphasis on writing and math. Actively participating in CUNY General Education Initiative. Developing service-learning options, including revamping of internship programs in 4 departments.
- Attract students to Baruch and the WSAS School through high school outreach, joint programs within Baruch and CUNY Strong support provided for College Now program, which is expanding, including Theatreworks and other on campus cultural activities, as well as faculty and curriculum development of high school teachers by WSAS faculty. Expanded outreach to community colleges. Career fairs offered to provide information about career options in liberal arts.

In ZSB:

- Increase national ranking for Honors MBA program from 70th to 65th (US News) Due to severely weakened employment market for 2003 graduates, placement outcomes were negatively impacted, resulting in a drop in the rankings. Part time MBA ranking improved to 14th. Ranked in top 50 in accounting, finance, and nonprofit.

Continue deployment of MBA tuition revenue to support graduate student services	Nine additional support positions filled in graduate admissions, career services, advisement, and technology support, now providing significantly increased level of support. Also used to provide graduate student financial aid.
Create and implement faculty research productivity plan	Plan developed and implemented with assessment and feedback to faculty. Adjustments made to research release time. Funds provided to support summer research.
Expand use of technology and academic support for undergraduate large lecture classes	Common textbooks and online ancillary materials adopted for introductory accounting classes, in addition to continuing use in macro- and micro-economics. Tutorials for all large lecture classes added to Blackboard sites to facilitate student support.
Seek approval for a new undergraduate major in real estate to start in fall 2004	Letter of intent submitted to CUNY and full proposal awaiting feedback from the university
Improve outreach and articulation with community colleges and selective high schools to attract well-qualified undergraduates	Accomplished. Progress and discussion with 6 CUNY community colleges regarding development of a pre-business associates degree that would closely resemble academic program followed by Baruch students. Meetings to be set with faculties from partnering schools to agree upon learning goals for pre-business courses. Successful College Now summer 2003 program with Stuyvesant High School, resulted in an increase in applications from that school to Baruch.
Create accounting internship program, fully integrated into curriculum	Summer accounting offerings increased to permit students to take spring semester internships and make up missed academic work in summer.
Expand enrollment in 150-hour accounting program	Both the number of students participating (260) and those applying for the MS program (15) are more than double last year's numbers.

Evidence of renewed attention to examining the goals and organization of general education	
Develop and implement General Education plan with faculty from all three schools	Development underway guided by college-wide joint curriculum committee and CUE Committee
Develop freshman year outcomes	Done through retreat with learning community faculty
Assess preliminary pre-business core outcomes	In process as preparation for AACSB accreditation, including assessment of outcomes in math, English, and communication (written and oral) skills
Expand assessment for selected core courses	Done for key core courses in math and economics. Learning goals established in composition and other general education courses.
Strengthen faculty development to facilitate increased faculty engagement	Done through expansion of learning communities (32 full time faculty now participating). Additional development activities offered including workshops, technology training, seminars, and an expanded orientation. Online faculty handbook continues to grow in scope. Added new online handbook for adjunct faculty.
Encourage interdisciplinary programs in the general education core curriculum	Done with establishment of Tier III minor in Information Studies and learning community collaborations. Others under discussion, including women's studies, political economy, immigration studies, and Latin American and Caribbean studies.
Collaborate with CUNY partners to develop model pre-business core curriculum as potential flagship program within CUNY-wide general education initiative	Done through leadership of Vice Chancellor Hotzler to establish AS in Pre-business at CUNY community colleges
<i>Objective 2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction</i>	
Programs reviewed externally, and jointly agreed upon recommendations implemented	
Complete internal reviews for departments of English, Psychology, Sociology & Anthropology	Strategic review and planning taking place in all 3 departments.
Begin internal reviews for departments of Communications Studies, Political Science, and Philosophy.	Internal reviews underway for all WSAS departments as part of Middle States review, with emphasis on learning goals and outcomes assessment
Develop next step in pedagogical use of technology in target departments.	Digital multimedia specialist hired who worked with faculty in communications, history, psychology, and fine and performing arts to develop materials for classroom and online instruction.

Writing Across the Curriculum and Schwartz Communication Institute cooperation to be strengthened.	Plan being developed to increase scope and effectiveness of WAC/CIC. Writing Center being reorganized to improve effectiveness.
Obtain Level 2 College Reading & Learning Association national certification for SACC (tutorial center)	Done. SACC has now certified 83 tutors at Level 1 and 42 at Level 2. SACC chosen for national recognition as top tutoring center among 4-year colleges. Closer ties to WSAS have increased referral rates and utilization.
Seek external advice to develop learning assurance plan for ZSB	Done. Learning goals developed for all degree programs. Learning assurance plan in process.
Utilize NSSE and FSSE to develop programs and processes to increase student engagement	Continue to participate in NSSE, with significant progress made in all areas related to freshmen programs. Improvement made for seniors, but not as successfully. FSSE still in pilot status with low levels of reliability.
Continue to implement recommendations from prior Middle States review:	
Continue to expand online resources, such as faculty handbook	On line faculty handbook continues to be expanded (at least 15% new material added). Created separate handbook for adjunct faculty. Combined utilization of over 14,000 hits this year. Plans developed for creation of data warehouse.
Continue serious efforts to develop thorough all-funds reporting and budgeting system	Progress being made, with increased emphasis due to recent budget difficulties. Searching for new AVP for Planning and Budget position.
Task Force meeting regularly to devise plans for improving integration of student service activities	Task Force meeting regularly to assess problem areas and implement changes where needed.
Accreditations, licensures, certifications	
Begin Middle States periodic review preparations.	Key administrators participated in Middle States training. Faculty group engaged in developing learning outcomes and establishing college-wide assessment plan
Continue preparations for AACSB re-accreditation (site visit spring 2005), including preparation of self-study reports and strategic planning document	Considerable efforts expended in reviewing curriculum, faculty productivity/qualifications, learning outcomes, and learning assurance plans in preparation for evaluation.
Complete assessment of full-time and part-time faculty performance with respect to engagement and maintenance of qualifications and develop plans for improvement for AACSB	Completed as planned

Evidence of progress on outcomes assessment	
Create assessment website	Now online
Identify priorities for Faculty Staff Development Plan	Process underway in Provost's office, beginning with WSAS faculty.
Develop plans for assessment of select general education courses, such as mathematics and communications-intensive courses	Learning goals developed in several courses; others being developed; assessment to take place in fall 2004 using guidelines from Baruch Assessment Committee.
Complete assessment of Coordinated Freshman Year plan	CFY review led to changes in structure and plans for CUE. Fall 2003 participated in CIRP (freshmen survey) and follow-up with YFCY in spring 2004 (now evaluating results).
WSAS/Public Affairs assess immigration initiative outcomes.	WSAS and SPA immigration initiative strengthened by grants project and 2 new faculty hires. Discussion continues regarding interdisciplinary program in immigration and transnationalism.
Develop program-based learning goals and learning assurance plans for ZSB	Learning goals established for all undergraduate and graduate degree programs. Learning assurance plan under development.
Student survey on use of computers/internet in instruction and access to computers on campus	
Frequency of student use of computer technology will rise	Significantly increased from 2.09 to 2.35. Remains higher than senior college average (2.16)
Student satisfaction with access to computer technology will rise	Significantly increased from 2.92 to 3.15. Remains higher than senior college average (2.94)
An additional 100 hours of streaming video of classroom lectures will be added to website	Exceeded target: 376 hours now available
Student suggestions will be used to identify relevant topics for regular schedule of technology workshops	Workshops offered in response to student suggestions included: computer security, wireless internet setup, technology at Baruch, and beginning and intermediate levels for Microsoft Word, Access, PowerPoint, and Apple Macintosh.
Distribution of e-learning accounts to students will be increased	Number of accounts doubled to allow for 35 simultaneous users.
Minimum of 5 new web-based tutorials will be created on topics of wide interest to students	Completed with tutorials in: Avoiding Plagiarism, Understanding Mutual Funds, Guide to Financial Statements, Career and Job Resources in the Newman Library, and Introduction to Information Resources

Minimum of 4 faculty workshops to be offered on use of multimedia in the classroom and Blackboard content	Done. Workshops were: Introduction to Digital Video, Multimedia and PowerPoint, Web Sites 101, Developing Web Pages, Developing Video Based Tutorials, and Images on the Web.
At least 20 new web access stations to be installed in high traffic areas on campus	50 stations were added
Number of laptops in the student loan program will be doubled to 100	Done, including an allocation for loans through SEEK
300 student lab PC's (more than 3 years old) will be replaced with new machines	Completed as planned
Wireless network coverage will be expanded based on site survey conducted by undergraduate and graduate student governments	Survey resulted in creation of 6 new wireless access points
Show & pass rates on CUNY proficiency exam	
Reorganize CPE plan for targeted interventions and support— increase the number of courses that focus on skills	CPE Committee established. Faculty development conducted for English and accountancy with focus on Task II preparation. Investigating tracking of specific scores to improve future efforts. Show (68.6) and pass (83.0) rates continue at high levels, exceeding the senior college averages (63.9 and 79.1).
Objective 3. Increase instruction by full-time faculty	
% of instructional hours taught by FT faculty	
Increase FT faculty engagement as well as instructional hours	NSSE results show continued progress on student engagement, particularly with freshmen population. Continued development of large lecture classes to permit increased full time faculty teaching, while providing enhanced student support.
Increase % of graduate hours taught by ZSB FT faculty to 80.5%	Slightly exceeded target: 80.9%
Increase % of undergraduate instructional hours taught by FT faculty in the College to 54.0%	Currently at 51.8%, but student/faculty ratio (21.0) significantly exceeds senior college average. Full time faculty in SPA taught 54% of all undergraduate courses.

Number of faculty from under-represented groups	
Promote culture of inclusion	Sponsored a variety of intellectual and multi-cultural events. Developed a full day workshop run by the Anti-Defamation League on diversity (“A Campus of Difference”) as part of orientation for learning community students and faculty. WSAS interdisciplinary programs under development include immigration/transnationalism, women's studies, and cultural studies.
Increase efforts to recruit faculty from underrepresented minority groups with particular emphasis on business disciplines, where the challenge is greatest	Recruited one senior African American faculty member in WSAS, two African American women in SPA, and two Hispanic faculty, one in high demand area of Finance. Providing mentoring to new minority hires. More than half of new faculty hired are women, including 2 at senior levels.
Goal: Improve Student Success	
<i>Objective 4. Increase retention and graduation rates</i>	
Fall to fall retention rates	
Increase fall to fall retention rates for first-time freshmen from 89.7 to 91.0	Slight drop to 89.3, though still 6.1 points higher than senior college average
Increase fall to fall retention rates for transfers from 89.8 to 91.0	Achieved retention of 89.1, 10.5 points above senior college average
Increase fall to fall retention rate of sophomores from 85.0 to 86.0	Exceeded target with retention of 86.7, 6.8 points above senior college average
Increase fall to fall retention rates for juniors from 83.3 to 84.5	Slightly exceeded target at 84.6, 3.5 points above senior college average
Track implementation of pre-business core requirements	Implementation carefully tracked and working with community colleges to facilitate transfer student preparation. Developed assessment of transfer student academic progress, shared with major feeder schools.

Six-year AA, AS, BA, BS graduation rates; four-year MA, MS & certificate grad rates	
Increase six-year graduation rate for first-time freshmen from 41.0 to 45.0	Significantly exceeded target with an increase in excess of 10 points to 51.6 (11.3 points above senior college average)
Increase four-year graduation rate for transfers from 55.9 to 57.5	Exceeded target with a rate of 59.7 (6.1 points above senior college average)
Increase four-year graduation rate for Master's students from 71.7 to 73.0	Increased to 72.5 (7.1 points above senior college average)
Study feasibility of providing cohort-structured program for part-time MBA students to increase quality and graduation/retention rates	Study continuing. Students who were in good academic standing but no longer in attendance being contacted to facilitate their reentry.
Objective 5. Improve post-graduate outcomes	
Pass rates on licensure/certification exams	
Review reasons for disappointing CPA pass rates and make significant changes to curriculum, advisement, and CPA review programs to improve performance	Thorough study underway considering restructuring of undergraduate programs in accountancy.
Modify accounting curriculum to create separate "corporate" and "CPA" tracks to provide improved focus for student learning	Accountancy faculty now developing an internal auditing track, with industry consultation, as an alternative to the traditional CPA option.
Develop system of tracking graduate school admissions using Clearinghouse data, on advice of CUNY Institutional Research	In process of submitting data to clearinghouse on recent graduates, as well as those who left prior to graduation.
Objective 6. Improve college readiness	
Senior colleges: % of immersion students who pass skills tests or enter Prelude programs; % of SEEK students who pass skills tests in one year; % of ESL students who pass skills tests in two years	
Strengthen coordination and transition from immersion to college-level curriculum; hire a new director of USIP; integrate with Coordinated Freshman Year program	New director hired and USIP now being integrated through CUE
Develop plan to coordinate ESL with USIP, Writing Center, and Schwartz Communications Institute	Writing Center reorganization underway in collaboration with SACC.
Increase USIP pass rates to 73%	USIP pass rate fell: 63.0
Increase SEEK pass rates to 87%	SEEK USIP pass rate was 53.2; non-ESL SEEK one-year skills test pass rate increased to 97.2
Increase ESL pass rates to 71%	Significantly exceeded; ESL pass rate of 79.1

# of College Now course/workshop participants; course completion and pass rates	
Increase College Now registrations from 460 to 500	Exceeded target with 545 estimated registrants; summer 2004 expected to reach 195.
Maintain rate of 93% earning A,B,C	Pass rate increased from 85% to 87%
Strengthen relationship with Baruch College Campus High School	Collaborative programs developed with BCCHS, including math, history, writing, computer science/web design. College readiness facilitated through tutoring, SAT preparation, and technology training.
<i>Objective 7. Improve quality of student support services</i>	
Student survey results on satisfaction with academic and student support services	
Student satisfaction with academic support services will rise	Significantly increased from 2.84 to 3.06. Remains higher than senior college average (2.94)
Student satisfaction with student services will rise	Significantly increased from 2.55 to 2.82. Now higher than senior college average (2.74)
Extend engagement through pilot program of faculty-student support services	Student support services integrated with learning communities; pilot planned for supplemental instruction in math.
Implement integrated assessment plan for academic support services	Assessment plan developed; implementation to occur once data warehouse in place.
Move to utilize DegreeWorks	Project manager hired and degree requirement information now being reviewed and coded
Begin data collection for assessment of services using surveys based on card swipe data.	Card swipe systems installed and in use in 9 student service units. Data collection and assessment now ongoing in SACC and the Writing Center.
Library will implement changes in services and operations guided by student survey results	Data from library's participation in LibQual+, a nationwide library user service survey, indicate satisfaction scores that exceed those at benchmark schools identified by ZSB. Student comments used to address quality issues and gaps in library holdings
Training program for student computer lab consultants will be revised and expanded to promote a higher level of customer service	Working with College Now, BCTC hires incoming undergraduates with IT and leadership skills as summer interns to serve as lab managers. During academic year, they transfer knowledge and service commitments to lab assistants they subsequently supervise.

Establish benchmarks for student satisfaction through national surveys of graduating BBA and MBA students	Undergraduate program established benchmarks using the EBI Exit Survey in 2002. Survey administered again in 2003 and 2004 (data for current year not yet available). Data benchmarked against peer and aspirant institutions. Instituted exit survey for graduate students this year.
Pilot test dedicated evening programming blocks for ZSB graduate student activities	Pilot had mixed results. Assessment has led to discussion of future changes.
Continue assessment of student performance and satisfaction with large lecture pedagogy and support for BBA students	Tracking student performance in large lecture classes continues, as well as regular meetings with involved faculty. Standard texts now in use with a common final exam for ECO 1001.
Goal: Enhance Financial and Management Effectiveness	
<i>Objective 8. Meet enrollment goals</i>	
Enrollment/SAT/CAAs	
Enrollment target for first-time freshmen: 1,700	Enrolled 1,699
Enrollment target for new transfers: 1050	Exceeded target: 1,078
Total undergraduate enrollment target: 12,000	Exceeded target: 12,259
Total enrollment target: 15,074	Exceeded target: 15,163
Mean SAT for first-time freshmen (regular admits) increase from 1110 to 1112	Significantly exceeded target with an increase from 1110 to 1125. Considerably higher than senior college average (1088).
Mean SAT for first-time freshmen (regular admits excluding ESL) increase from 1114 to 1116	Significantly exceeded target with an increase from 1114 to 1127. Considerably higher than senior college average (1092).
Mean CAA for first-time freshmen (regular admits) from 85.2 to 86.2	Exceeded target with an increase from 86.1 to 86.5. Remains higher than senior college average (85.4).
Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions	
Implement programmatic support for transfer students through Freshman year program	Now have special advisors for transfers. Title III grant proposal submitted to provide additional help
Update TIPPS and review equivalency processes	TIPPS updated after equivalency review

Continue integration and coordination of admission, evaluation, and advisement processes	Improvements made in coordination, resulting in more informed advisement
President to work with new Vice Chancellor for Academic Program Planning to improve outreach and communication regarding articulation, especially of ZSB pre-business requirements, with community colleges	Done. A number of community colleges developing AS in Business designed for seamless articulation with BBA program
Implement DegreeWorks to empower students to learn about degree requirements and pursue appropriate preparatory coursework	Software coding development underway
Objective 9. Increase revenues from external sources	
Alumni/corporate fundraising (CAE-VSE report)	
CAE-reported fundraising will surpass \$13 million	Will be reported in July
Raise \$15 million in new pledges for the Top 25 campaign	Will be reported in July
Contract and grant awards (RF report)	
Grants and contracts distributed thru RF Target: \$2.8 million	Target exceeded, with total in excess of \$3.2 million, a 50% increase from last year. Final total will be reported in July.
Indirect cost recovery as ratio of overall grant/contract activity	
Indirect cost recovery as % of overall activity Target: 14%	Indirect cost recovery rate increased to 12.5%
Objective 10. Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities	
Productivity targets	
Achieve productivity savings target of \$680,938	Achieved; preliminary report submitted in February 2004; final report due this summer.
Survey of student satisfaction with administrative services	
Student satisfaction with administrative services will rise	Significantly increased from 2.61 to 2.77. Now closer to senior college average (2.85).
Student satisfaction with facilities will rise	Significantly increased from 3.02 to 3.17. Remains higher than senior college average (2.97)
Begin data collection for assessment of services using surveys based on card swipe data.	Data collection and assessment ongoing in the Writing Center and SACC, leading to changes in both units
Establish benchmarks for satisfaction with services.	Consulting firm used to provide comprehensive analysis of services. Assessment of results and identification of improvements in process.

Improve satisfaction with registration process by implementing DegreeWorks	Coding process underway.
Better coordination of registration and billing and payment processes	Students are now dropped for nonpayment on a timely basis.
Percent of budget spent on administrative services	
Reduce rate of growth in expenditures in OTPS and personnel lines relative to instructional and academic support costs, keeping in mind related senior budget model goals.	Non-faculty hiring freeze in place all year; OTPS expenditures for overhead shifted to non-tax levy sources in effort to balance budget.
Percentage of instruction delivered at night, on Fridays or weekends	
We are currently surveying the entire student body to assess their preferences with regard to timing of course offerings; use survey data to better match course offerings to student preferences. Undergraduate student body has shifted toward more full-time students, calling for more day classes.	Survey completed, the results of which led to (1) regularization of the scheduling grid and (2) shift of courses from evening to day and from late afternoon to earlier in the day (in response to student desires). ZSB now monitoring registration patterns for fall 2004 enrollees by observing the order in which sections close (day/evening/time slot/professor) to better understand student preferences.
Pilot use of SchedulExpert software; develop and assess multiple scheduling scenarios to meet student academic need, and achieve maximum efficiency of faculty workload and space allocation	Software piloted and assessment currently in progress
Review existing environmental documents and initiate preparatory compliance activities per CUNY/EPA Audit agreement.	
Maintain inventory of chemicals and hazardous waste	Done.
Train appropriate personnel in handling and maintaining chemical and hazardous waste	Done.
Maintain current MSDS file	Done.
Maintain chemical and hazardous waste file on spills	Done.
Maintain records for laboratory safety including chemical safety plan, laboratory hygiene plan and certificate of fitness for chemical laboratory operators (lab techs, professorial titles, etc.) issued by NYC Fire Department	Done.
Attend monthly meetings with CUNY Environmental and Health Safety Officers	Done.

Appendix H: Accomplishments and Goals for Administrative Units

Administration and Finance

FY 2005 Accomplishments and FY 2006 Goals

Today, the offices within Administration and Finance stand at an important juncture. Due to a lack of investment in capacity (financial, technological, and human), we have not operated in a manner that maximizes efficiency and productivity. The challenge ahead for us lies in making proper investments in our processes, technology, and human resources to improve the quality, timeliness and value of our service to the Baruch community.

We will continue to, improve accountability and value, compete for a high quality workforce, and create flexibility for new service models. We will invest in technology improvements, involve diverse participants in shaping and reshaping our services, and create more opportunities for staff professional growth and advancement. Through our special initiatives, we will focus on three priority areas during FY2006. These areas are Human Resources, Facilities, and Finance, specifically the College Controller's Office.

Key Personnel Changes

In September 2005 Finance, formerly one department, was divided into two departments:

- **Finance, which continues to be led by Mary Finnen; and**
- Planning and Budget, which is now led by Toby Winer. Toby assumed the position of Assistant Vice President for Planning and Budget on September 1.
- *A new Human Resources Director, Sharon Chamblis-Alvarez, joined the College on March 1.*

Campus Facilities and Operations

FY 05 Accomplishments

- Created a plan to consolidate the School of Public Affairs faculty into its own building.
- Three (3) biology research labs are currently in construction in the 17 Lexington Avenue building and will be completed shortly.

FY 06 Goals

- As part of CUNY's commitment to invest in technology classrooms in the William and Anita Newman Vertical Campus, four "smart" classrooms will be designed to enhance instruction and equip students with the tools and skills needed to contribute to the City's and State's economic vitality in the new information-based global economy. This project will provide four additional smart classrooms on the South Campus to meet the College's demand. The total cost of this project is estimated at \$2 million. Completion is targeted for September 2011.

- Acquire an upgraded postage metering equipment, which should be installed by Fall 2005. The new equipment will permit labeling, folding, insertion, and sorting by zip code in a one-step operation, increasing the speed of operations and creating potential savings in postage costs (estimated at more than \$70,000 per year, when fully implemented) through the use of zip-plus-four sorting on campus.
- Acquisition of an upgraded telecommunications PBX switch for the South Campus is planned for summer of 2005. Installation of owned equipment will eliminate costly leased service currently provided by Verizon. Estimated savings will exceed \$100,000 per year. A unified telecommunications system will provide intra-campus four-digit dialing, transfer of voice mail messages between all campus sites and the ability to charge back telephone services to individual users and departments. New telephones will provide enhanced features such as an integrated College-wide telephone directory. Ownership of the system will result in College maintenance and quicker response time to problems.
- Planning for renovation of the Lawrence and Eris Field Building at 17 Lexington Avenue, a 274,568 gross square foot facility was built in 1929 and has been used continuously since its construction.

Finance and Business Services

FY 05 Accomplishments

- The Property Management unit of the Finance group successfully brought the equipment inventory control into full CUNY compliance through a tremendous collaborative effort between its staff and departmental personnel.
- Currently, the Bursar's Office is converting all reports to an electronic format. In addition to reducing paper costs, the electronic format will facilitate the sharing and communication of information to administrators and staff. Additionally, more than 90% of Bursar-generated correspondence is now electronically transmitted to the students. The benefits realized include more timely delivery and receipt of information to and from students; postage and paper savings; and decreased demand for specialized forms.

FY 06 Goals

- Improved policy development and communication for the campus
- All-funds financial reporting

Human Resources

FY 05 Accomplishment

- The OHR website is 'live' and is continuously updated and improved. The site provides access to new hire packages, health and pension information, medical and dental forms, links to health carriers and pension systems, policies, procedures, forms and applications, timesheets, holiday schedules,

union information, and employee evaluation forms. We are making every effort to provide as much practical information and support on-line as possible.

FY 06 Goals

- The OHR has recommitted efforts to review and revise forms used to facilitate the recruitment and hiring processes. The goal is to develop user-friendly forms that will be available online for easy access and use.
- Commence HRIS planning and development.
- Improve speed and effectiveness of labor relations management.
- Reorganize staff functions and cross-train.
- Build capacity and focus on professional HR development.

Planning & Budget

FY 05 Accomplishments

- A balanced tax-levy budget was developed and implemented for FY 2005 and a budget process was introduced for FY 2006.
- All Funds Revenue and Expenditures summaries and Reserve Balances have been developed and are updated quarterly. Informational materials were prepared including a headcount summary of employees, a chart of accounts, and a glossary of key financial terms.
- A successful search for a Budget Analyst was completed and Boo Choi was hired to support integrated All Funds resource planning at Baruch, including the Baruch College Fund.

FY 06 Goals

- Implement a fully integrated automated procurement system. A workable budgeting/procurement/accounts payable system has been identified, and the process of testing this model will begin in the Fall 2005 semester.
- Identify and develop options for addressing policy and planning issues that have enrollment, budget, and/or academic program implications.
- Develop realistic revenue and expenditure assumptions and conduct predictive budget modeling to thoroughly understand funding dynamics and promote resource stability
- Recommend strategies for development and stewardship of purpose-specific reserves

Public Safety

FY 05 Accomplishments

- The success of the “Keypad Sign-In System” continues, as it is a serious deterrent to potential identity theft.
- All peace officers are required to receive annual re-certification in CPR. This year they also received the mandated “AED” (Automated External Defibrillator) training.
- Two officers completed EMT training for medical triage.

FY 06 Goals

- Expanded Defibrillator training.
- EMT training for additional Public Safety personnel