

Gen Fac Report New Student Programs Spring 2026

First Year Seminar

In Fall 2025, the Office of New Student Programs expanded the First Year Seminar (FYS 1000) academic inquiry pilot, with 38% of new students participating in the FYS 2.0 model. This expansion significantly increased the scale of the redesigned seminar while maintaining the classic FYS structure, allowing for a comparative view of student outcomes across instructional models as the pilot reached a broader population.

Across all FYS sections, academic outcomes remained strong. Overall, 93% of students earned a passing grade, with relatively small proportions of students receiving repeats or withdrawing from the course. When viewed across models, students in both the classic and FYS 2.0 sections demonstrated comparable patterns of academic performance. Repeat grades represented a modest share of outcomes in each model, while withdrawal activity remained minimal overall and slightly lower in the FYS 2.0 sections. Taken together, these results suggest that students performed consistently across both versions of the seminar, even as the inquiry-based model scaled to serve a larger share of the entering cohort.

Transfer Student Network

The Transfer Student Network (TSN) continued to expand its reach and impact in Fall 2025, with 367 active mentees engaging with peer mentors through the program. This represented a notable increase in participation compared to Fall 2024, when the program operated under an opt-in model and reached 254 students. Following the shift to a universal opt-in approach for new transfer students, peer mentors were able to engage approximately 26% of the entering transfer cohort, up from 15% the year prior.

Academic outcomes for students who actively participated in TSN were positive when compared with the broader population of entering transfer students. Active mentees earned a higher average Fall 2025 term GPA (3.03 vs. 2.92) while also attempting and completing more credits during the term. Mentees completed an average of 90.5% of attempted credits, compared with 86.6% among all fall entering transfers, and earned nearly one additional credit on average over the course of the semester.

Indicators of persistence were also strong. Active TSN mentees registered for Spring 2026 at a higher rate than their peers (94.3% vs. 90.4%). Taken together, these outcomes indicate that students who engaged with the Transfer Student Network demonstrated strong academic performance and persistence during their initial semester, as the program scaled to serve a larger and transfer student population.

Orientation

For Winter 2026, the Orientation program transitioned to a half-day model designed to support flexibility and engagement for new students. The program featured a rolling welcome session, allowing students to begin participating immediately upon arrival, followed by two “choose your own adventure” workshop periods. During these sessions, students selected from five interactive workshops facilitated by campus partners. The workshops emphasized active learning through discussion, role-playing, and scenario-based exercises, and were designed to help students build practical skills and confidence as they prepared for their first semester at Baruch College.

Survey results from Winter 2026 indicate that the revised orientation format was effective in meeting its core goals for both first-year and transfer students. Among respondents, a strong majority of students agreed that orientation helped them connect with other students, feel more prepared for the semester, and was a valuable use of their time. Across survey items, levels of agreement were consistently high for both first-year and transfer populations, with relatively small shares of students expressing neutral or negative responses.

Peer Mentor/OL Recruitment

Recruitment for NSP's peer mentor, orientation leader, and student leadership roles for the upcoming academic year generated an exceptionally high level of student interest. During Phase I of the recruitment cycle, the office received 757 completed applications, exceeding its initial goal of 500–600 applicants and representing the highest application volume NSP has received since 2022. Application growth was sustained throughout the recruitment period and reflected broad engagement across multiple student leadership pathways.

Interest was strong across all major roles. The office received 350 applications for First Year Seminar peer mentor positions, 316 applications for Orientation Leader roles, and 117 applications for Transfer Student Network peer mentors, alongside substantial interest in Executive Peer Mentor roles. Taken together, these patterns suggest significant student demand for leadership, mentoring, and professional development opportunities within NSP, and reflect the value students place on the community, training, and support structures associated with these roles. The strong response to recruitment provides NSP with a broad and competitive pool as the office works to identify its final class of peer mentors and orientation leaders for the coming year.