



**Baruch**  
COLLEGE CUNY  
Division of Student Affairs  
General Faculty Report – Fall 2017

The Division of Student Affairs (DSA) exists to complement and support the academic mission of the College. In collaboration with its departments and programs, DSA provides innovative and engaging activities and services to enhance the college experience and connect students to real world practices. DSA employs an estimated 175 full- and part-time student-centered personnel and para-professionals, who are committed to student success.

During the spring semester, DSA held the *Very Inspirational Professional (VIP) Awards* presentation. Three outstanding team members were honored for their significant contributions to students and the College community in general. To qualify for this recognition, those nominated must have demonstrated commitment to DSA's [Standards of Service](#). The *VIP Award for a Key Player* was presented to Evelyn Morales, CUNY Office Assistant in Student Disability Services; the *VIP Award for an Emerging Leader* was given to Ricki Weitzen, Assistant Director in Starr Career Development Center; and the *Ronald Aaron VIP Award for a Distinguished Leader* (named in honor of Dr. Ronald Aaron, former Associate Dean of Students and Professor, who served the College for 43 years) was awarded to Justyna Socha, Associate Director for Resource Management. Following are highlights of the co-curricular initiatives presented this period by Athletics & Recreation, Counseling Center, Early Learning Center, Starr Career Development Center, Office of the Dean of Students (The Carroll and Milton Petrie Student Emergency Grant Fund, Academic Integrity, Community Standards, Campus Intervention Team (CIT), Health & Wellness, and Residence Life), Office of Disability Services, and Office of Student Life:

### **Athletics & Recreation**

This past year, Athletics & Recreation (A&R) finished third in the CUNYAC Commissioner's Cup out of nine full-time members in the league. Spearheaded by eight CUNYAC Conference Championship appearances, as well as a postseason appearance in the NCAA National Tournament for Men's and Women's Tennis, our programs continue to flourish on the field, in the pool, and on the court. On the academic front, Baruch proudly had 104 CUNYAC Scholar-Athletes, three Honorable Mention CUNYAC Scholar-Athletes of the Year, an overall department-wide team GPA of over 3.0, and eleven out of thirteen teams with cumulative GPAs of over 3.0 as well. The Student Athlete Advisory Committee (SAAC) program participated in seven community service events spreading the good work throughout the New York City community.

The men's tennis team won the 2017 CUNYAC Championship, defeating rival Hunter College, 5-1. The Bearcats earned the CUNY Athletic Conference's automatic berth to the spring NCAA Tournament, where they defeated Colby-Sawyer (5-3) in the first round, but lost to No. 1 nationally-ranked Middlebury College (5-0) in the second round. Joaquin Azcue was voted the CUNYAC Player of the Year while Hugo Castalan, Marco Gobbato, and Jaime Zurro each earned conference all-star honors.

The women's tennis team also competed in the spring NCAA Tournament (they clinched a berth during the fall 2016 season), but lost in the first round, 5-0, to The College of New Jersey.

The baseball and men's volleyball teams each finished in second place. Baseball had five players earn all-star honors with Ryan Warner, Cameron Kitt, Dan Daley, Edwin St. Hilaire, and Gilberto Mendoza, Jr. getting the recognition. Robert McMahon was voted the CUNYAC Baseball Sportsmanship-of-the-Year. Daley was also recognized for his academic excellence; he was voted CUNYAC Scholar-Athlete of the Month for April with a 3.7 GPA. Men's volleyball had two players earn all-star honors with Stephen Roach and Nicholas Godino, while Brendan Murphy took home the CUNYAC Volleyball Sportsmanship-of-the-Year award.

Additionally, the softball team qualified for the CUNYAC Championship Tournament for the second straight year and improved its overall win total for the third straight season. Katherine DelRosario, Nicole Bellini, and Cassandra Lagana were voted All-Stars. Christina Chin kept Baruch's sportsmanship winners streak going by being voted the CUNYAC Softball Sportsmanship-of-the-Year award winner.

### *Sports Information Highlights*

- Sports Information Director John Neves attended the regional ECAC-SIDA sports information workshop in Valley Forge, PA. on Jun 6-9, 2017.
- A&R started live video streaming of indoor home athletic events in the sport of men's basketball, women's basketball, and men's volleyball on the department's official YouTube channel (*BaruchAthleticFan*). In the fall 2017, A&R will start broadcasting women's volleyball home matches.
- Due to logistics and space, A&R was unable to live stream home athletic swimming meets on YouTube. However, A&R streamed on Facebook Live and had three successful broadcasts.
- A&R started Instagram accounts for the sports of women's volleyball, softball, baseball, and joint men's and women's tennis. During upcoming season, A&R will start new accounts for men's soccer and men's/women's swimming.
- Continued to grow the A&R's social media followers for Facebook (849), Twitter (1,100), Instagram (1,066), and Snapchat. The AD Heather MacCulloch has 428 followers on her twitter account to date.
- Successfully nominated a total of 42 student-athletes for CUNYAC honors. Also, A&R had one Scholar Athlete of the Month (Dan Daley in April), along with four Honorable Mention Scholar-Athletes-of-the-Year.
- The department had six interns during the course of 2016-17 athletic year. These interns assisted with writing stories, researching projects, photography and video, nominations, and social media.
- The department consistently contributed content to Baruch College's Office of Marketing & Communications weekly e-newsletter, such stories included announcements of events.
- Wrote a baseball alumni story for Baruch College's quarterly Alumni Magazine.

*Intramurals (IM)*—Baruch intramurals engaged over 200 students in various competitions and leagues. IM Leagues was used as a registration tool and continues to serve as an analytics tool to analyze student engagement. Sports offered this year included an Indoor Soccer League, Basketball League, Chess Tournament, Handball Tournament, Neon Dodgeball, and a Triathlon. Further, the IM Coordinator attended orientations and other campus events to promote the program offerings. This year, two new events were added to the offerings, namely Neon-Dodgeball and Triathlon. A satisfaction survey via

“Google Forms” was created to gain further perspectives on improving the IM brand. Results will be used to enhance offerings and increase activities.

*Academics* —During Spring 2017, 155 student athletes participated in 9 sports. Of these, 100 were male and 55 were female; 63% of the spring student athletes were recognized as CUNYAC Scholar Athletes (with cumulative GPA of 3.2 or higher). Of the 155 spring student athletes, 7 have exhausted their eligibility of 4 years and applied for graduation. All seven of these student athletes graduated within 4 years—some using intercessions. Of these 7 student athletes, 2 were transfer students who competed at Baruch College for 2-3 eligibility seasons. During spring registration, 100% of student athletes met with an academic advisor for course registration.

*SAAC* —This committee, made up of 3 or more team leaders from each of the 13 varsity sports teams, worked together on numerous community relations projects. To kick off the spring activities, SAAC hosted a Student Athlete Meet and Greet. Matt Parker spoke to the 65 student athletes in attendance about his recruiting firm, GradX. SAAC teamed up with Student Life for the NYC Coat Drive gathering a total of 50 coats that were delivered to homeless shelters throughout NYC. SAAC President attended various sexual harassment and team management workshops held on campus. During late spring, SAAC worked together to create, revise, and adopt a new Constitution which was then mimicked by CUNYAC SAAC. Baruch SAAC also agreed and voted to coin their committee as the new Baruch Athletic Council (BAC). A new executive board was voted on and in early summer the new BAC President, Kaitlyn Vichas, was also voted CUNYAC SAAC President.

Throughout the course of the year, SAAC participated in the following events:

- *Making Strides Against Breast Cancer Walk* - Members fundraised through tabling and donations totaled \$1600. Thirty of our student athletes walked in the early morning 5K on a chilly October morning.
- *Baruch SAAC 3-on-3 Basketball Tournament* – Members hosted a 3-on-3 basketball tournament to raise funds for the Special Olympics Polar Plunge. \$200 was raised through the tournament.
- *Special Olympics Polar Plunge* C Members braved the cold and took a dip in the chilly Atlantic Ocean waters off the shore of Staten Island for the aforementioned great cause.
- *SAAC Meet and Greet* – SAAC invited Matthew Parker from GradX to speak to about 100 student athletes about recruiting for careers and internships.
- *Bearcats Brother and Sister Program* – Opposite gendered sports chose one big game to attend as a team to support their sibling Bearcat team. (Example: Women’s Volleyball→Men’s Soccer)

### **Starr Career Development Center**

*Employer Relations and On-Campus Recruiting Activities* —The Starr Career Development Center (SCDC) begins begin the spring each year with several high profile programs. SCDC organized two Career Fair Success Strategies Workshops, one facilitated by the Peers for Careers with 50 students attending and the other by Enterprise Holdings, which ultimately was cancelled due to a college-wide snow day. The Center also hosted its annual Resume Rush with 106 students attending and the signature event, the spring 2017 Undergraduate Job and Internship Fair. The Fair drew 75 companies and 874 student attendees.

The second high profile event of the spring was the award-winning first annual Diversity Career Expo attended by 328 students with 25 companies participating. This new event featured keynote speakers—

a Talent Acquisition Experienced Associate from PwC and BBA Alumna from 2008, and an EY Student Representative and BBA student from the class of 2019; they discussed how to leverage one's diversity in the workplace. This event also featured two breakout sessions: CUNY School of Law Pipeline to Justice Program sponsored by the Max Berger Pre-Law Program and American Corporate Partners (ACP), Veteran Mentoring Program—Information Session sponsored by the Student Veteran's Association and the SCDC's Veteran Liaison. Finally, the Diversity Expo culminated in the 25 companies providing opportunities to network and promote various internships and experiential learning activities for students to get involved in their organizations. This program received a First Place Award for Best Practices among senior colleges at the CUNY Career Services Association Annual Conference.

During the spring on-campus recruiting (OCR) season 27 unique companies posted 46 positions (15 full-time, 21 Internships, 1 part-time, 6 leadership programs and 3 other) and conducted 314 on-campus interviews for 208 unique students. From the on campus recruiting program, 68 hires were reported. In spring of 2017, SDC saw a 31% increase in the number of companies offering information sessions from 19 in 2016 to 25 in spring of 2017. The number of students attending information sessions also increased from 300 in 2016 to 377 attending in spring 2017, an increase of 25%. The number of internships posted increased from 1839 to 1882 in spring 2017 while the number of full-time jobs declined slightly from 3880 to 3572 in spring 2017. This seems to match trends that SCDC has been observing at Baruch and beyond where organizations are hiring more interns and hoping to convert them into full-time positions, than offering more full-time OCR recruiting in the spring. Altogether, the SCDC vetted and added 1061 new employer accounts to the Center's online job posting system. In addition to job postings, career fairs and information sessions, the SCDC hosted Career Weeks featuring five industry panels which featured representatives from 18 professional organizations. Career Weeks Panels drew over 400 students (a 25% increase in attendance from last spring). Specifically, the Marketing and Advertising Panel included representatives from Google, IPG MediaBrands, Ketchum, McCann New York and had the largest turn out with 200+ attendees. The CIS and Analytics Panel featured BlackRock, EY, Penguin Random House, and Viacom with 100+ students attending. The Government and Nonprofit Panel had 60+ attendees present to hear from reps from The Door, NYC Mayor's Office, Port Authority, and the United Nations Volunteers. The Arts and Sciences Panel had 25+ attendees and representatives from Allianz, Council on Foreign Relations, Footlocker and Penguin Random House. Finally, the SCDC collaborated with the Weissman Center for International Business to host our first International Business Career Week session featuring Target, and USAJobs.com, in which 35 students attended.

In spring 2017, the SCDC analyzed and published its 2016 Annual Report featuring Undergraduate Student Outcomes from 2015-2016. Of the 56% graduating students completing the survey (3377 students), 85% are employed, attending graduate school, or are not looking for employment. Over 1082 employers hired 1409 Baruch students, and 91% of employers hired one student. The top 10 employers to hire Baruch students are: JP Morgan, Morgan Stanley (same top 2 as last year), Deloitte, EY, Bank of America, KPMG, Citi, Goldman Sachs, MTA, and RSM. Another exciting finding is that the average starting salary for Baruch 2016 undergraduates continues to be on the rise ever since 2013, with graduates earning an average salary of \$50,116, which is an average increase of \$1,399 over 2015 starting salaries (\$48,717). The Starr Career Development Center is pleased to contribute to Baruch's growing reputation for being one of the top schools in the country for return on investment. For more information on the Post Graduate Outcomes click [2016 Annual Report- Undergraduate Student Outcomes](#).

Summary of Online Recruiting Activity	SP2017
New Employer Accounts	1061
Internships Posted Online	1882
Jobs Posted Online	3572
Student Logins	164,466
Discrete Student Users Who Logged In	8511
Applications Submitted Online	129,963
On-Campus Interviews	314

*Career Counseling, Vocational Assessment, and Career Programs*—This spring, SCDC continued to see an increase in the number of students coming in to meet with a career counselor about choosing a major, securing an internship, seeking advice on graduate or law school or to inquire about other career concerns. Specifically, 1658 students sought career consultations, which is a 21% increase over last spring 2016, which was already up 24% over spring 2015. The SCDC continued to provide a large number of resume reviews, 1456, which while down by 11% from last spring is still positive since spring 2016 had an unusually large increase in resume reviews (47%) over the spring 2015. Mock Interviews held steady this year with 112 students receiving video mock interviews from trained SCDC staff. The Center also began tracking the number of student walk-ins, which showed significant usage among students with a total of 1171 walk-ins and 843 unique students taking advantage of these brief consultations.

Summary of Career Development Activity	SP2017
Career Consultations	1658
Resume Reviews	1456
Mock Interviews	112
Total Unique Student Visits	1565
Total Student Office Visits	2945
Walk-ins	1171
Unique Student Walk-ins	843
Students Attending Career Fairs	874
Events Posted	139
Students Signed up for Events	3241

SCDC continued to offer FOCUS 2 Online Career Assessments as our primary tool for assessment, as well as, Strong Interest Inventories and the Myers Briggs Type Indicator (MBTI). Last spring, 376 users logged in 1186 times (averaging 3.2 times per student), to complete up to five assessments (Work Interest Inventory, Values, Personality, Skills, Leisure Styles Inventory), to research occupations, and or identify what occupations relate to various majors. While the number of users was nearly the same as last year, student engagement in the system is up 9%. The number of Strong Interest Inventories and MBTIs also increased, with 70 students taking advantage of these tools to help them make more satisfying career decisions and be more informed in their major choices and job search processes.

Another significant highlight in terms of career programs is the increase in the number of events posted and the number of students signed up to attend. This spring 2017, the SCDC hosted 5 more events than last spring, with a total of 139 events. The increase in student sign-ups from 2219 to 3241 is significant

leap of 46%. One of the Center's most popular programs is the spring Networking Etiquette Event, designed to educate students about soft skills and dining etiquette, which attracted over 100+ participants. In addition, the SCDC hosted two 4-session Job Search Boot Camps for seniors and recent graduates in spring 2017. The first Job Search Boot Camp series had a total of 53 people attending- with an average of 13 people attending per group. The second Job Search Boot Camp Series which was offered after commencement, saw an increase of 63 attendees with an average of 17 people attending per group. These groups are designed to provide students with the support and information they need to launch their job search and find employment.

Finally, the SCDC runs a speaker program, where faculty can invite SCDC staff to speak in their classrooms. In spring 2017, eight professors requested 6 sessions (a few were collaborations between one or more classes). This enabled staff to provide career information to 336 students who might not have otherwise come to the SCDC. This also enables us to better partner with faculty to integrate career development concepts into their existing curriculum.

*SCDC Sponsored Leadership and Professional Development Programs*—The Starr Career Development Center sponsors the following special leadership and professional development programs including: Peers for Careers, Rising Starr Sophomore Program (RSSP), Passport to Partnership (a special track within RSSP), The Financial Leadership Program, and The Max Berger Pre-Law Fellows Program. While each has its own unique mission, they all provide in depth pre-professional training, experiential learning, and leadership development to student participants. In addition, each builds upon the prior cohorts of participants to extend a growing alumni base that not only support these programs and the Starr Career Development Center, but continue to open doors for Baruch students in their companies and organizations.

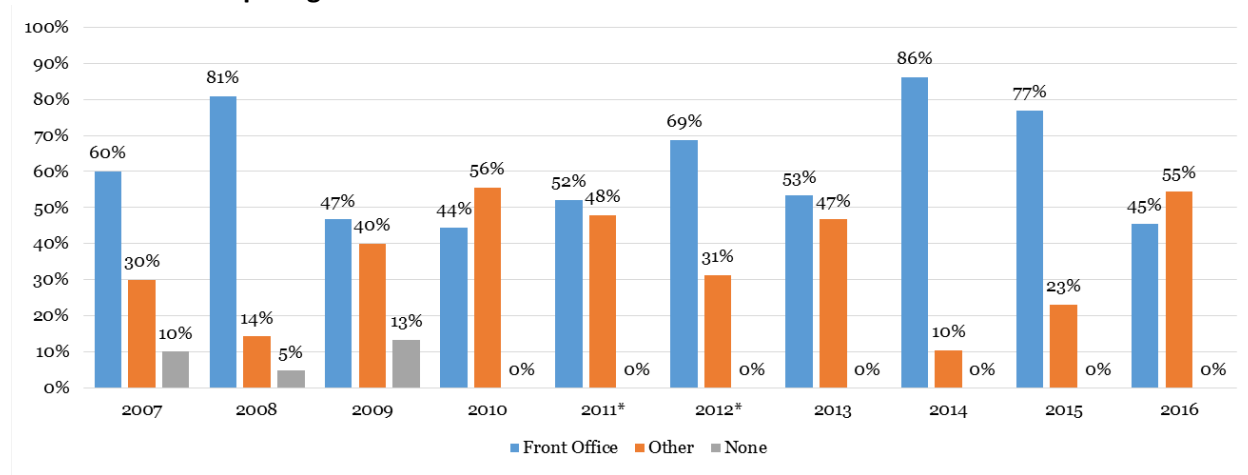
*Peers for Careers* is a leadership program, under the umbrella of T.E.A.M. Baruch, in which students successfully complete 10 weeks of training to prepare them to conduct resume reviews and business letter critiques, and make career-related presentations. In spring 2017 a cohort of 13 peers offered 466 resume reviews. Five peers successfully completed training to provide mock interviews and 15 T.E.A.M. Baruch students trained to become Peers in fall 2017. Among the Peers who were graduating in 2016-17, 100% already had full-time job offers, 94% had served in two or more leadership positions, and 81% of Peers obtained an internship after starting the program. *Peers for Careers* were also involved in sponsoring a Peer Alumni Panel well as sponsoring or co-sponsoring 15 events ranging from New Student Open House, Career Week Panels, Transfer Student Club Fair. One of the Peers' signature events, Suit Up for Success, broke many of their own records. For the first time, the *Peers for Careers* not only collaborated with 8-10 clubs and campus organizations, but they invited the Alumni Relations Office to participate in their award winning program called "Suit Up for Success." Alumni from the tristate area were invited to donate gently used professional clothing. This initiative was so successful that the Peers raised \$1,116 for Relay for Life, a 37% increase over last year, while also helping students obtain the professional wardrobe they need to create positive personal brands. All of the proceeds went toward Baruch's Relay for Life initiative in support the American Cancer Society.

*The Rising Starr Sophomore Program* (RSSP) is a pre-professional preparation program primarily for sophomores. Passport to Partnership (P2P) is a second track in RSSP focused on providing accounting sophomores and juniors with soft skills training and additional exposure to the field of accounting. In total, 26 students participated in these programs and received mentoring from either an Executive on Campus, advanced accounting students in the Integrated Accounting Program and or The Fairy Godmother

(a nonprofit mentoring organization for high potential young women). Participants attended programs such as Speed Networking sponsored by UHY, Financial Literacy sponsored by the Financial Women’s Association, Internship Do’s and Don’ts sponsored by BMO Capital Markets. RSSP participated in a case competition sponsored by Target, while P2P participated in a case competition sponsored by UHY. P2P also had two mock interview days, one sponsored by EY and the other RSM. They also participated in a webinar from the Institute of Management Accountants on the organization, scholarships and networking. Both RSSP and P2P focused heavily on soft skills development. The students delivered personal pitch presentations, competed in a speech competition, participated in Fearless Interviewing Program, completed the True Colors activity, and attended the Networking Etiquette program.

*The Financial Leadership Program (FLP)* is a two-semester training program to prepare students interested in finance for competitive careers in financial services. The 22 FLP students participated in combination of 10+ weekly group projects, special trainings, guest presentations, and SCDC Special Programs events. Specifically, they gave three presentations, one covering 10 Asset Classes, another on a Trade Idea presented to a jury of Wall Street Executives, and a third group presentation entitled, “Buy Side Overview.” They received training on topics ranging from Best Practices During Your Internship, Beyond Excel, Day 1 of 10 Weeks, and How You will be Reviewed During Your Internship. These sessions helped students not only build their confidence but also helped them to once again secure 100% placement into front office or other competitive financial services positions for the 7<sup>th</sup> consecutive year. FLP participants received offers at the following firms: Bank of America, BMO Capital Markets Corps, B. Riley, Credit Suisse, J.P. Morgan; Madison Park Group, Mizuho Bank, Morgan Stanley, PwC Investment Banking, RC, Standard & Poors, Societe Generale, and TD Bank.

### Financial Leadership Program Student Placements



*The Max Berger Pre-Law Adviser, Tina Coco, met with the Pre-Law Society and assisted their student leaders in planning seven student events. Ten Students were selected to participate in The Max Berger Pre-Law Fellows program, which is geared towards assisting high potential Baruch College students interested in a legal career to successfully prepare for entrance into and study in competitive law schools. The Max Berger Pre-Law Program also awarded stipends of \$2500 to students working in unpaid legal internships. This spring, it distributed one stipend and four were approved for summer 2017 internships. A new initiative was launched to reimburse students up to \$500 if they took an LSAT preparatory course and met a certain scoring criteria; two reimbursements were issued. The Max Berger Pre-Law Program ran a four-day Pre-Law Summer Institute from May 30 – June 2, 2017 that focused on preparing Baruch College students and alumni for the fall law school application cycle and*

the world of law school and beyond. A record number of students (27) attended a tour, admissions and career information session at Yale Law School; and a visit to the NYS Appellate Division 1st Department. The Institute ended with a full-day diagnostic LSAT exam administered by Kaplan. Students who completed all 4 days received a completion certificate, a Kaplan LSAT Primer Workbook and a chance to win a Kaplan Test Prep Course (valued at \$1,300). Lastly, the *Max Berger Pre-Law Program* celebrated its 10<sup>th</sup> Anniversary this year with an Alumni in Law Program hosted at the Penn Club with 80+ attendees.

The SCDC continues to house Baruch's *CUNY EDGE Program* (formerly known as COPE). A collaboration between The City University of New York (CUNY) and The City of New York Human Resources Administration (HRA); *CUNY EDGE* provides information and support services to 75 Baruch students receiving public assistance. Highlights from spring 2017 include: awarding the first *CUNY EDGE* Intersession Tuition Scholarship to six students, and conducting a four-part seminar series.

*Marketing and Social Media*— The SCDC continues to use multiple channels such as flyers, video monitors, The Ticker, The Starr Weekly Online Newsletter, and social media channels (Facebook, LinkedIn, Twitter, Pinterest) to communicate with its many constituents. In spring of 2017, the SCDC created Career Development Manual for all undergraduate students available in hard copy or on Starr Search, electronically. In addition, new brochures for the SCDC's special programs were produced in conjunction with the Marketing and Communication Office in hard copy and electronically on the Center's website. In terms of Social Media, the Center's Facebook subscription rate increased from 1353 to 1429 followers, which is 389 more than the previous year at this time. The SCDC also saw an increase in its Twitter to 1903. The Center launched four spring campaigns: Career Fair Tips, Networking and Informational Interview Tips, Dress for Success, and Summer Internship Success with an average of seven postings on Facebook and Twitter. In addition, the weekly newsletter was revised with an improved open rate from 23% in the fall to 35% for 20K readership of Deans, Directors, faculty, staff and students.

*Alumni Career Services*—SCDC provided the following: career counseling, walk-in hours, alumni seminars and opportunities to engage as volunteers and mentors. Specifically, the SCDC hosted six workshops with 48 attendees. Alumni programming was up by 50% and program attendance was up by 71% compared to spring 2016. This year's Alumni Networking Panel brought four new unique employers to campus (Beaute Prestige International, Strategic Financial Solutions, Clifton Larson Allen and DoSomething.org). In addition, several dedicated alumni and professionals volunteered their time to help students with resumes, cover letters and interviewing. From February to May, nine professional volunteers assisted 146 students with an average of four volunteers participating weekly, which is actually an increase from last spring given the fact that one week was cancelled due to snow closings. For the first time, three volunteers delivered workshops on Cover Letters, LinkedIn, and Personal Pitch.

*Professional Development*— Staff from the SCDC took advantage of a variety of on and off campus professional development offerings. On campus, the SCDC staff attended several Student Affairs Professional Development Council trainings including: Mental Health First Aid, Safe Zone Training, Disability Training on Support Animals, and the Very Inspirational Professionals Award Ceremony and In-Service. Off site, Michael Kalish and Ellen Stein attended the Breaking Boundaries: 2017 CUNY Experiential Learning Symposium; Alena Grunberg and Ellen Stein attended the National Career Development Association Global Conference in 2017. Ellen Stein attended the National Association of Colleges and Employers (NACE) Conference, Gerald Tang attended the Eastern Association of Colleges



and Employers (EACE) Conference, and Tina Coco attended the National Pre-Law Advisers Conference in March and the National Pre-Law Advisers' Conference in June. Ellen Stein and Michael Kalish were on the planning committee of the CUNY Career Services Association Annual Conference: Simplifying Symplicity attended by Ellen Stein, Ingrid Tineo, Gerald Tang, Michael Kalish, Ricki Weitzen, Tina Coco, Kaitlyn Riley, Alena Grunberg, Zay La Fleur John and Mihai Vladu.

*Personnel*—The biggest developments in personnel during spring 2017 involved the return of Adia Tucker after completing her leave. Two administrative staff, resigned and were replaced by two graduate assistants. Dr. Sandra Kupprat and Dr. Charles Schaeffer remained on board to help meet career counseling and development needs of students and alumni when the vacancy opened up with Dr. Ellen Stein continuing to serve as Acting Director of SCDC.

### **Counseling Center**

The Counseling Center provided 4,056 hours of overall services during the 2017 spring and summer semesters. Direct counseling services including triage, crisis intervention, consultation, individual, group, psychiatric, referral, psychological testing, and outreach programming accounted for 75% (or 3045 hours) of overall time, an increase of 3% over the same period last year.

*Triage and Crisis Intervention* —These appointments are designed to assess and evaluate the psychological and psychiatric needs of the student and to determine the degree of urgency around these needs, including the need for a safety plan or hospitalization. Triage sessions totaled 326 hours while crisis intervention totaled 29 hours during the spring and summer academic period. During the spring semester, 262 triage appointments were provided to 233 patients and 22 students received 22 hours of crisis intervention sessions resulting in 3 hospitalizations. These numbers reflect no significant change in triage appointments and 72% increase in crisis intervention from last spring, respectively. During the summer semester, 64 triages were provided to 59 patients and 7 students received 7 hours of crisis intervention services; an increase of 11% and 8% respectively.

*Consultation, Individual, Group, and Psychiatric* —These short-term, treatment-focused sessions center on achieving the client's goals for therapy. During the spring and summer academic period, consultation services totaled 71 hours; individual psychotherapy sessions totaled 2304 hours; group therapy totaled 26 hours; and psychiatric services totaled 73 hours. During the spring semester, 39 clients received 55 hours of consultation services; 1869 individual psychotherapy sessions were provided to 249 clients for an average of 7 sessions per client; group therapy sessions totaled 28 hours with 26 participants; 82 psychiatric appointments (14 intake one hour sessions and 68 follow-up thirty minute sessions for a total of 48 hours) were provided to 44 students (14 intake clients and 30 follow up clients). These number reflect a 2% increase in consultation services, no significant change in individual psychotherapy sessions. There was significant increase of 10% in group therapy activity, and a 30% decrease in psychiatric intake appointments as well 24% decrease in follow up appointments. Although the number reflect a decrease in psychiatric appointments, it should be noted there was an 18% increase in the amount of clients who received follow up services. The summer yielded 16 hours in consultations services provided to 16 clients; 435 individual psychotherapy sessions provided to 112 clients for an average of 4 sessions per client;;groups are not offered during the summer session; and psychiatric services totaled 25 hours (9 intake and 14 follow-up appointments) provided to 16 clients (9 intake and

7 follow-up appointments). Slight increase 4%, 8%, a less than 1% over the same period last year, respectively.

Referral services accounted for 60 hours of the Center's time, while psychological testing batteries accounted for 16 hours in total time. Outreach programming doubled from last year from 8 to 16 events. A decrease of 8% in referral services and 65% in testing batteries from the same period last year. Outreach programming increased by 100% from last year. Furthermore, the Counseling Center dedicated 1011 hours towards indirect services which accounted for 25% of service time. Full-time administrative staff committed 56 hours towards college community activities and committee work including Director's Council sub-committee, CUNY counseling standard emergency procedures, professional development committee, assessment committee, website committee and the Campus Intervention Team (CIT). Nine hundred and fifty-five of the Center's staff time was devoted to professional development activities, didactic training, weekly disposition and staff meetings as well as administrative activities including individual and group clinical supervision.

*Outreach Initiatives* —During the spring 2017 semester, the Center launched its Community Outreach Psychological Education Series (COPES). Offered were workshops to select campus groups during each month of the semester. For campus groups with regular meetings, classes, or events, one of our presenters presented a workshop at a time and location that worked best for each group making a request. Specific college community groups and professional staff members with access to vulnerable student populations identified by our data analysis were approached to encourage participation in this programming. The following are brief descriptions of workshops offered in the Spring 17:

*Mind-Body Wellness*—Workshop that highlighted the importance of balancing sleep, nutrition, and exercise, and included tips to help participants achieve this balance successfully. Basic mindfulness techniques were demonstrated for better stress management (or management of stress), and the critical link between physical health and mental health was explored.

*Building Relationships*—In this workshop, valuable relationship skills were taught, including, managing social anxiety, interpersonal effectiveness, using empathy, resolving conflicts, digital versus live interactions, and communicating thoughts and feelings.

*Mood, Depression, and Suicide Awareness* —In this workshop, participants learned about the warning signs of depression and, common misconceptions about the disorder, and were introduced to on-campus supportive resources.

*Anxiety and Stress Reduction*—In this workshop, students were taught strategies for reducing and managing stress, including a discussion of the importance of sleep, exercise and healthy eating.

Fifteen outreach presentations were conducted this period that attracted over 260 participants. These included: *Group Therapy* —During the spring and summer semesters the Counseling Center offered a number of group therapy opportunities to students seeking services. There was positive response to the Mindfulness-Based Cognitive Therapy group offering. Twelve students participated in the 1<sup>st</sup> group and 9 students participated in the second group. During the summer semester, 6 students participated in the 9 week long group. In addition, an International Dialectical Behavioral Therapy group was developed in which 9 students received 9 group therapy sessions in total. For this group, Dialectical Behavior Therapy skills were adapted for an International Student population to help participants with adjustment to life

in New York City, deepening relationships, and communicating assertively. Students in this group shared with each other their fears about rejection, overstepping boundaries, feeling self-conscious, struggles with making friends on campus, and dealing with stereotypes.

Lastly, a number of staff members in the Center have been involved with campus leaders from both the Undergraduate and Graduate LGBT Student Organizations to develop a workshop series with a strong focus on Intersectionality. Its goal will be to provide safe spaces for students to explore various themes impacting student life, process emotions, and develop community on campus. Topics covered will range from mental health stigma, LGBTQ issues, sex positivity, activism and social justice, racial and ethnic identities, and allyship. Students will be encouraged to attend workshops at their leisure without having to make a formal commitment to attend all sessions in the series. A programming manual will be developed for this workshop series and the presentations are slated to be launched in the Fall, 2017.

*Substance Abuse Grant Awarded* —Baruch College was awarded a five-year \$625,000 Office of Alcohol & Substance Abuse Services (OASAS) grant to develop an alcohol and substance abuse prevention program. This initiative is a collaborative project between the Counseling Center, the Office of the Dean of Students, and the Office of Health & Wellness. As part of the grant, a College Prevention Coordinator will be hired in early fall 2017 to develop and implement strategies that will lead to long-term involvement of community institutions, organizations, and individuals in college underage drinking and substance abuse prevention efforts.

### **Office of the Dean of Students**

The Office of the Dean of Students oversees the following programs: The Carroll and Milton Petrie Student Emergency Grant Fund, Academic Integrity, Community Standards, CIT, Health & Wellness, and Residence Life. The following programs and services were produced this period:

#### Academic Integrity

There were 53 reported cases of violations of academic integrity during this period. Of the 53, twenty-eight were for cheating, 22 were for plagiarism, one was for unfair advantage, and 2 reported cases were for falsification for attendance. Students from Zicklin reported the highest number of academic integrity violations, 26; Weissman reported 17; and Marxe reported 10. Three cases were withdrawn as students were found not responsible for violating the college's policy on academic integrity.

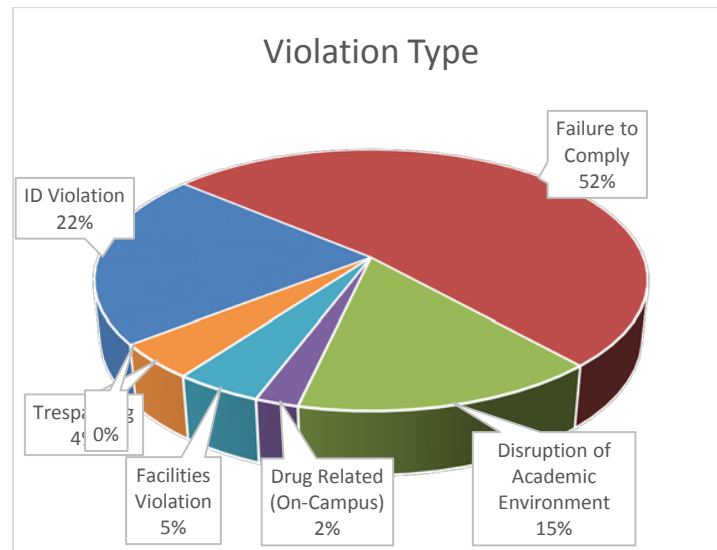
#### Community Standards

Community Standards is responsible for providing a fair and educationally based system for administering the University's Student Conduct system. This process includes responding to alleged violations of the Baruch Code of Conduct as outlined in the CUNY Bylaws, Article XV. These violations can range from ID violations to verbal/physical abuse. Some of these violations are reported under the umbrella of our Campus Intervention Team (CIT), the support system in place to provide assistance to students whose behavior is perceived to be harmful to the student or others.

*Conduct* —In spring/summer 2017 combined, there were 17 reports of alleged violations submitted. The 17 cases reported included: ID Violations, Failure to Comply, Disruption of Educational Environment, On-Campus Drug Related Violation, Facilities Violation, and Trespassing. Outside of ID violations, many of these categories are combined with another. For example, Failure to Comply has been paired a few times with Disruption of Educational Environment. Of the categories identified, the one reported most

for the Spring/Summer 2017 semesters was Failure to Comply (N=24, 21 alone, 3 paired with another violation), with ID Violation following (N=10, with none paired with another violation). After that was Disruption of Educational Environment (N=7, 1 alone, 7 paired with another violation). Following are the remaining violations: Facilities Violation (N=2, 0 alone, 2 paired with another violation), Trespassing (N=2, 0 alone, 2 paired with another violation), and On Campus: Drug Related (N=1, with none paired with another violation).

Conduct – Spring & Summer 2017



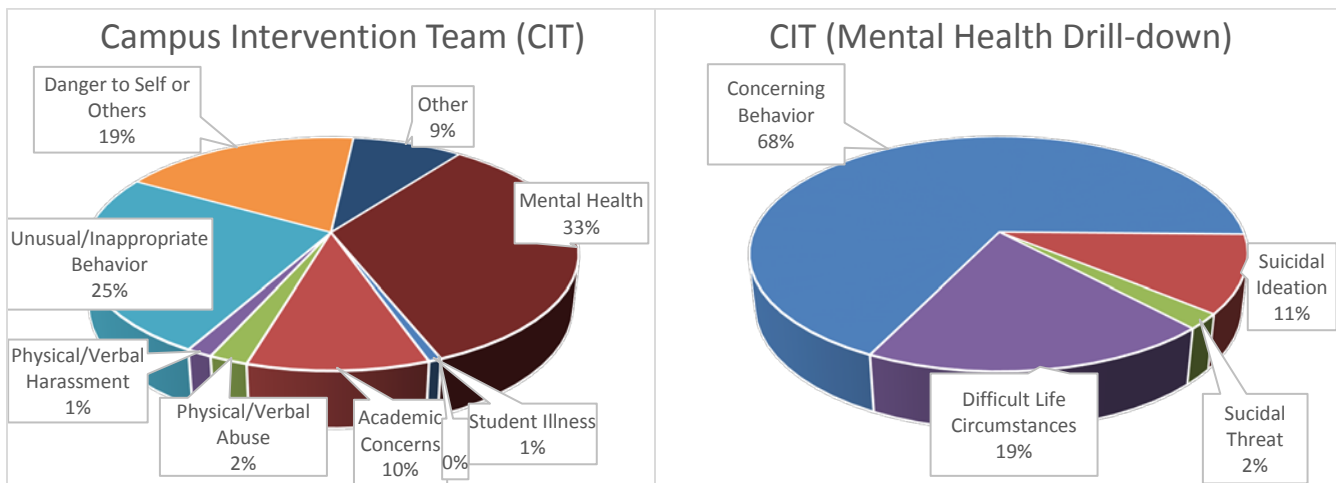
**Sanctions**—These are usually determined by the level of the violation. For matters where students had an ID violation, upon interview, the student is presented with the ID policy, and reminded about acceptable use of the college ID. The student is then issued a written warning along with a copy of the policy to close the matter. As the level of each case is different for the other categories, sanctions are determined based on the severity of the incident and the history of the respondent (whether this is their first incident or not). Sanctions can range from written warning to suspension. For the Spring & Summer 2017 semesters, there were 5 students suspended, one for fighting and four for violating the Baruch College moratorium on membership intake for social Greek-letter organizations. The student suspended for fighting was issued a No Contact Agreement incident with. For the Spring/Summer 2017 semesters, there were 4 No Contact Agreements given to students for matters related to conflict with another student or students. There were a total of 2 students who were placed on probation for the spring and summer 2017 semesters. This is a decrease from the previous semester due to a shift in the review process for the incidents. Several students received written warnings for their first policy violations. These students are presented with educational sanctions for low level incidents rather than probation. This change is due to the office adopting and embracing the student development model versus a punitive model. The goal is to support the holistic development of students by providing guidance with life skills that will increase students’ self-awareness and accountability, while intending to shape them to becoming responsible adults at Baruch and beyond.

Campus Intervention Team

For this period, there were 53 students reported to the Campus Intervention Team as experiencing some difficulty as defined by the person submitting the report, whether that be danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempts, other mental health issues, or physical/verbal abuse. The table below lists the total number of incidents reported to CIT. While there were 53 students/cases reported, there were 140 identified concerns. The dramatic increase from last semester is because some matters such as “Danger to Self or Others” and “Unusual or Inappropriate Behavior” were categories that were shifted from the Conduct table to the CIT table, as they were more relatable for the matters that were reported. Some students were reported with more than one type of concern. As well, under the auspices of Mental Health, are the different types of concerns reported as mental health concerns. As with conduct, many of the CIT cases were reported but they had more than one concern reported for each case.

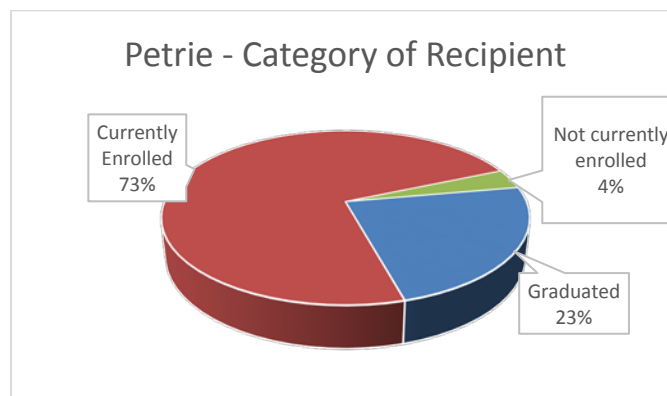
Of the 140 reported cases, the types of concerns reported include: Student Illness, Mental Health (includes Concerning Behavior, Suicidal Thoughts, Suicidal Threats, and Difficult Life Circumstances), Academic Concerns, Physical/Verbal Abuse, Physical/Verbal Harassment, Unusual or Inappropriate Behavior, Danger to Self or Others, and Other (behavior was unable to be categorized by previously listed categories). Outside of Other, many of these categories are combined with another. For example, many of the Mental Health issues have been paired many times with Unusual or Inappropriate Behavior or Danger to Self or Others. Of the categories identified, the one reported most for this period was Mental Health (N=47, with a significant number at 33 for Concerning Behavior, 5 for Suicidal Thoughts, 1 for Suicidal Threat, and 9 for Difficult Life Circumstances). Of the 47 reported, 14 of them were reported with another issue attached. After that, Unusual or Inappropriate Behavior (N=35, 18 alone, 17 paired with another concern) was next. Following are the remaining concerns: Danger to Self or Others (N=26, 13 alone, 13 paired with another concern), Academic Concerns (N=14, 8 alone, 6 paired with another concern), Other (N=12, 10 alone, 2 paired with another concern), Physical/Verbal Abuse (N=3, 1 alone, 2 paired with another concern), Physical/Verbal Harassment (N=2, 0 alone, 2 paired with another concern), and Student Illness (N=1, 0 alone, 1 paired with another concern).

*Campus Intervention Team – Spring & Summer 2017*



Community Standards and the Campus Intervention Team work collaboratively to address the concerns of students. Campus resources were utilized to provide for the needs of students; students are at times referred to outside resources in order to address their circumstances or concerns. There are referrals to the Counseling Center for any of the identified categories listed above; referrals may also be made to Student Disability Services, Health & Wellness, the Office of the Dean of Students, or the Starr Career Development Center. As mentioned previously, the Office of Community Standards works to meet the needs of our students holistically and utilizes the campus resources to support these students.

The Carroll and Milton Petrie Student Emergency Grant Fund is created to provide quick response emergency financial support to students in good academic standing, who experience short-term financial emergencies. The grant enables students to remain in school, rather than being forced to take a leave of absence or drop out. This period, 75 Petrie applications were submitted, resulting in 44 grants being awarded totaling \$36,162.72.



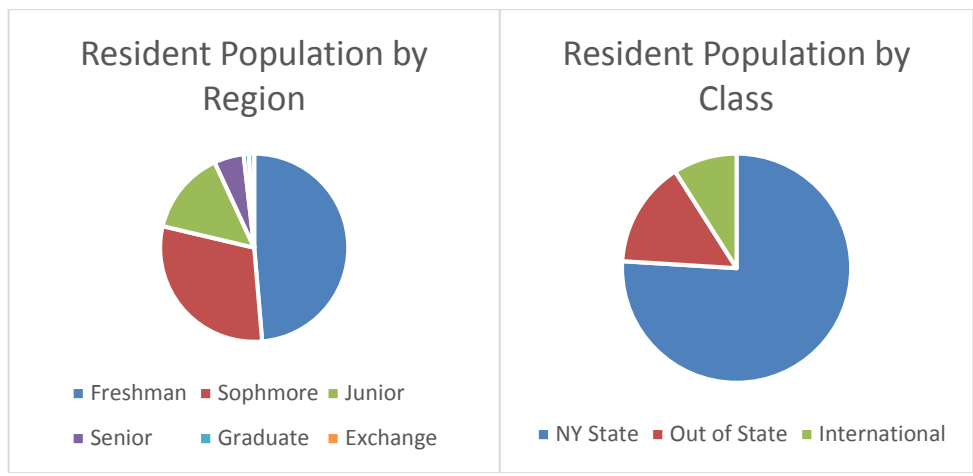
Category	Number or percentage
Number of applicants	75
Number of applicants who were awarded grants	44 (58.6%)
Average size of grant received	\$821.88
Number of applicants who received food vouchers	20 students (16 of these 20 a received a check, too)
Average amount in food vouchers that the 20 students received	\$170/each
Average recipient GPA before SPR 17 (7 of the 44 students did not have a GPA as it was their first semester; this number is based on 37 students who did have GPAs)	2.879
Average recipient GPA at end of SPR 17	2.896
% of SPR 17 recipients who earned a 3.0 or higher in SPR 17	40.9%
% of SPR 17 recipients who's cumulative GPA increased or stayed the same as a result of this semester	43%

The 44 diverse recipients included those who identified themselves as student veterans, student-parents, undocumented students, transfer students, and first-generation students; their needs included housing and living expenses (utilities bills), books and school related expenses, food, medical bills, transportation expenses, and childcare. Some of these student recipients requested funding after spending their personal income on DACA work permit renewal forms among other government applications related to their immigration status. The grant does not cover college tuition. Similar to during fall 2016, interviews conducted this period with award applicants revealed that food insecurity is a growing concern on campus. A significant amount of student applicants cited this as an urgent need and were awarded food vouchers to local area restaurants and cafes.

### Residence Life

This program started the spring 2017 semester with Resident Assistant (RA) training. The seven RAs attended a refresher training facilitated by the Residence Life Coordinator to review procedures and policies. The Residence Life staff also participated in a one-day CUNY RA training. Some of the topics presented at the training included Title IX, mental health and wellness, and transitioning from the RA position to a professional position.

After a successful training, the residence hall opened with 333 residents, which was an increase of 10 residents from the previous semester. The residential population comprised of 162 freshmen (49%), 100 sophomores (30%), 48 juniors (14%), 17 seniors (5%), three graduate students (1%), and three exchange students (1%). Thirty residents out of the entire residential population were international and represented 23 countries. Out of the 303 residents residing in the United States, 253 were from New York and the remaining 50 residents represented 20 other states. Each RA was responsible for an average of 47 residents.



During the first week of the semester, Residence Life staff facilitated the *Battle of Lex Tailgate* to get residents back into school spirit and the opportunity to meet fellow residents. Residence Life staff facilitated over 44 programs over the course of the semester. The majority, over 75%, were educational programs. There was a total of 578 residents who attended programs. Departmental programming, planned and executed by the entire staff were some of the highest attended events. This semester included such programs as *Mardi Gras Festival*, where RAs facilitated different games to get residents involved, which was also the highest attended program with 68 residents. The next was the *Murder Mystery Masquerade*, where residents took on characters and was tasked with solving the mystery and

learn about the art of deception and body language. The next was PB&J for the Hungry, where residents made over 400 peanut butter and jelly sandwiches, which were then donated to the NYC Rescue Mission. The last program of the academic year was the *1760 Backyard BBQ* in conjunction with Baruch College student club Residence Hall Council (RHC) and Educational Housing Services (EHS) staff. At this program, residents were able to have one last opportunity to mingle and network with each other before the start of final exams, and seniors were recognized for their hard work in finishing their degree program.

Mid-semester RA selection for the 2017-18 academic year was in full spring. Following the TEAM Baruch training, students were able to apply for one of the seven RA position for the next year. The robust RA selection ended fruitfully after an intense round of interviews with two professional staff members. Out of the 22 new applicants, six new RAs were hired and one was hired to return. Throughout the semester, the Residence Life staff provided tours of the residence hall for Admissions and Enrollment Management events including Open House and Information Sessions. Residence Life staff gave tours to over 100 potential students and families. Finally, the end of a successful semester concluded with RA Valerie LaBarbera receiving the Vice Chancellor Student Leadership Award for Baruch College.

### **Early Learning Center**

The Early Learning Center (ELC) began the spring semester with 19 children. The ELC is designed to accommodate 30 children between the ages of 2.0 to 5 years old. During this period, all 19 children registered completed the semester. During the spring term, the ELC received approval from CUNY to enroll a limited number of children of faculty and staff of the college beginning fall 2017. At the childcare board meeting, the proposed fee increase for parents was voted on and passed. The new sliding scale for parents earning an annual salary of \$70,000-\$89,999 is \$30.00/day and an annual salary of \$90,000 or above is \$40.00/day.

The ELC continued the weekly schedule of specialty teachers in music and woodworking, as well as sessions with the family counselor twice each month. Some activities we enjoyed this past spring included observing a variety of reptiles with a visit from Alley Pond Environmental Center, taking a community walk to Union Square Farmers Market and a variety of events celebrating the Week of the Young Child (WOYC). The WOYC is an annual celebration hosted by the National Association for the Education of Young Children celebrating early learning, young children, their teachers and families. The semester ended with two end of the year celebrations, a "Gallery Walk" and a family picnic. The parents were invited to take a walk through the center to see the works of art that their children made throughout the year. The highlight of the event was the woodworking pieces that the children created. 10 of the 19 parents attended the Gallery Walk and one family invited the child's aunt and grandparents to be the event. The end of year family picnic was attended by 9 families. Many of the parents expressed gratitude for the opportunity to see the work that their children were involved with throughout the year.

### **Health & Wellness**

This period, the Office of Health & Wellness provided programs and services focused on promoting and influencing the health and wellbeing of students. This is achieved through program offerings, presentations and workshops, co-sponsorships with active student clubs, and with other offices and programs on campus. In addition, the office partnered with a health care navigator from New York Department of Health and the health insurance provider from Metro Plus, as well as with the College's



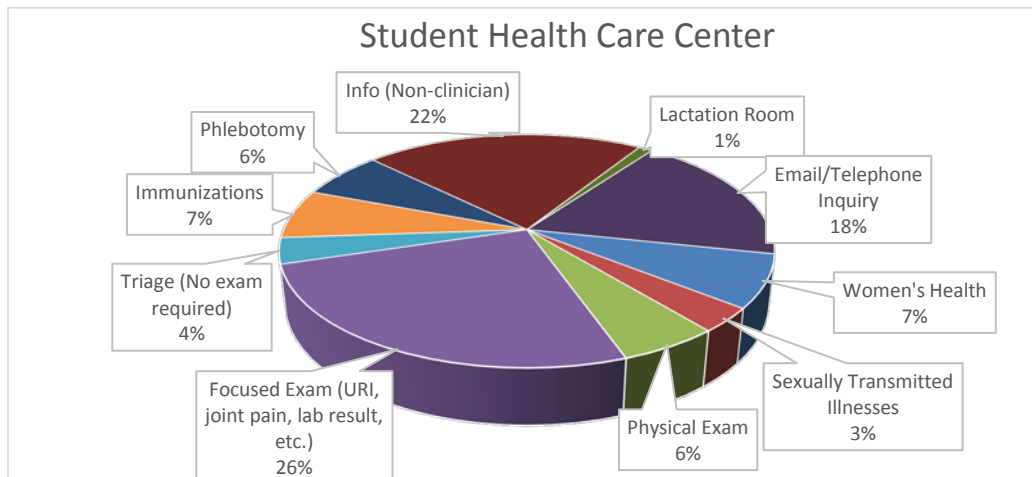
Student Health Center to provide these important services and information to students.

*Programs, workshops, and trainings—*

- 25 students took part in Mental Health First Aid training offered by New York City Department of Health & Mental Hygiene; the trainers were campus staff Douglas Medina and Joy Allison.
- 43 students participated in the CPR/AED and First Aid training provided by Lifeworks, Inc. The training was hosted by Health & Wellness in collaboration with the student-led Bio-Med Society.
- Approximately 40 residents participated in the cooking demonstration classes held monthly in the Residence Hall and presented by Joy Allison, Associate Director for Health & Wellness.
- 160 students attended the bi-weekly self-defense class taught throughout the semester. A total of 8 classes were offered.
- Eleven Yoga classes were offered weekly attracting 165 students.
- 150 people attended the *Vagina Monologues* production offered during Sexual Health Week. Proceeds of \$220 were raised and donated to two organizations: \$199.80 to Day One- <https://www.dayoneny.org> and \$22.20 of the proceeds were given to VDAY.
- The Health Fair attracted over 200 students who were reintroduced to the various on and off campus resources to support and sustain healthy lifestyle choices.
- During the summer 2017 the inaugural two-week health and wellness curriculum was added to the SEEK Summer Academy, it was created and instructed by Joy Allison and former P.A.W.S Peer Mentor Eileen Makak. Each class session averaged 60 students; the classes were taught 4 days a week for 90 minutes. 240 students received the health and wellness instruction.

*Health Care Navigator—*The health care navigator is provided through the New York State Department of Health. The health care navigator visits campus weekly. Students received the opportunity to learn about their health insurance options and receive assistance with the insurance enrollment process. An increase of planned visits were made from 5 hours weekly to 10 hours weekly. Students received the opportunity to learn of health insurance options provided in the New York City Boroughs of Bronx, Brooklyn, Manhattan, and Queens. There was an increase in student enrollment from 74 last period to 99 this period. Additionally, the health insurance provider from Metro Plus provided information on various insurance coverage through their respective plans allowing students to compare and contrast health insurance plans. An estimated 100 students enrolled during this period.

*Student Health Care Center—*The Baruch College Student Health Care Center provided a range of free and highly subsidized services to enrolled students during this period. These services are contracted through and administered by Mount Sinai Beth Israel Medical Center and Continuum Health Partners, Inc. A total of 1871 students visited the Center this period – an increase of 11.1% or 187 more visits over last period. Following is a breakdown of the types of visits and reasons for these visits:



### Student Disability Services

The spring 17 themes in Student Disability Services (SDS) were outreach and collaboration. To this end, SDS presented at CTL's Adjunct Faculty Workshop, Student Affairs Professional Development Workshop, SACC, and Baruch Athletics. SDS invited a Counseling Master's student to spend three days in the unit (as part of her course work) to observe a college office that serves students with disabilities. CUNY's Coalition of Students with Disabilities (CCSD) held three Board Meetings at Baruch. The Director of Disability Services, Patricia Clarke Fleming, as Co-chair of CUNY Council on Student Disability Issues (COSDI), has worked with the Council to implement a funding formula based on student disability enrollment, and has collaborated with the Central Office to produce a CUNY Math Waiver Policy, expected to be released in fall 2017.

Director Fleming, along with two CUNY colleagues, presented at the CUNY Accessibility Conference in April on *"Effective Communication Techniques and Strategies for Faculty, Students, and Student Disability Services"*. In collaboration with USS and CCSD, SDS hosted the *2017 Building Bridges Conference: Imagined Possibilities*. Wheelchair Tennis Player Jongchul Sah (Baruch Graduate) and Baruch's Star Athlete Natallia Mirashnichenka presented a workshop at the conference on *"Disability, Sports, and Media"*. In collaboration with CUNY's Learning Disability Project and CUNY's Project REACH, Baruch SDS hosted *"Autism in Higher Education"* in May, which was attended by 111 people. SDS Service Manager hosted a training at Baruch for CUNY disability professionals, *"Accessibility-Apple, Window and Android Devices"* Further, SDS streamlined exam proctoring protocol to better serve students and faculty. Faculty were contacted in January 2017 and assured that administering exams is a responsibility which SDS takes very seriously. Students who take exams in SDS's lab are proctored and operate under video surveillance at all times. A total of 878 exams were proctored by SDS Fall 16/Spring 17. As part of SDS's spring 17 Assessment, the department conducted student Focus Groups to determine if its objectives were being met by the new proctoring system. Students reported the Form was easy to use, but should be available online. SDS is exploring this possibility with BCTC.

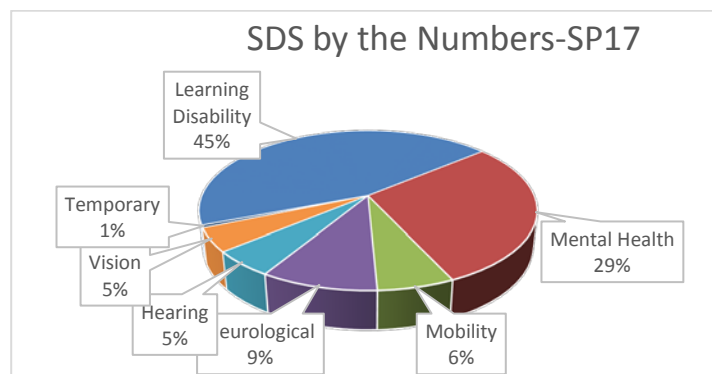
SDS continues to refine its use of Titanium to improve service delivery. All student documentation is now scanned and attached to the student's electronic file housed in Titanium. These records are available to all SDS staff members in real time. In spring 17, the department added the Calendar feature which syncs Titanium to Outlook. This is the final phase of implementation.

*CUNY LEADS (Linking Employment, Academics, and Disability Services)* provides Career Counseling to Baruch students with disabilities whether or not the student requests accommodations. Spring 17 saw an 18% increase in LEADS enrollment (from 58 to 68 students). Five students are in Masters programs (3 MBA, 2 MPA), 63 are undergraduates (47 Business, 13 Liberal Arts, and three undecided). Ten LEADS students obtained summer internships at American Express, S&P Global, TIAA, Uniglo (Marketing Division), ScotiaBank, and UPS. Two LEADS students received 2017 Student Achievement Awards, and one LEADS student was honored by USS with a Leadership Award. LEADS participated in the Transfer Fair, Career Fair, Diversity Career Fair, and Spring Open House. CUNY LEADS Advisor Sydacia Bunbury and Director Fleming co-presented at AVRASA, “Accommodations in HE: An Overview of Services Provided to Students in the College Community”

*Assistive Technology (AT)* —During this period, 79 AT items were loaned to students (47% increase over Fall 16). Thirty-seven trainings were conducted in the use of LiveScribe Pens (recorders), Kurzweil (reader), and Dragon speech to text (37% increase over fall 16.); 10 students requested E-texts. The SDS Computer Lab, which is equipped with state of the art computer programs, was utilized by 39 students this period. Ron Bissessar/SDS Service Manager, consulted on eight occasions and made two equipment loans (AT) to other CUNY campuses. Sixteen individual appointments were scheduled with BCTC regarding the implementation of campus AT. Staff members currently serve as members of the Web Review & Audit Working Group, which monitors accessibility and makes recommendations to CUNY.

*Exam proctoring and other Services*—553 exams were proctored. This is an extremely vital service offered to students and faculty. Associate Director Lillian Shmulevich manages this area, and the implementation of the new proctoring system mentioned previously has been successful. Sixteen students were matched with classroom note takers. Two full time students, who are deaf, were provided with sign language interpreters. In addition to 64 new intakes, there were 335 visits by registered students to schedule exams or an appointment, an additional 100 students were seen for consultations, and 11 faculty reached out to consult confidentially on particular student issues.

*Student Disability Services by the numbers*—402 students were registered with SDS this period. This represents a 19% increase in enrollment from last period or fall 16 – or 38 new enrollees. Also, there were 180 Learning Disability; 117 Mental Health; 25 Mobility; 38 Neurological; 21 Hearing; 19 Vision. And finally, everything in the SDS report brings us to this: 70 students registered with Student Disability Services graduated spring 2017! Based on the large number of graduates, SDS anticipates enrollment for Fall 17 to remain at/or about 400.



## Office of Student Life

The Office of Student Life (OSL) develops the co-curricular college experience for students by providing a rich array of educationally diverse programs, opportunities for leadership and civic engagement, club and organization development, and community building. Through its varied program opportunities, OSL contributes toward the physical, emotional, and spiritual development of students. During the spring 2017 semester, OSL was made up of 10 professional fulltime staff members, 1 part time staff member, 2 graduate assistants, and 13 student assistants. OSL hired a new Associate Director, 2 Assistant Directors, and an Operations Associate this period. Also during this period, OSL received 5,994 office visits that covered an array of services and inquiries from advisor meetings to Commencement-related issues. OSL executed 1,241 on-campus student events including 53 large-scale activities, and the department collaborated with 37 other Baruch departments and offices to support its programming.

The student life activity team successfully advised 128 registered graduate and undergraduate clubs and helped 7 new student organizations complete the new club process and chartering by the Undergraduate Student Government and the Graduate Student Assembly. The team also held its first Spring Club Fair which had over 400 students in attendance. In addition, OSL adjusted its large-scale programming to accommodate facility challenges and hosted events in alternative spaces including holding the annual Spring Fling, which attracted over 635 registered student attendees, in the ARC gym. Student Life also planned and executed a successful Commencement ceremony with 2,884 Baruch graduates in attendance and approximately 18,000 total family members and guests in attendance. Additionally, OSL increased its online and social media presence by 32%, primarily through its Instagram and Snapchat accounts. The new club management system, MyBaruch, continued to increase usership and amassed 1,967 organization and student accounts.

Also during this period, there were 8 sections of Transfer Seminar. Incoming transfer students were encouraged to participate and the Transfer Seminar was marketed during Transfer Orientations and by academic advisors. The Transfer Seminar had 139 students enrolled at the end of the semester, a slight increase over the spring 2016 enrollment of 134 students. In order to boost transfer participation a new initiative, The Transfer Tuesday Workshop Series, was developed to target incoming transfer students and provide them with immediate access to resources. Workshops were facilitated by various departments and students who attended three or more workshops were given priority advisement. 169 students attended one or more workshops, and of the students who took advantage of this opportunity, 92% agreed that participating in one or more workshops aided in their transition to the College.

T.E.A.M. Baruch is a student leadership development program that affords students the opportunity to develop their leadership potential and students who complete the training program are then eligible to apply for peer leadership positions on campus such as Freshman Seminar Peer Mentor, Transfer Seminar Peer Mentor, Peers for Careers, Orientation Leader, P.A.W.S. - Peers Advocating Wellness Services, Peer Academic Advisors, and Success Network Peer Mentors. Only those awarded on-campus positions were eligible to attend the retreat in April 2017. Over 400 students attended information sessions, and of those 230 students were selected for interviews; 123 students were chosen to

participate in the Leadership Bootcamp. Forty-two students who were ultimately hired into a peer mentor position were then invited to attend the T.E.A.M. Baruch Retreat.

This period, OSL continued its newly developed Heritage Month Leadership Series. During Black History Month, 41 students visited the National Museum of African American History and Culture and 98% of the students in attendance agreed that their knowledge of African-American history increased and that they were excited to share their experience with peers. In March during Women's History Month, the department organized Celebrating Women's Rights: A Day Trip to Philadelphia, PA, where 12 students visited the National Constitution Center, the Liberty Bell, and the Betsey Ross House to learn more about the role women played in American history. In April 2017, OSL revived its Alternative Spring Break trips and took students to Pennsylvania to volunteer with Broad Street Ministry and to Maryland to volunteer with the Steinbrink Center at Luther Place. During these experiences, students received a transformative urban immersion through a combination of education, direct service, experiential learning, critical analysis, and reflection by working and interacting with homeless populations. 86% of the students in attendance stated they could articulate the relationship between how they live their lives and the societal issues of poverty, homelessness, and lack of affordable housing.

In addition, OSL hosted the CUNY-wide Emerging Leaders Conference attended by over 150 CUNY students. The all-day conference featured a morning keynote by The Honorable Betty Staton and a lunchtime keynote by Leticia James, NYC Public Advocate. OSL introduced a panel of CUNY student leaders for a question and answer session with student attendees. Because of the success of the conference, CUNY has requested that Baruch College host the CUNY-wide 2018 New Leaders Challenge for incoming members of CUNY colleges' student governments.

Submitted by Art King  
Vice President for Student Affairs & Dean of Students  
October 2017