



**Division of Student Affairs
General Faculty Report
Fall 2018**

The Division of Student Affairs (DSA) aids, directs, and informs students about the many programs and services that expand their developmental and educational experiences and prepare them for the local and global communities they will encounter upon graduation. DSA is responsible for many of the co-curricular aspects of student life at the College, and creates innovative and engaging initiatives to supplement classroom learning and promote students' interpersonal, social, cultural, and emotional growth. This report highlights SP18 activities presented by the following DSA departments and programs: Athletics & Recreation, Starr Career Development Center, Counseling Center, Office of the Dean of Students (Community Standards, Academic Integrity, Alcohol & Substance Abuse Services, Residence Life, Veterans Affairs, and Health & Wellness), Early Learning Center, New Student & Family Programs, Student Disability Services, and Office of Student Life.

Athletics & Recreation

During SP18, the Bearcats fielded 4 varsity sports teams in their traditional seasons and 4 teams participated in their nontraditional season. Here in this report, Athletics & Recreation highlights the 4 teams participating in their respective traditional season as reported to CUNYAC.

Academics

During SP18, 139 student athletes participated in 8 sports. 92 were male and 47 were female; 54% of the fall student-athletes were recognized as CUNYAC Scholar-Athletes (with cumulative GPA of 3.2 or higher). Of the 139 student-athletes, 25 exhausted their eligibility of four years and/or have applied for graduation. Seventy-two of these student-athletes graduated within 4 years—some using intercessions—while 2 graduated within 5 years. Four student-athletes graduated in less than 4 years. Two have been accepted into Baruch's graduate programs. Two student-athletes have exhausted their four years of eligibility and are still working towards their undergrad degree. Of these 25 student-athletes, 8 were transfer students, but did compete at Baruch for 2-3 eligibility seasons. During course registration this period, 97% of student-athletes had met with an academic advisor.

Facilities

Current and/or completed projects include:

- Laundry room floor painted with a water-proof epoxy coating
- Athletic Conference Room project was completed with new tables and chairs- which can be reconfigured to accommodate different types of meetings or set-up needs for study hall, tutoring, and academic advisement sessions
- Redesign of Main Gym Floor being finalized. Project scheduled for SP19
- 8 new treadmills were installed in the ARC Fitness Ctr. for use by the campus community

Sports Information

The men's tennis team won the CUNYAC Championship for the second year in a row and went on to play in the 2018 NCAA Spring Tournament. Marco Gobbato was voted the CUNYAC Most Valuable Player and Head Coach Gregory Wyzykowski was voted Coach of the Year in his first season after leading the tennis

program to 11 wins. The softball and baseball teams each qualified for the CUNYAC Championship Tournament. Baseball freshman Liam O’Gara was named the CUNYAC Rookie of the Year as the best newcomer in the league. Softball seniors Cassandra Lagana and Nicole Bellini were each voted as All-Stars in voting by league coaches. The men’s volleyball team played in the CUNYAC Championship match for the 11th year in a row, but lost in the last match. Stephen Roach was voted the CUNYAC Most Valuable Player and Head Coach Kevin Edwards was voted Coach of the Year.

Intramurals

- Offerings for Intramurals included: 5 on 5 basketball with 12 to 14 teams participating over the course of a 7-week season, neon dodgeball for the third year, the “Sweatheart Challenge during the American Heart Association month last February, and a Triathlon.
- The Intramural Office works with various clubs to increase engagement with the student body including the Baruch Soccer Club, Hillel, and USG. All participants receive a Baruch Intramural t-shirt. Prizes are awarded for the winners of each tournament, such as a Baruch hoodie, or a sports-specific prize. Table tennis winners receive a new paddle, chess winner receives a new chess set, etc.

Pool

This period, a winter and spring PED 1316 Beginners Swim Class was offered to undergraduate students.

Gym(s)

The following major events were hosted in the gym facilities: Club Fair, Job & Internship Fair, Winter Carnival, Study Abroad Fair, Battle of Lexington, CUNYAC MVB Championships, USG Movie Night SACC Staff Volleyball Games, Spring Fling and Concert, Creative Inquiry Day, and the Athletics Banquet

SAAC

The Student Athlete Advisory Committee (SAAC), which is made up of 3 or more team leaders from each of the 13 varsity sports teams, has worked together on numerous community projects. At the start of the year, SAAC decided to create its own name for its program. The unanimous decision resulted in the new name Baruch Athletic Council (BAC). During SP18, the student-athletes teamed up with PS 153 in Harlem to participate in their College Dream Day. Baruch had 15 student-athletes take part in the Parade of College Champions and they visited classrooms to talk to different grades about attending college and being a college athlete. Since then, Baruch has worked closely with the Vice Principal of PS 153 to create a Big Brother Big Sister program to begin in 2018-19. Throughout the semester, 1-2 student-athletes visited and read to children of the Early Learning Center. Each day a different team was represented with each team participating 2-3 times during the semester. BAC held a large planning meeting at the end of the semester to brainstorm ideas for AY18-19. Unfortunately, the BAC president, who also served as the CUNYAC SAAC president – Kaitlyn Vichas stepped down from her position because of her pending graduation in FA18; she will no longer be a student-athlete.

Starr Career Development Center

This department realized many achievements and received several recognitions in SP18. Selected accomplishments include:

- Staff members Sandra Kupprat, Adia Tucker, and Ellen Stein submitted and were awarded \$80,000 CUNY Career Success Initiative Grant entitled *Bridge to Baruch: A CUNY Career Success Initiative for New Transfer Students*. The funds will be used to support transfer students in their career explorations.

- Director Stein and several of Starr's programs were featured in Steven Brill's new book, *"Tailspin: The People and Forces Behind America's Fifty-Year Fall- and Those Fighting to Reverse It."* Stein was interviewed on how Starr and the College, in general, help students with social mobility. Baruch was lauded as a model of what is working in America today.
- Ingrid Tineo was recognized by T. Howard Foundation Diversity and Media for *Excellence in Academic Partnerships*. Additionally, Tineo and Ricki Weitzen created and launched a new program in partnership with the Marketing Department, *The Marketing Career Expo*, and they won 1st place for Best Practices among 4-year CUNY schools from the CUNY Career Services Association.
- The Financial Leadership Program was featured in *eFinancialCareers.com*, giving it international recognition.
- Starr hosted *Second Annual Diversity Career Expo* that attracted 25 employers and 620 students. This was a 64% increase in student participation over first year.
- Gerald Tang launched *The Success Stories Campaign* resulting in 116 student entries. These results revealed that 61% obtained internships, 8.82% obtained part time employment, 23.53% obtained full time employment, 1.96% reported acceptance to grad school, 1% reported they received a fellowship, and 2.94% reported *other*.
- Starr hosted 6th Annual *Suit Up for Success* in collaboration with numerous campus stakeholders. The event was expanded to 2 days, with speaker Ken Wyse (Alum) offering a talk on *Dressing for Success* following the alumni clothing drop off night. Also, the *Dress for Success Clothing Sale/Swap* raised over \$1,000 that went toward Starr's Clothing Closet.
- Starr created 4 new videos made available to students: *Free tool to help you prepare for your next video interview; 3 minutes can change Baruch forever; Quick and easy way to schedule an appointment on Starr Search; and Baruch Students Why should you utilize the Starr Career Development Center*.
- For the 9th consecutive year, the College received recognition as the CUNY campus with the largest number of students selected for the *America Needs You Fellowship*. Starr recruited the highest number of applicants of any CUNY campus.

Employer Relations and On-Campus Recruiting Activities: The SP18 employer relations activities comprised two signature career fairs/expos, on-campus recruiting (OCR), and nearly 75 additional panels, workshops, site visits and events. SP18 began with 2 workshops to prepare students for the Undergraduate Job and Internship Fair. The first *Career Fair Success Strategies Workshop*, sponsored by Peers for Careers, attracted 37 students. The second featured recruiters from Enterprise and it drew over 94 attendees. The SP18 Undergraduate Internship and Job Fair attracted 76 companies from a broad range of industries. Given that the fair was held within the first weeks of school, Starr was pleased to have over 930 students in attendance. This event was followed by the 2nd Annual Diversity Career Expo, mentioned above, which brought together 25 companies and 347 student attendees. This program began with a keynote address and opportunities for networking followed by three breakout sessions that highlighted disabilities, veterans, and law school pipeline programs.

Regarding *On Campus Recruiting (OCR)*, 835 unique students submitted 1,932 applications for OCR jobs and internships. There were a total of 31 companies posting OCR jobs in the following industries: Finance (15), Accounting (12) Management (2), Operations (1), and Human Resources (1). These 31 companies posted 54 unique positions including 20 internships, 19 full time positions, 9 leadership programs, and 6 other positions. In total, Starr hosted 270 unique students for a total of 382 on campus interviews. This represents an increase in the number of companies posting positions, the number of positions posted, and the number of OCR spring interviews and unique students. From OCR interviews,

60 students were hired. The number of company information sessions increased slightly to 27 from 25 last year, while the number of students attending these information sessions continued to rise dramatically, from 377 in 2017 to 605 students in SP18 – a 60% increase. This may be reflective of the increasing enrollment of undergraduate students. However, the number of jobs and internships posted (2,873 jobs and 1,457 internships) in SP18 seems to have declined by 19% and 22% respectively perhaps due to the decline in job posting/employer relations staff, coupled with an increased trend of employers converting internships to full time jobs, thus meeting students’ needs without having to come to campus.

In addition to OCR, job postings and Career Fairs/Expos, Starr collaborated to host a variety of Roundtables, site visits, spotlight presentations, Career Weeks, and club co-sponsored events. In particular, Starr continued to feature its faculty and employer collaborations in its *Spring Career Weeks Series* on the following interest areas: Marketing & Advertising (120+ attendees), CIS & Data Analytics (80+ attendees), Arts & Sciences (35+), and Government and Nonprofit (60+ attendees). Starr also held 6 *Spotlight Programs* in conjunction with faculty, alumni, and external partners on topics including Cyber Security, Harvard Business School Summer Ventures Program, Real Estate, Marketing vs. Advertising, personal financing, and Careers in Psychology. Furthermore, two *Baruch & Beyond Industry Roundtables* were co-sponsored by Alumni Relations on topics such as International Business and Operations Management. Starr also cosponsored company site visits with student clubs and the Office of Student Life (OSL) (during Black History Month) to Horizon Media (20 attendees), Google (25 attendees) and Yelp (25 attendees). Additionally, Starr partnered with OSL and various student clubs to organize 28 professional development events and 3 co-planned activities during other heritage months.

The Undergraduate Student Outcomes Report from 2016-2017 was published in SP18. Of the 2,895 students graduating, Starr obtained data on post graduate plans for 66% of the students, or 1,917 students. Of the 1,917 students, 84% are either employed or attending graduate school. Results indicated that 1,096 employers hired 1,449 students which represents a slight increase in the number of employers and students hired from 2016. In accordance with recent data over the last several years, 89% of employers hired one Baruch student. The top employers are largely similar to prior years:

- JPMorgan
- EY
- Morgan Stanley
- Deloitte
- Goldman Sachs
- RSM
- Bank of America
- Citi
- KPMG
- Moody’s

Also noteworthy is the continued rise in the starting salary of a Baruch undergraduate. In 2017, the average starting salary was \$50,854, which is \$738 more than 2016. Starr is proud to contribute to Baruch’s many rankings for social mobility and *Best Bang for Your Buck*. For more information on the Post Graduate Outcomes Survey, click [2017 Annual Report Undergraduate Student Outcomes](#).

Career Counseling, Vocational Assessment and Career Programs: While Starr continued to be busy with students seeking career counseling, assistance in choosing a major, finding an internship/job, or guidance on graduate/law school, the overall number of consultations seemed to decline slightly. In the prior year, there were 1,658, whereas this period, there were 1,487 students. Similar trends held for resume reviews (from 1,456 in SP17 to 1,077 in SP18) and mock interviews (112 in 2017 and 104 in

2018). These decreases are likely in part because of staff shortages. Walk-in advisement continued to be popular with 725 drop-in sessions during the SP18.

In terms of career assessments, Starr continued to feature FOCUS 2 Online Career Assessment as a primary assessment tool for its ease of access, students' immediate access to results and capacity to delve deeper into research, and the added benefit of its low cost. During this period, Starr witnessed a rise in usage to 396 users (333 of whom were new users). These students who used FOCUS 2 logged in 1,326 times (which is an average of 3.5 times per student). This system enables students to take five inventories (Work Interests, Values, Personality, Skills and Leisure Styles) with results linking to occupations, majors (in general and at Baruch) and additional resources. Students can also use the system to simply get information about occupations, what they can do with a particular major, and to house their skills, goals, accomplishments. Besides FOCUS 2, students took 65 other assessments (28 took the Strong Interest Inventory and/or Myers Briggs Type Indicator (MBTI), while an additional 35 completed pen and pencil assessments and online career tools to help them identify appropriate majors and career options so as to make more informed career decisions. The number of Strong Interest Inventory and MBTI assessments declined considerably- largely due to the fact that the online system used to house these tools underwent a platform change and was inaccessible for several weeks.

Another significant way students develop their career readiness is through their participation in Starr's many career-related events. In SP18, the Starr hosted 117 events, down by 22 from last year. However, registration/participation in these events was actually up, with 3,848 registering to participate - which represents an 18.7% increase over last year. One popular signature program is the annual *Networking Etiquette* event which trained 59 students in soft skills and managing food related events in professional settings. Another spring series offered was the *Job Search Bootcamp*, which provides job seeking information, skills and support in a four and six-week format for seniors and recent graduates. The first six-week series saw a total of 92 participants and averaged 15 -16 students per session; the summer four-week series had 75 students in attendance and averaged 18-19 participants per week. These numbers reflect an increase in participation in *Job Search Bootcamp*- an important resource for students looking to jumpstart their job search in a supportive and structured environment.

Additionally, Starr connects with students, who may not necessarily know about or find their way into the Center, through the *Starr Speaker Series*. This program is designed to support the work being done in the classroom - by making links to the world of work, related industries, and careers. Moreover, it is designed to deepen the connections between Starr and faculty - to increase collaborations. In SP18, Starr worked with 11 professors and conducted 20 in-class workshops. In total, this helped Starr reach 355 students that may not have otherwise known about or used the services.

In addition to serving recent alumni through the *Job Search Bootcamp*, Starr provided alumni with additional services. Alumni can utilize the same undergraduate services for six months after graduation. Moreover, alumni can take advantage of free weekly walk in hours and utilize Starr Search- online career management system - for life. Select services are available to alumni for a nominal fee. In SP18, the weekly walk-ins averaged three alumni a week. Starr also hosted 6 career seminars and or panels specifically for alumni who have been out of school for a while. These programs attracted approximately 70 participants. One such program was an employer panel featuring representatives (three of whom were alumni) from 6 companies. This program drew 27 participants. Starr co-sponsors several alumni programs with Alumni Relations. Another way Starr aims to connect students with alumni, employers, and representatives from a variety of industries is through the Professional Volunteer Program. For 13

Thursdays throughout SP18, 13 professional volunteers provided a total of 111 individual mentoring sessions on topics ranging from resume writing, business correspondence, interviewing, and more.

Starr Sponsored Leadership & Professional Development Programs: Starr supports a variety of leadership and professional development programs including: The Peers for Careers Program, Financial Leadership Program, The Max Berger Pre-Law Program, The Rising Starr Sophomore Program, Passport to Partnership, CUNY EDGE Program, and the Wendy Heyman Public Interest Fellowship (formerly the Katzen Family Fellowship).

The Peers for Careers continues to provide extensive services to students via their 1:1 Appointments, Workshops, Presentations and co-sponsored events. In SP18, 12 peers facilitated and/or represented Starr at 22 events including New Student Events, Career Fair Workshops, Suit Up for Success, Career Weeks Series panels, and Networking Etiquette. Peers also partnered with Enterprise, a program sponsor, to offer new events such as a workshop on using soft skills to transition to the workplace. The following are the activities and outcomes:

- Total resume reviews conducted: 531
- Total mock interviews offered: 55
- Percentage of Peers who secured an internship after starting program: 100%
- Percentage of Peers obtaining a leadership role upon starting program: 100%
- Percentage of Peers obtaining full time offer upon graduation in 2018: 100%

The *Financial Leadership Program* is a two semester training program to prepare high potential students interested in finance for competitive careers in financial services. Eighteen participants (3 left program on account of GPA, and one on account of family needs) took part in special program events during this period. Specifically, they participated in 8 finance and or soft skill workshops such as LinkedIn training, Behavior in the Work Place, Email Excellence, and the like. They were also involved in projects, such as the two-part Asset Class Group Assignment, to learn about an asset class and teach the rest of the class, and to present a trade idea to a panel of judges. Other projects involved working in teams to compose and present a digest of the prior week's financial news, and lastly a test of 178 of the most important words in finance. Students also prepared Personal Pitches and were critiqued by an executive communications coach. Alum Doug Stern also continued to participate on panels and conduct career advising sessions with participants. By the end of the semester, 17 students had received offers in prestigious financial institutions. These included:

- AIG (1)
- Bank of America (1)
- Barclays (1)
- BMO Capital Marketis (1)
- Credit Agricole (1)
- Goldman Sachs (1)
- HSBC (1)
- J.P. Morgan (1)
- Marquarie (1)
- Morgan Stanley (1)
- Natixis (2)
- Piper Jaffray (1)
- RBC Capital Markets (1)
- S & P Global (1)
- SMBC (1)

The *Rising Starr Sophomore Program (RSSP)* is a pre-professional preparation program primarily for sophomores. The *Passport to Partnership Program (P2P)* is a second track in RSSP focused on providing accounting sophomores and juniors with soft skills training and additional exposure to the accounting

field. In total, 25 students (14 RSSP and 11 P2P) received mentoring from either Executives on Campus or current Integrated Accounting Program students. Program participants took part in the following Employer Relations activities: Enterprise Rent-A-Car Soft Skills Session, BMO Capital Markets Information Session & Internship Advice, Financial Women's Association- Financial Literacy Workshop and an Information Session/Interview & Interview Advice from Crowe LLP. P2P students also had two separate mock interview days, one with RSM and another with EY. The RSSP students had a mock interview day featuring representatives from Target, Mazars USA LLP, Gerstein Fisher, Wanderlust Wealth. Other career development activities required of these students included the Program Spring Kick Off, the Advanced Interviewing Workshop, FLP Information Session, Volunteerism Case Competition, and End of Year Celebration.

Max Berger Pre-Law Program, coordinated by Tina Coco, provides a variety of services, programs, and resources for students interested in a career in law. In SP18, Coco provided individual advisement to 48 students. The Max Berger Pre-Law Program celebrated its 11th year by hosting an Alumni in Law event at the Penn Club, which attracted 75 attendees - alumni, pre-law students, faculty, staff and senior administrators. This event resulted in one student receiving a paid internship at one of largest firms, Paul Weiss. The Max Berger Pre-Law Program features 5 unique programs. One is the Pre-Law Fellows program, in which 12 successful applicants receive attorney mentors, participate in Pre-Law Society Meetings, Winter/Summer Institutes, and Register with the Law School Admissions Council and Credential Assembly Service. A second program is the four-day Winter Institute- which took place in January and drew a record 29 students. The Winter Institute partnered with NYC Bar Association, provided participants with workshops from top Test Prep companies, and took students to Brooklyn Law. The Summer Institute involved 25 students, preparing them for the fall application cycle and featured a trip to Yale Law School. The fourth Max Berger Program is the Pre-Law Stipend for unpaid legal internships, which distributed one stipend in the spring and 5 in the summer for students to work at places such as HER Justice, The Knesset (Israeli Parliament), New York Supreme Court, and more. In addition, Coco published the Pre-Law News Brief monthly and co-hosted 10 programs with the Pre-Law Society. Outcomes were collected on Law School admissions, and 14 students were accepted at some of the top 30 schools including NYU, Fordham, Columbia, Boston College, and Brooklyn Law.

The *CUNY EDGE Program*, serve 92 students on public assistance by assisting them with career and employment related activities. In SP18, the two EDGE advisors provided 246 individual career counseling sessions, organized three professional development programs, and placed 24 students in Human Resource Administration (HRA) Work Study and 2 in Federal Work Study positions. Seven EDGE students participated in the Find Your Edge initiative to help them develop leadership, career readiness and a polished personal brand. EDGE staff hosted the first annual CUNY EDGE award ceremony to highlight 15 graduates and current students on their academic progress and growth.

The *Katzen Fellows Program*, recently renamed the Wendy Heyman Public Interest Fellowship, sponsored information sessions to advertise its \$3,000 stipend for unpaid internships for the public good. Twenty-two students applied and 15 were selected to receive the stipend. All recipients attended a reception, presented their experiences to their fellow recipients, the program coordinator, and college administrators. Fellows also received headshots and provided advice for fellow students in the Center's Blog and Success Stories campaign.

Marketing and Communications: The most noteworthy accomplishment this period was the launch of the *Success Stories Campaign*, which received 116 entries from students since it launched through May 25th. This campaign has resulted in new ways to help students create a positive online brand, generate

data on student outcomes for Starr, and employer satisfaction in featuring their unofficial ambassadors online and on the Center Bulletin Boards. Another accomplishment is the increased open rate of the bi-weekly Starr Weekly to a 38% open rate among its 20K readership of faculty, staff and students. This newsletter includes information about current events, job opportunities, scholarships, and the information is archived on the Starr Blog. The Center also increased its subscription rate on Facebook by 6% from 1,603 to 1,710 followers during SP18, and increased its Twitter following by 31 to 2,015 followers. Starr uses Twitter as a means to engage with employers and students. Center staff along and the Peers for Careers published 12 weeks' worth of career related content for the Ticker Weekly Newspaper. Finally, the Center produced four videos: on preparing for your next interview, 3 minutes can change Baruch Forever (on why students should take the Post Graduate Outcomes Survey), Quick and Easy ways to schedule an appointment, and Why Students should use the Career Center.

Personnel: Dr. Sandy Kupprat filled in for Dr. Wendy Heyman as Arts and Sciences Coordinator and Ad Hoc major advisor while Wendy was on extended medical leave. Sadly, Wendy passed away in May after a year-long battle with cancer. A celebration of her life and achievements at Baruch will take place on October 18, 2018.

Also in SP18, Dr. Ellen Stein was named Director of Starr. She has been serving students at the College for over two decades, and was acting director prior to her recent appointment.

Counseling Center

During the period of January 1, 2018 through June 30, 2018, the Counseling Center, which helps students achieve their academic, professional and personal goals through culturally sensitive psychological services, focused on expanding the group therapy program, expanding the scope of its outreach services and more clearly defining its outcome data.

Counseling Center By the Numbers

- 533 unique students were seen for counseling services (* this does not include the students serviced during outreach events)
- 3,201 individual appointments were attended, including:
 - 323 triage appointments
 - 2,584 individual therapy appointments
 - 124 psychiatrist appointments
 - 102 case management/consultation appointments
 - 33 crisis appointments
 - 32 psychological testing appointments
 - 3 psychiatric hospitalizations
- 49 group sessions were provided to 46 students
- 29 outreach events were provided to 996 participants (* not unique)

Group Therapy – In SP18, the Counseling Center staff focused on expanding its group therapy program in order to help meet the escalating mental health needs of the Baruch student population. Six groups were provided, totaling 49 group sessions to 46 students, including:

- Two Mindfulness-based Cognitive Therapy Groups helped students reduce symptoms of depression and anxiety through mindfulness techniques
- The Relationship to Self and Others Group helped students build confidence, explore relationship patterns and make connections with others

- The First Generation College Student Group helped students who are first in their families to go to college to connect and learn from others with shared experiences
- The SMART Recovery Group provided support to individuals trying to change their relationship to addictive substances and addictive behaviors
- The Technology is a Problem in My Life Group helped students make sense of the role of technology in their lives and to see how technology (e.g., social media, video games, pornography) was contributing to isolation and interrupting other life goals

Outreach Services – the staff participated in 29 outreach events across the campus reaching 996 participants. Events included presentations, panels, and workshops conducted on the following topics:

- Mindfulness Meditation and Mind-Body Wellness
- Introduction to Counseling and the Counseling Center
- Overcoming Stigma to Seeking Counseling Services in the African-American Community
- Stress Reduction for Latinx Students
- Responding to Community Crises and Students in Distress
- Mood, Depression and Suicide Awareness
- Substance Abuse Prevention

Demographics of Students receiving Counseling Services:

- 75% of students seen for individual or group services were students of color (36% Asian/Pacific Islander, 26% Hispanic/Latino, 25% White, 10% Black/African American, 2% Multiracial and 1% American Indian/Native American).
- 53% of the students seen for individual or group services identified as women, 34% as men and 13% Not Specified.
- 87% identified as straight and 13% identified as lesbian, gay, bi, queer or questioning their sexual identity.
- 11% were graduate students, 31% were seniors, 31% were juniors, 15% were sophomores and 12% were first years
- 55% of the students were from Zicklin, 40% from Weissman, and 5% from Public Affairs.

Grants – In May 2018, the Counseling Center was awarded a 2-year \$150,000 grant from the van Ameringen Foundation that will allow the Center to hire a part-time Trauma Counselor whose focus includes creating a more trauma-informed campus. Dr. Alex Levine, who started in the Center as an intern and continued on as a counselor through the Mental Health Service Corps program, started in this new role. Since then, the Center has expanded the trauma screen utilized during the intake process. The Center staff can now better assess for different forms of trauma, such as childhood abuse (i.e., neglect, emotional abuse, physical abuse and sexual abuse), current interpersonal violence, sexual assault, stalking, and traumatic loss.

Outcome Data Refinement and Quality Improvement Efforts – The staff worked with the Mount Sinai Beth Israel and the Hunter Emergency Medical Services (EMS) teams to improve the sensitivity of the EMS staff to students needing a hospital transfer. This improved the students' experiences while being transferred to the Psychiatric Emergency Room for evaluation, which can be stressful and overwhelming for students. These transfers typically result from active suicidal risk and/or psychotic symptoms.

The Counseling Center staff also made improvements to the Center's Program Evaluation capabilities. New evaluation forms and processes were introduced for measuring the effectiveness of the training program, the didactic seminars, and the supervision of the trainees.

Baruch College Counseling Center Wellness Survey and Assessment Results -- During SP18, the wellness survey was completed by 91 students who had attended at least three individual psychotherapy sessions. This was an 18% increase from SP17 when 78 students completed the survey.

Of the 91 survey respondents, 66% reported that their presenting symptoms affected their academic performance either extremely or very much before beginning treatment and 34% reported their symptoms had either neutral, very little effect, or no effect on their academic performance. After treatment, 42% reported that their presenting symptoms affected their academic performance either extremely or very much and 58% reported their symptoms had either neutral, very little effect, or no effect on their academic performance. Furthermore, 72% of students reported their overall well-being before coming to counseling as very poor or poor and fair, and 28% reported good or very good. After at least three therapy sessions, 15% of students reported their overall well-being as very poor or poor, 68% reported their overall well-being as fair, good or very good and 17% reported no changes in their overall well-being.

When asked about the reason or reasons for seeking counseling services:

- 82% reported anxiety/stress
- 58% reported depression/mood problems
- 37% reported relationship issues
- 33% academic performance issues
- 11% reported trauma
- 7% reported grief/loss
- 5% reported domestic violence/emotional abuse
- 4% reported other reasons, such as bipolar disorder, sleep issues and self-harming behaviors.
- 3% reported substance/alcohol abuse
- 1% reported sexual assault/harassment

Please note that these percentages indicate the main reasons indicated for seeking counseling, but do not demonstrate the full prevalence of these issues.

Additionally, as part of the Center's triage process, all students seeking services complete the Patient Health Questionnaire – 9th edition (PHQ-9), which is a reliable and valid measure of depression severity. Based on the PHQ-9 data during this period, the Center learned that 61% of the students seeking services at the Center suffered from moderate to severe depression and an additional 28% suffered from mild depression. The data also revealed that 29% of the students triaged during this period reported having suicidal ideation at least several days over the previous two weeks (almost half of whom reported having thoughts that they would be better off dead or hurting themselves in some way at least half or nearly every day of the same period).

Indirect Service – During this period, the Counseling Center staff were dedicated to having a presence and a voice across Baruch and CUNY in areas such as policy development and campus initiatives. Staff members participated on committees such as the CUNY Counseling Center Directors committee, the Campus Intervention Team (CIT), the professional development council, the sexual harassment and assault prevention committee, and the Student Affairs assessment team. In addition to the outreach described above, three staff members presented didactic trainings to Counseling Center staff and trainees on the following topics: 1) *Trauma, Compassion Fatigue and the Silencing Response*, 2) *Cognitive Behavioral Therapy and Time Limited Dynamic Therapy*, and 3) *Creating a Safe Zone: Working with LGBTQI Clients*.

Other Staffing Announcements – The Center welcomed two new staff members during this period. In January 2018, Dr. Jael Amador joined the staff as psychological counselor and supervising psychologist.

Dr. Amador completed her post-doctoral fellowship at Georgia State University. Her clinical approach integrates cognitive behavioral therapy with feminist/multicultural theory to treat a wide range of issues, including depression, anxiety, relational issues, stress management, performance anxiety, and the impostor phenomenon. Also joining the Center is Dr. Ruth Wong, who came through the NYC Mental Health Service Corps Program. Her clinical interests include multicultural counseling, specifically among Asian/Chinese Americans and recent immigrants, mindfulness/mind-body wellness, and the application of biofeedback/neurofeedback in clinical settings. Dr. Wong utilizes an integrative approach in working with students, especially conceptualizing from attachment theory, cognitive behavioral therapy, and acceptance and commitment therapy.

Office of the Dean of Students

Student Emergency Funding

The Office of the Dean of Students (DOS) administers the *Carroll and Milton Petrie Student Emergency Grant* 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, 109 Petrie applications were submitted and 74 or 68% were approved. Of the 74 students approved, 64 received assistance in the form of a check (some of those who received checks also received Metrocards and/or Food Vouchers), and 10 were “approved without a check” meaning they received Metrocards and/or Food Vouchers. The total amount of the checks disbursed was \$59,535. The 74 student recipients listed themselves as either veterans, parents, undocumented, DACA, transfer, or first-generation. Housing and food insecurity, recorded as the highest needs, were allocated \$12,385 of the total \$61,713.70 funds disbursed. Also noteworthy, the 74 student recipients of Petrie this period earned an average GPA of 3.01/4.0. Of these, 43 or 58% earned above a 3.0 and 70 or 95% earned grades consistent with good academic standing. The table below provides a breakdown of the total grants allocated.

Total Grants Awarded by Category for SP18

Category of Need	Funds Allocated
Rent	\$32,575
Food	\$6,490
Books	\$6,190
Transportation	\$8,390
Electric Bill	\$600
Phone Bill	\$1,070
Medical Bills	\$3,190
Childcare Expenses	\$0
Other	\$1,040
Total Allocation via Check	\$59,535
Food Vouchers (Not Checks)	\$5,895
Metrocards (Not Checks)	\$1,178.70
Grand Total Amount Allocated	\$66,618.70

Eugene Lang Immigration Grant

No new applications were processed through the Lang Foundation grant for the SP18 period since funds were exhausted by this time; however, staff continued to provide outreach to the 7 students supported by the fund in FA17, when the College was first awarded \$20K from the Lang Foundation to support undocumented/immigrant students. Thanks to the generous support of the Lang Foundation, the grant will be increased from \$20K to \$40K, thereby allowing greater financial assistance to students in FA18.

Student Medical Withdrawals

The DOS responds to requests for emergency withdrawals from students via walk-in appointments or through referrals from on- and off-campus partners. Several students may choose to drop their classes before consulting with the DOS; many other students work with the DOS to coordinate their medical or emergency withdrawals. A number of students may select to do partial withdrawals – dropping some of their classes and staying in others – through guidance by staff members in the DOS. For SP18, there were 48 emergency withdrawals processed. Of these, more than half (26) were for mental health reasons. 2/3 of withdrawal requests were from male-identified students. Injuries, surgeries, and chronic illnesses were listed among the second and third most common reasons for the withdrawals.

Requests and Reasons for Medical Withdrawals – Spring 2018

Category	#
Mental Health	26
Drug Abuse Treatment Program	1
Physical Condition / Chronic Health Condition	5
Injuries, Surgeries, Surgery Complications	7
Death in the Family	3
Other Family Emergency	1
Currently Hospitalized, Type Unknown	3
Reason for Withdrawal is Unknown (request pending)	2
Total Requests	48

Emergency withdrawals by gender

Gender of Student	#
Female	15
Male	33
Total	48

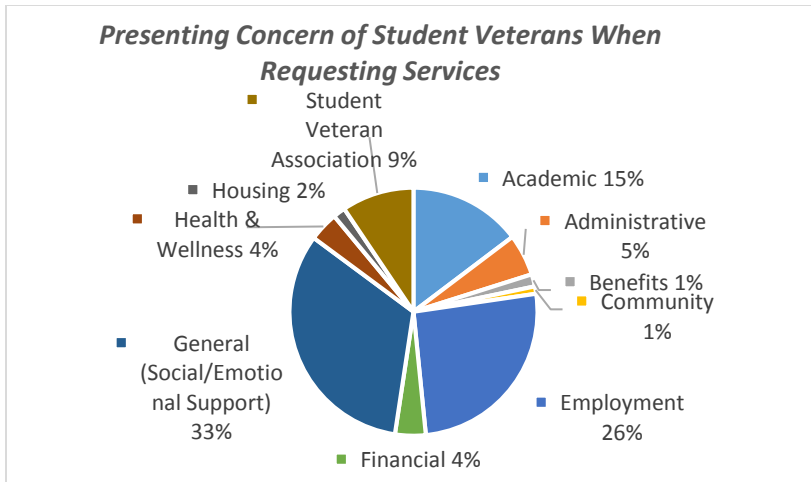
Resolution Category	#
Dean of Students Medical Withdrawal*	20
Student self-withdrawals prior to consulting with DOS	8
Students who returned to classes after consulting with DOS	6
Student who decided to drop some classes (partial self-withdrawal)	1
Cases pending (students hospitalized)	13
Total “medical withdrawals” (see columns with*)	28
Total Requests	48

Veteran Student Services

The recently appointed Veteran Student Advisor (VSA) functions as the single point of contact for military members and veterans, caregivers, and military family members. In partnership with the VA Certifying Official and offices across the campus, the VSA fosters an inclusive and accessible environment by conducting outreach and engaging students, promoting military cultural competency among staff and faculty, providing academic and social support, planning networking and professional development opportunities, among other services. Part of this VSA’s task is overseeing the CUNY LEADS program that prepares student veterans with disabilities to make realistic academic and career choices and develop the skills that will result in successful career outcomes. The LEADS Job Developer (Molly Pearl, who is also the VSA) works with students enrolled in accessibility services across Manhattan CUNY schools (Baruch, BMCC, City College, Hunter, John Jay, and School of Professional Studies). The position includes working one-on-one with students to review and revise resumes and cover letters, build networking skills, improve ADA knowledge and self-advocacy skills, as well as building relationships with employers to provide successful internships and job placements for student veterans.

Outcomes for Veterans SP18 & SU18

- 637 interventions with 160 unique individuals representing 217.75 direct contact hours
- SVA meetings included presentations from FourBlock, Columbia Presbyterian Military Family Wellness Center, Standard Chartered Bank, and Customs & Border Protection
- Resident Assistants were trained on Military Cultural Competency



Outcomes for LEADS SP18 & SU18

- o 329 Interventions with 42 unique individuals representing 124.5 direct contact hours
- o 2 Newly formed recruiting relationships with ACLU and Mount Sinai
- o 8 successful job and internship placements at Law Office of Andrew Spinnell, Mount Sinai, Pfizer, Wheeling Forward, Assemblyman Michael Cusick, Robert Half, and Self-employed (startup)

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 help to students whose behavior is perceived to be harmful to the student or others.

On-Campus Conduct

In SP18 and SU18 combined, there were 29 reports of alleged violations reported. This is an increase of 12 or 70.5%, as compared to this time last year when there were 17 reports. For a full breakdown of incident by type, see the “On-Campus Conduct – SP and SU 2018” table below.

On-Campus Conduct – SP & SU 2018

Type	# of Incidents	# of Students Involved
Indecent/Disorderly Conduct	10	11
Disruption of Educational Environment	9	11
Failure to Comply	6	6
Drug/Alcohol Related	6	13
ID Violation	4	4
Fraudulence	1	1
Facilities Violation	1	4
Total	37	50

Residence Hall Conduct

Separate from the on-campus conduct, the residence hall conduct is identified below. In SP18 and SU18 combined, there were 29 reports of alleged violations reported. This is an increase of 4 or 16%, as compared to this time last year where there were 25 reports. Of the 29 reported, the types of violations reported include: *Drug/Alcohol Related, Noise Violation, Other, Prohibited Items, Guest Policy Violation, Injury, and Argument or Altercation*. All of these categories are combined with another. For example, *Drug/Alcohol Related* violations have been paired many times with *Noise Violation*. Of the categories identified, the one reported most for SP18 and SU18 was *Drug/Alcohol Related* (N=15 incidents, involving 46 students, where 24 students violated at least one other rule in combination with violating the *Drug/Alcohol Related* rule). For a breakdown of all incidents within the residence hall by type, see the “Residence Hall Conduct chart below. **It must be noted that the category Injury is listed as a violation because the injuries were both the result of intoxication.

Residence Hall Conduct – SP18 & SU18

Type	# of Incidents	# of Students Involved
Drug/Alcohol Related	15	46
Other	7	8
Noise Violation	4	22
Prohibited Items	4	5
Guest Policy Violation	3	4
Injury	2	2
Argument or Altercation	2	4
Total	37	91

Academic Integrity

In SP18 and SU18 combined, there were 62 reports of alleged academic integrity violations submitted. This is an increase of 9, or 17%, as compared to this time last year where 53 were reports. Of the 62 reported, the types of violations include *Cheating, Plagiarism, Falsification of Documents, Obtaining an Unfair Advantage, and Other*. Many of these categories are combined with another. For example, *Cheating* violations have been paired a few times with *Obtaining an Unfair Advantage* or *Falsification of Documents*. Of the categories identified, the one reported most this period was *Cheating* (N=30 incidents, involving 34 students, where 5 students violated at least one other rule in combination with violating the *Cheating* rule). For a full breakdown of these violations, see the “Academic Integrity – SP18 & SU18” chart below.

Academic Integrity – SP18 & SU18

Type	# of Incidents	# of Students Involved
Cheating	30	34
Plagiarism	28	30
Falsification of Documents	4	4
Obtaining an Unfair Advantage	3	3
Other	1	1
Total	66	72

Sanctions

Sanctions are typically determined by the level of the violation. 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 this period, there were 10 students suspended in 9 cases, 9 for violations of the CUNY Academic Integrity Policy and 1 for a violation of the CUNY Admissions Fraud Policy. These cases involved either students who have violated the policy more than once or whose violation was egregious. Also this period, there were 25 *No Contact Orders* issued to students for matters related to conflicts with another student or students. Of the 25 given, 9 were given to students for incidents related to conduct, while the other 16 were given related to Title IX investigations. For the same time period last year, there were 4 *No Contact Orders* distributed but it is not clear that this included Title IX related *No Contact Orders* as well. A total of 15 students were placed on probation. This is an increase from the same period last year, an increase of 275%, where there were only 4 cases reported. Several students received written warnings for first-time policy violations. These students are given educational sanctions for low level incidents.

Campus Intervention Team

For this period, 74 students were reported to the Campus Intervention Team (CIT) as experiencing some form of difficulty defined by the individual submitting the report, whether that be danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempt, other mental health issues, or physical/verbal harassment or abuse. This is an increase of 21 or 39.6%, as compared to this time last year where there were 53 reported cases. The table below (*CIT – SP18 & SU18*) lists the total number of incidents reported for that period. While there were 74 students reported, there were 194 identified care types. This is a significant increase of 54, or 38.6%, when compared to same period last year, where there were 140 identified care types.

Of the 194 reported, the types of care types reported include: *Student Illness, Mental Health* (includes *Concerning Behavior, Suicidal Thoughts, Suicidal Threat, and Difficult Life Circumstances*), *Academic Concerns, Physical/Verbal Abuse, Physical/Verbal Harassment, Unusual or Inappropriate Behavior, Danger to Self or Others, Other* (behavior was unable to categorized by previously listed categories), and *Student Injury*. Outside of *Student Injury*, all of the other care types are combined with another. For example, many of the *Mental Health* care types have been paired many times with *Unusual or Inappropriate Behavior or Danger to Self or Others*. Of the care types identified, the one reported most for this period was *Mental Health* (N=88, with a significant number at 48 for *Concerning Behavior*, 7 for *Suicidal Thoughts*, 3 for *Suicidal Threat*, and 30 for *Difficult Life Circumstances*). This is an increase of 41 or 87.2%, as compared to this time last year where there were only 47 reports. Of the 88 reported, 56 of them were reported with another care type attached. Next category was *Other* (N=36, involving 36 students, where 2 students had at least one other care type in combination with the *Other* care type).

CIT – SP18 & SU18

Care Type	# of Reports	# of Students Involved
<u>Mental Health:</u>	88:	92:
Concerning Behavior	○ 48	○ 52
Suicidal Thoughts	○ 7	○ 7
Suicidal Threat	○ 3	○ 3
Difficult Life Circumstances	○ 30	○ 30
Other	36	36

Unusual or Inappropriate Behavior	27	27
Academic Concerns	22	22
Danger to Self or Others	12	12
Physical/Verbal Harassment	4	9
Student Illness	2	2
Physical/Verbal Abuse	2	5
Student Injury	1	1
Total	194	206

The Office of Community Standards partners with CIT to address student concerns. Staff members utilize campus resources to provide for the needs of students. Often times students are referred to off-campus resources, where appropriate, in order to address their immediate needs, circumstances, or concerns.

Alcohol and Substance Abuse Services

The College Environmental Prevention 5-year Grant through the New York State Office of Substance Abuse Services is now on the cusp of entering its second year of funding to provide combined prevention and brief-intervention services to the greater Baruch community. Over the course of this year, the newly appointed College Prevention Coordinator (CPC), Dr. Gavin Shafron, implemented the Baruch College Substance Abuse Prevention Program. The program represents a multifaceted approach to assessment, engagement, and brief-intervention within the College community.

The Substance Abuse Prevention program engaged in a campus-wide effort to assess the substance use patterns of the undergraduate student population. In collaboration with researchers at the University at Buffalo, and CPCs from fellow grant recipient campuses throughout the CUNY and SUNY systems, a demographically representative, quantitative survey was conducted of 529 students. Some key findings of this survey included that 56.3% of Baruch students drink alcohol at all, while 27% report binge drinking in the past 30 days (4 drinks for women, 5 drinks for men). 30% of students feel binge drinking multiple times a week is not at all wrong, and 22% believe there is little to no health risks to binge drinking multiple times a week. For those students who drink, 37% identified that they are drinking at bars in the area around campus, and 26% are drinking at an off-campus party. Only 2% reported drinking at an on-campus party. In regards to smoking tobacco or use of nicotine, 15% of students report smoking all or part of a cigarette and 13% of students report vaping/Juuling. 5% report using smokeless tobacco such as chew. Cannabis use was reported by 19% of students. Of the students who smoked cannabis, 19% reported using cannabis oils, and 13% reported vaping. Other drug classifications included the following: Rx and non Rx opioids: 7%, Non-cannabis hallucinogens: 1%, Cocaine (non-Rx stimulants): 2%.

Assessment of Substance Use in the Residence Halls

While the College Prevention Survey data did not specifically target usage patterns for an in-depth analysis of residence hall students, preexisting data collected from the Alcohol.edu assessment, given to all residence hall students who wished to gain guest privileges yielded this information:

- 71% reported drinking within the last year
- 78% reported forgetting where they were or what they did at least once while drinking.
- 44% reported binge drinking within the previous two weeks
- 11.4% of students reported drinking up to 5 drinks in one occasion in the 30 days prior to survey administration
- 8.3% reported drinking up to 10 drinks in one sitting

Additional information collected, in collaboration with the Office of Community Standards and the Office of Residence Life, indicated that over the course of the last year there have been 82 alcohol or drug-related incidents and offenses reported in residence hall alone. To address the concerning rates of problematic substance use behaviors across the college and within the residence hall, several screening and intervention strategies were implemented throughout the college. A multi-departmental approach was undertaken to address as many detectable intervention areas as possible.

As an initial stage of assessment, in collaboration with the Counseling Center, all students who present for initial triage sessions not only complete the Alcohol Use Disorder Identification Test (AUDIT), but complete the Cannabis Use Disorder Identification Test (CUDIT-R). Screening, Brief-Intervention, and Referral to Treatment (SBIRT) is an empirically-supported assessment and brief intervention strategy to create a system for identifying students who present with problematic substance using behaviors as early as possible and, at times, before their substance use becomes of even greater concern. All students who receive pre-screening AUDIT and CUDITs who display concerning patterns of usage are referred to meet with the CPC for SBIRT assessments.*

Each academic year beginning with the SP18, the CPC engages in trainings at the Counseling Center to train full-time, adjunct, and training staff in empirically based psychotherapeutic treatments for substance use disorders. The most recent trainings not only help to keep the counseling center staff up to date in effective short-term intervention strategies, but aid in therapist identification of problematic substance using behaviors among student-clientele.*

All students who receive student conduct violations relating to Baruch and CUNY's Alcohol and Other Drug Policies are required to complete the BASICS program administered by the CPC. BASICS is an empirically-supported assessment and brief intervention strategy specifically validated for usage with student conduct cases. This two-session assessment and brief intervention strategy is now mandatory for all violations taking place on-campus and in the residence halls.*

*At the date of this writing, the CPC has completed 38 SBIRT and BASICS initial sessions and 284 SBIRT Brief-Interventions.

Prevention Efforts

In an effort to promote the services provided, the CPC has engaged in 17 outreach events, reaching 767 unique students. This includes: "Bring the Balance" radio show on WBMB 94.3 FM Baruch College Radio, providing a "Ted Talk" presentation series, providing a substance abuse prevention article each month for the residence hall newsletter as well as tabling at a wide variety of events across campus. Further, the program is engaged in an ongoing Baruch Fast Facts Campaign of print and digital advertisements circulated on campus. The CPC is currently working with faculty from the Marketing Department in the development of a print and social media marketing campaign that focuses on challenging problematic social norms around college drinking behavior.

In FA17, the CPC launched the first-ever Baruch College Substance Abuse Prevention Campus-Community Coalition. This Coalition is a partnership between key stakeholders on-campus and the surrounding community including the Manhattan Prevention Resource Center, local Bar Owners, and the Army National Guard Counterdrug Taskforce. The Campus-Community Coalition is charged with creating a logic model and theory of change based on substance-using behavior across the college, evaluating and implementing environmental strategies to change the environment around problematic

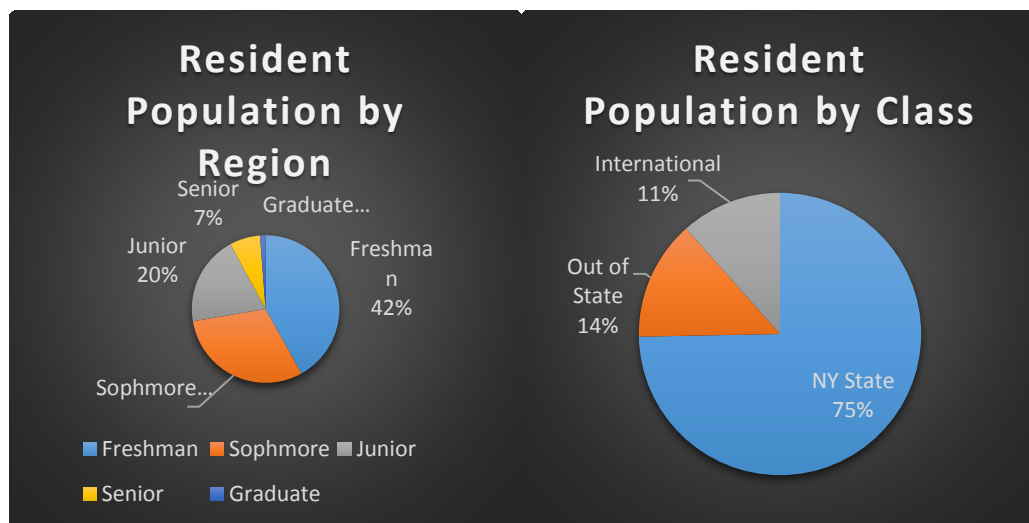
substance using behaviors and evaluating current alcohol and other drug policy at and throughout the college.

In addition, trainings were provided to select populations to help identify and treat substance abuse disorders. These include SBIRT training for PAWS Peer Mentors in the Office of Health & Wellness, basic Identification, detection, reporting, and response to substance abuse in Residence Life training given to all incoming RAs, and Modern Cannabis Usage in 2018 and Time-Limited Psychodynamic Therapy for Substance Use Disorders for the Counseling Center staff and trainees.

Residence Life

The Residence Life program began this period with the training of 7 Resident Assistants (RAs). These RAs attended a refresher four-day training facilitated by the Residence Life Coordinator, Amanda Pryor, to review procedures and policies. The Residence Life staff also participated in a CUNY RA training at the CUNY School of Law. This one-day training consisted of multiple sessions facilitated by SwiftKick, an organization with a main goal of training students and staff on creating a vibrant campus culture in which residents feel included, connected, and engaged.

Upon completion of training, Res Life welcomed residents into to two residence halls, the 97th Street Residence Hall on the upper east-side and the St. George in Brooklyn. On the 97th Street hall opened to 302 residents and the St. George housed 37 students. The total residential population comprised 138 freshmen (42%), 100 sophomores (30%), 65 juniors (20%), 22 seniors (7%), and 4 graduate students (1%). Thirty-seven residents out of the entire residential population were international students from 19 different countries. Of the 290 domestic residents, 245 were from New York and the remaining 45 represented 15 other states and territories. There were 57 honors students residing in the hall this period. Each RA managed an average of 47 residents.



During the first week of the semester, Res Life staff facilitated the *Welcome Back Social Mixer* to get residents back into school spirit and the opportunity for them to meet fellow residents. The staff facilitated over 36 programs over the course of the semester. The majority, over 60%, were educational programs. There was a total of 500 residents who attended hall programs and events. Departmental programs, planned and executed by the entire staff, were some of the highest attended events. This period included the *Bearcat Spa*, where residents were able to visit different stations to make spa items

such as facial masks and fruit-infused water for stress reduction. The last program of the year was *The End of Semester Fiesta*, which was attended by VPSA/Dean Art King and Associate Dean Patricia Imbimbo. At this event, a graduating senior taught Salsa and Bachata dances to residents and staff. This was one of the highest attended programs with 61 resident attendees.

RA selection for AY18-19 was held mid-semester. Students were able to apply for one of the 6 RA positions available. The robust RA selection process ended after an intense round of interviews. Out of the 22 new applicants, 4 new RAs were appointed and 2 were re-hired as senior RAs. Throughout this period, Res Life staff provided tours of the residence hall in collaboration with the Office of Admissions and Enrollment Management. This partnership included Open House and Information Sessions, where Res Life staff presented tours to 100+ potential students and families.

Health & Wellness

During this period, the Office of Health & Wellness provided programs and services focused on promoting and influencing the health and wellbeing of students at the College. This was achieved through program offerings, presentations, tabling, workshops, and co-sponsorships with active student organizations, Peers Advocating for Wellness Services (P.A.W.S.), and other units on- and off-campus.

In SP18, 23 programs were presented, many of which utilized the Hettler (1976) Wellness Wheel Model that focuses on student development in the areas of physical, emotional, and mental wellbeing. Several of these programs were facilitated by P.A.W.S. Further, program offerings this period supported nationwide campaigns such as Sexual Health Week, Mental Health, and Men's Health. Following is a snap shot of events that took place:

- 4 programs offered during Sexual Health week focused on topics college students face, and were held in collaboration with student clubs that included Gender, Love, and Sexuality Spectrum (G.L.A.S.S), the Sexual Harassment & Assault Prevention committee, and the Student Health Care Center.
- 150 individuals attended the production of the Vagina Monologues offered during Sexual Health Week.
- 400 students attended the annual Health & Wellness Festival to support the nationwide theme of Mental Health.
- 150 students, staff, faculty, and community leaders participated in the inaugural CUNY Men's Health Summit held to assist in identifying key health issues that may affect the health of CUNY identified male students.
- 20 students participated in the CPR/AED and First Aid training provided by Lifeworks, Inc. The training was held in partnership with the Bio- Med Society at the College.
- 37 students participated in cooking demonstration classes held in the residence hall.
- 150 students attended weekly Yoga classes. Ten sessions were held.
- 167 students received health and wellness instruction during the SEEK Summer Academy. The course was taught over a two-week period.
- 239 students participated in the bi-weekly radio talk show *Bring the Balance*. A total of 4 shows and listening socials were provided.
- 244 students took part in Blood Drives in conjunction with the New York Blood Center.

Health Care Navigator and Health Insurance Provider

One hundred and eleven students were enrolled for the Essential Plan health insurance. The Essential Plan covers doctors' services, in- and outpatient hospital care, prescription drug coverage, pregnancy and childbirth, mental health services, and more. Further, the Health Care Navigator worked through

the New York State Department of Health and was on campus two days a week (for 12 hours) to meet with and inform students of the comprehensive list of health insurance options available to them. This period, there were 237 students enrolled in the health insurance plan provided by Metro Plus.

The Student Health Care Center

The Baruch College Student Health Care Center (SHCC) provided a range of free and highly subsidized care to enrolled students during SP18. A total of 2,204 students received the following services:

	February - May 2018	June - August 2018
Women's Health, Comprehensive	10	2
Women's Health Focused	148	66
Sexually Transmitted Illnesses	64	18
Physical Exam	99	25
Focused Exam (URI, knee pain, lab results, etc.)	523	140
Triage (No required exams)	56	13
Immunizations	84	70
Phlebotomy	149	54
Info (Non clinician)	434	172
Lactation Room	68	21
E-mails/Telephone Calls	345	149
Total	2,964	730

**The number break down per category will not tally to the total number provided, as one student may visit the health center to receive different services or treatment at the same time.*

In collaboration with student clubs, SHCC (through a contract with Mount Sinai Beth Israel) participated in 14 on-campus tabling events and presentations designed to increase awareness, promote services and educate students about healthy lifestyles.

Recognition

Also during SP18, the Undergraduate Student Government, at its End of Year Banquet, honored the Office of Health & Wellness and its Associate Director Joy Allison with *Awards of Appreciation* for the work done to promote healthy lifestyles on campus. Meanwhile, at the New York Blood Center New York City Chairpersons Recognition Breakfast, Baruch College was recognized with the *Gold Award* for reaching up to 300 blood donations.

Early Learning Center

The Early Learning Center (ELC) provides childcare and education to children ages 2 through 5 years old. The children of Baruch students, faculty, and staff are accepted on a first-come, first-served basis. During SP18, 14 children were enrolled. At the start of the semester, the ELC hosted a *New Parent Orientation* for families new to the program and a *Family Brunch* for all ELC enrolled children and families. The *New Parent Orientation* was scheduled to introduce new parents to all aspects of the program through discussions about expectations for the semester. Three families attended the orientation and 9 families attended the parent brunch. The highlight of the parent brunch was to

introduce the family support specialist to new parents and to allow time for returning parents to interact with her. All student-parents had an opportunity to learn about how they can utilize the family worker's expertise. The children's orientation took place for four days to the start of the semester. Eleven families (15 parents) participated in all or some of the children's orientation –bringing their children for short periods of three days before classes began.

Throughout the semester, the family support specialist continued her bi-monthly support meetings with parents. Over the course of the semester, the specialist had 8 visits to the center and met with 6 student-parents. The specialist also conducted one parenting workshop titled, *Setting Limits*. 4 student-parents participated in the workshop.

In April, ELC celebrated the *Week of the Young Child (WOYC)* with a variety of family events. The WOYC is an annual celebration hosted by the National Association for the Education of Young Children (NAEYC) celebrating early learning, young children, their teachers and families. On *Music Monday*, the children shared musical activities with families; *Tasty Tuesday* the children shared a healthy breakfast and made lunch for their parents; On *Work Together Wednesday*, the parents accompanied ELC staff to the playground to plant flowers in planters; on *Artsy Thursday*, the children and families created a joint mural; and *Family Friday* the children shared family photos with each other. Nine families attended one or more of the weeklong events. During spring break, the student-parents arranged a family trip to the American Museum of Natural History. They received passes to the museum and to the special exhibitions—*Unseen Oceans, Our Senses* and the *Butterfly Conservancy*. Six student-parents spent the day at the museum with their children and families.

Other ELC events for the semester included a curriculum meeting, where parents were given an opportunity to learn about curriculum plans; other activities included weekly specialty woodworking classes as the children continued their work of hammering, sawing, sanding, and designing their wood pieces to build their very own object in preparation for displaying at the *Gallery Walk* at the end of the semester; a visit from Alley Pond where children observed a variety of animals and reptiles, including a snake, lizard, rabbit and dove; community walks to Union Square Market to purchase vegetables and fruits for cooking and eating; and the end-of-year family celebration and gallery walk to culminate the department's successful year. Twelve student-parents attended the event and had opportunities to see a variety of samples of work their children's did throughout the year.

New Student & Family Programs

Established in FA17, the Office of New Student & Family Programs (NSFP) is responsible for the onboarding and acclimation of new students to the College. As a largely first-generation school, the NSFP also serves as the primary resource for family members of new students, providing guidance and support as their students navigate college life. Comprised of an administrative team of two full time staff members and a work-study student support team, staff executed events and programs throughout this term for over 1,600 newly enrolled students. Also this period, NSFP held its inaugural *New Student Welcome* event. This ½ day event greeted 75 new enrollees and 22 family members, who heard presentations from College administrators and student leaders including Provost Christy, VPSA/Dean King, the NSFP administrators, and four current students. The event was also supported by a resource fair, which had over 20 programs/departments represented. The event concluded with Starr hosting an interview and resume writing workshop. The following day, NSFP administered both the compulsory Freshman Seminar (FRO 1000) and non-compulsory Transfer Seminar (TRA 2000). The office hired and trained 19 peer mentors and 5 instructors (Baruch and non-Baruch administrators) to teach the 12

sections of over 225 new students. Also during this period, 8 student concerns were brought to the attention of NSFP; three were referred to CIT.

As a commuter campus, transfer students often arrive to school for classes, but promptly leave to tend to other personal and professional obligations. As a way to cultivate an affinity amongst this population, NSFP partnered with the Transfer Student Organization (TSO) to host a transfer student networking event. For a number of years, the TSO membership has experienced a decline, so this also became a recruitment event for the group. On Thursday, April 12th the *Transfer Student Mixer* hosted 45 students, who were either enrolled in TRA 2000 or were members of the TSO. They all came together to meet one another, build rapport, and discuss the future of the group. At the conclusion of the event, it was clear that there was a need for the existence of this organization, and the decision was reached to reestablish the group in FA18.

The NSFP is looking forward to the fall semester with increased programming for first-year and transfer students and the development of the family component of the unit's programming and outreach efforts.

Student Disability Services

The Office of Student Disability Services (SDS) got a new coat of paint this spring thus creating a more polished and professional atmosphere. Students have commented on it, and staff is most appreciative. SDC is grateful to Campus Facilities and Student Affairs for helping to realize this project.

In January 2018, SDS launched the *Accommodation Card* for its registered students. By the end of SP18, the department had successfully issued cards to more than half of its student population (233). SDC believes that permanent SDS cards improve student communication with faculty and staff, while encouraging self-advocacy and responsibility on the part of the student. The SDS cards professionalize the registration process and simplify access to services. The cards also protect confidentiality by eliminating the chance of a confidential accommodation letter being misplaced, and, for faculty, cards mean less paper to manage. Additionally, students can show their cards at any time to identify themselves on campus as being registered with SDS. Feedback received from students during the course of the semester confirmed these anticipated outcomes.

In March 2018, SDS hosted Thailand's Office of Higher Education Commission. Thirty-four guests from Thailand visited Baruch to learn about the College's services to students with disabilities. They toured SDS and STARR, and SDS gave a presentation on *Disability Services in Higher Education*. Also this period, SDS proudly hosted the ReelAbilities Film Festival: NY, and premiered three films: *Defiant Lives*, *DesignAbility*, and *DEEJ*. The film festival was covered by the Ticker.

The department's director, Patricia Fleming, presented at CTL's retreat "*Designing an Accessible Classroom at CUNY*". SDS also conducted trainings for SEEK and SACC tutors. Further, SDS invited the Director of the American Institute for Stuttering to present on the topic during a professional development day opportunity event for Student Affairs staff in April 2018. The event was a success. Meanwhile in June 2018, SDS sponsored three Baruch students to attend the 7th Annual CCSD (CUNY Coalition of Students with Disabilities) Leadership Retreat in Upstate New York. At this retreat, student leaders explored how to develop awareness, advocacy, opportunity, and a sense of community among CUNY's 10,000+ students with disabilities.

CUNY LEADS (Linking Employment, Academics, and Disability Services)

This initiative provides career preparation services and resources to Baruch students with disabilities. The SP18's enrollment increased 10% (from 84 to 93 students). 84 are Undergraduates: 57 Business, 19 Arts & Sciences, 8 Undecided. 9 students are in Masters Programs. At the end SP18, 9 LEADS students graduated, 2 students obtained full time employment, and 6 obtained summer internships at companies such as Pfizer, KPMG and Boeing. One student was invited to attend the highly selective Fulbright Scotland Summer Institute on Technology, Innovation, and Creativity. In collaboration with Starr, LEADS students participated in a special meet and greet with TD Bank at the Diversity Career Expo. In addition, students participated in information and mock interviewing sessions with HR staff from McCann Advertising. The LEADS Advisor participated in both the Transfer and Diversity Career Fairs and attended a Facebook fire-side chat to discuss and learn about their Diversity and Inclusion efforts.

Assistive Technology

Eighty-one assistive technology (AT) items were loaned to students. This is a 30% increase over SP17. Eight-one trainings were conducted in the use of Live Scribe Pens, Kurzweil 3000, and Dragon speech-to-text. There were 4 requests for accessible furniture. SDS Computer Lab, which is equipped with AT computer programs, was utilized by 59 students. The department consulted on AT with faculty and students on 70 occasions and made one AT equipment loan to another CUNY campus. Thirty-one individual appointments were scheduled with BCTC regarding the implementation of campus assistive technology. Additionally, SDS hosted two CATS (CUNY Assistive Technology Services) trainings: one in February, "CUNY Labs Licensing Package" and the other in March, "Web Accessibility Workshop." Further, the AT Manager and AT Specialist installed assistive technology in two Baruch computer labs to accommodate students with disabilities testing through the CUNY LINCT program.

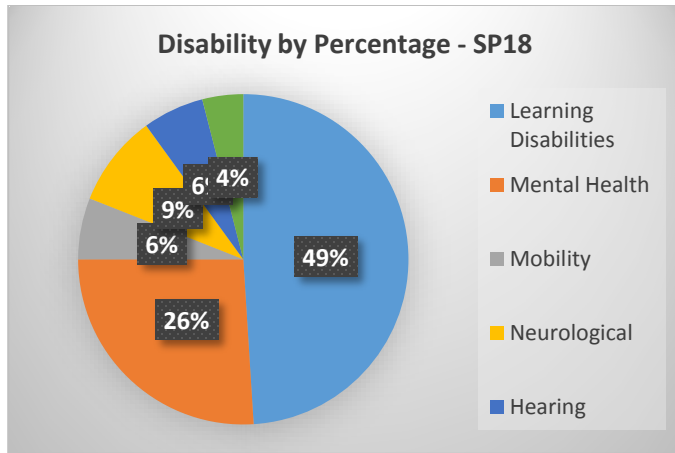
Exam Proctoring and related services:

537 exams were proctored SP18. This is one of the most important services that SDS offers to students and faculty. SDS is collaborating with BCTC to create an electronic version of the Exam Proctoring request which BCTC and SDS will pilot. Also this period, 7 students were matched with classroom note takers, and 11 classroom note takers were contracted. SDS wants to point out that these numbers continue to decrease which is good news. Students are encouraged to use technology as opposed to having a person taking notes for them in the class. As well, there were 2 full time students who are deaf required Sign language interpreters. SDS continues to work with the NYS State Readers Aid Program to obtain sponsorship for all low hearing and visually impaired students. This period, SDS recouped \$87,390 from NYS to address the cost of Sign Language Interpreters.

In addition to 43 new intakes, there were 357 visits to SDS by students to schedule exams or to request an appointment; 70 students were seen for consultations, and 17 faculty members reached out to consult on student issues. SDS worked with 4 students on Appeals.

SDS By the Numbers

There were 443 students with disabilities registered with the office: 219 Learning Disability; 119 Mental Health; 38 Neurological; 25 Mobility; 23 Hearing; 19 Vision



SDS correlated the GPA's of the SP18 cohort with the number of office visits. Those with GPA's 3.00-4.00 had a total of 200 visits. Students whose GPA's were 2.00-2.90 had a total of 76 visits. This suggests that persistent active connectivity with SDS positively impacts GPA.

Student Life

The Office of Student Life (OSL) develops the co-curricular college experience of Baruch students through a rich array of educationally diverse programs, opportunities for leadership and civic engagement, club and organization development, and community building. During SP18, OSL employed 13 fulltime staff members, 2 graduate assistants, and 9 student assistants. This period, the office appointed a new Assistant Director of Leadership Development and Civic Engagement, Dinetta Curtis. In addition, each functional area focused on aspirational goals to increase the reach, efficacy, and engagement levels our programs and initiatives.

OSL By the Numbers

- 6,488 student visits to the office
- 133 active clubs & organizations
- 465 student programs and 353 tabling events
- 1,300 students participated in Winter Carnival, Spring Fling, and Battle of Lex
- 35 programs across 4 Heritage Month celebrations: 9 Black History Month; 12 Women's History Month; 9 Asian Pacific American Heritage Month; and for 5 Caribbean Week
- 175 students participated in Leadership Development programs: 18 attended the Baruch Officer Leadership Development (B.O.L.D.) Workshops; 76 attended T.E.A.M. Baruch Leadership Training Bootcamp; 50 attended the Retreat; 19 attended Alternative Spring Break; and 12 took part in the Civic Engagement/Service Learning initiative

Student Activities

The OSL Activity Team successfully advised 133 registered graduate and undergraduate clubs and 4 media groups. They oversaw 87 large scale student events and 4 campus-wide events, including events for 4 Heritage Celebrations. The team also revised the club registration process to begin in the spring semester instead of the fall, which resulted in receiving updated officer information and transition plans, for the first time. The immediate response from student leaders was encouraging: with over 82% of

previously registered clubs and organizations participating and understanding the benefits of early registration. Further, the team implemented an *Organization of the Month* recognition program as an incentive for clubs and organizations to showcase their programming, the winning organizations were rewarded with opportunities, such as lunch with the Dean of Students and a rolling board in the 2nd floor lobby of the Newman Vertical Campus highlighting their achievements. The OSL Activity Team oversaw the successful return of the Volunteer Income Tax Assistance (VITA) program after a 4-year hiatus. In addition, large scale event programming requests were done on an annual basis, allowing students to plan in advance for their larger events and included mandatory advisor meetings, which resulted in a 60% decline in late voucher and contract submissions.

Leadership Development

During SP18, the Leadership Development umbrella was expanded to offer increased opportunities and trainings to students. Two Leadership Development coordinators were appointed from the T.E.A.M. Baruch pool to help build out an on-campus leadership development program that fits the non-traditional schedules and needs. The signature T.E.A.M. Baruch program was expanded to offer additional leadership development and community building activities to students accepted to the program. Community service, career, and social events were planned and surveys were sent out to determine the needs and interests of the students currently involved in the program. Further, the annual retreat was moved to Mont Lawn Retreat Center of the Bowery Mission. The Mission also initiated discussions to develop Baruch's first service project partnership.

In addition, Baruch Officers Leadership Development (B.O.L.D.) workshops were developed to supplement the current mandatory B.O.L.D. training. Four general workshops were held on conflict resolution and transition planning. There were also 6 student organizations that worked directly with the office to host workshops for each specific organization. Leadership Development also developed the Bearcat Bootcamp, a semester-long opportunity for 40 students to work with a professional personal trainer twice a week during club hours and to attend bi-weekly nutritional workshops. The program was designed to teach students with limited resources how to work out in small spaces, like an apartment, and how to eat properly on limited budgets. Close to 400 applicants applied for limited space in the program; the program was an unprecedented success and will be continued in SP19.

OSL's alternative spring break trips continued this period with 19 students participating in a volunteer opportunity with the Steinbruck Center at Luther Place in Washington D.C. 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. Also this period, the College hosted the CUNY-wide New Leaders Challenge, a conference dedicated to training incoming CUNY-wide student government representatives.

Submitted by Art King, Vice President for Student Affairs & Dean of Students – 10/2018