



**Division of Student Affairs
General Faculty Report
Fall 2019**

The [Division of Student Affairs](#) (DSA) continues its charge of supporting the academic mission of the College. As such, DSA created initiatives to supplement classroom learning and enhance student connections to the campus community. Following are highlights of programs, services, and activities presented during SP19:

Athletics & Recreation <Heather MacCulloch, Director>

Academics: One hundred and thirty (130) student-athletes participated in eight sports. Of those, 86 were male and 44 were female; 49% of the SP19 student-athletes were recognized as CUNYAC Scholar-Athletes (with cumulative GPAs of 3.2 or higher). Of the 130 student-athletes, 29 exhausted their eligibility of 4 years and/or have applied for graduation. Nineteen of these student-athletes graduated within 4 years—some using intercessions, while three graduated within 5 years. Three student-athletes were graduate students. Four student-athletes have exhausted their 4 years of eligibility and are still working to complete their undergraduate degree. Of the 29 student-athletes mentioned above, nine were transfer students, but did compete at Baruch for 2-3 eligibility seasons. During this period's course registration, 99% of student-athletes met with an academic advisor.

Facilities: Redesign of Main Gym Floor project was completed. The floor was sanded down completely, removal of old painted logos and refinished with new design. Open gym hours for general population exceeded 120 hours in the SP19 semester between the Main and Auxiliary gyms. The department hosted numerous NBA and NCAA team practices from around the country. The annual Athletics Banquet was held in the Main Gymnasium for second consecutive year, where several student-athletes were recognized for outstanding achievement in academics and sports. Aside from hosting numerous in-house activities and external rentals, the department provided space in the gym to host several college-wide events that included job and internship fairs, *Battle of Lexington*, etc.

Sports Information: SP19 was a successful semester with men's volleyball, men's tennis, and men's baseball each winning CUNYAC Championships and earning a berth to play in the NCAA Division III Postseason Tournament. Men's volleyball ended a four-year championship drought and defeated rival Hunter College on their home court in five exciting sets. Nicholas Godino and Meni Musheyev earned CUNYAC First Team Honors, while Andrew Tsororos was Second Team. Godino was also named the CUNYAC Championship Tournament MVP. Men's Tennis won their third straight CUNYAC Championship. Freshman Abhinav Srivastava was voted the CUNYAC Rookie of the Year and Head Coach Gregory Wyzykowski was named the Coach of the Year. Senior Leonard Margolis was named the CUNYAC Championship MVP and an All-Star. Michael Dozortsev and Hudson Kaylie wrapped up a successful spring tennis season by also earning All-Star honors. The baseball team also ended a long championship drought, dating back to 2012, by defeating the College of Staten Island in a three-game series to win the CUNYAC Championship. The Bearcats advanced to play in a postseason three-game series against Husson University to compete for a berth in the NCAA Tournament. They won the series in Bangor, ME to clinch Baruch's baseball first-ever appearance in the NCAA Division III Postseason Tournament. A number of players earned recognition awards with Keith Jorge Mercado (CUNYAC Championship MVP)

and Raymond Mauer III (CUNYAC Sportsmanship of the Year). Davic Cappelán, Kemal Deljanin, Paul Sirakowski, and Theodore Avgerinos each earned CUNYAC All-Star Honors. Head Coach Jose Torres was voted the *Baseball Coach of the Year*. The success continued individually when softball players Gabrielle Huezó and Victoria Kisling were voted as CUNYAC All-Stars.

Intramurals: The intramurals program expanded to include Badminton. The program was successful with the first annual badminton tournament that drew 14 teams of doubles players. Meanwhile, the *Basketball League* was again successful with over 124 participants in a 10-team league format. The 2nd annual *Sweetheart Challenge*, which promotes healthy lifestyles, was also successful with 30+ participants taking the one-week challenge. Meanwhile, the Chess Tournament expanded to 20 participants. The competitions ran amateur and advanced divisions to accommodate all levels. Intramurals also collaborated with various student groups and departments to expand its offerings and build on the success of existing partnerships. WMBM again collaborated to host the marquee end of the year Dodgeball Tournament that drew 60+ participants. The department partnered with the Office of Health & Wellness to offer student yoga classes, and worked with the Office of Student Life to help with administering the signature *Bearcats Bootcamp* program. The digital platform IMleagues.com/Baruch remains as the central hub for registration of events. It also facilitates in the process of keeping standings and results from various leagues and tournaments.

Pool: The Aquatic Center, the only 25-meter facility in Manhattan, is home to Men's and Women's Swimming and Diving Teams, who have won the CUNYAC Championships for the past two years; the groups were also recognized as the CSCAA Scholar All-American Team. The College swim team practices about 18 hours a week during the season. This past season, the Aquatic Center hosted five NCAA swim meets against schools in the CUNYAC Conference and the Metropolitan Swimming Conference. The Baruch pool is also the home to four US Masters Swimming Teams, a Triathlon Team, and a USA Swimming Age Group Team; they use the pool for approximately 60 hours per week. Likewise, the pool is home to the Friends Seminary Men's and Women's Swim Team, a private day school in Manhattan.

The pool offered approximately 62 hours per week of open swim times to Baruch students and patrons. The Aquatics Department, in conjunction with Continuing and Professional Studies (CAPS), offers 6 swimming classes of different levels over six 8-week sessions. During the academic year, the department also offered two accredited college courses – *Beginner Swimming* – for the college population. During SU19, the department hosted an average of 150-200 camp kids, with an objective of teaching the fundamentals of swimming and advancing swimming skills over an 8-week period.

The *Student Athlete Advisory Committee* (SAAC) collectively worked on numerous community projects. Throughout SP19, one to two student-athletes visited and read to the children of the Early Learning Center (ELC). Each day a different sports team was represented with each team participating 1-2 times during the semester. In all, 38 student-athletes participated in the ELC initiative. SAAC also participated in *College Dream Day* at PS-153 in Harlem. Each year, SACC celebrates *March Madness* as a way to get young students excited about college. Every PS-153 class picks a team in the tournament to follow, support, and learn about. At the end of the month, they put on a culminating event called *College Dream Day*, and the Bearcats were among local colleges participating.

Administration and Finance: To better organize the locker rental process and distribution, master locks were purchased for all the rentable lockers in the ARC. An individual renting a locker will be given the combination to the locker/lock. New hire apparel packets were purchased for coaches joining the

Baruch Athletics staff. These packets enable the new coaches to begin representing the College at recruiting events, athletic contests, and practices. The *Senior Appreciation Day* for student-athletes was renamed the *Bearcat Appreciation Day*, streamlining the day for all student-athletes to receive the same recognition, regardless of the sport they represent.

The department recently conducted a survey to gauge student perception and participation. There was a 20% response rate (N=44 students). Student participants (77%) reported they strongly agree that taking part in intramurals was beneficial to their physical/and or mental well-being. 54% of participants strongly agreed that they have improved their skills in the activity in which they participated, and 50% of participants agreed that they made friends that made them feel part of the Baruch community. Student participants also revealed that they would like to see the intramural program marketed more prominently throughout the campus. Others indicated they would like to see a specific sport brought to the program. Based on these results, the department will make an effort in FA19 to promote intramural programs throughout campus via various media, to include the Student Life newsletter, so as to reach and attract a larger group of participants. The department will also explore adding additional activities to the intramural offerings.

Starr Career Development Center <Ellen Stein, PhD, Director>

While SP19 saw many accomplishments within this department, a few of Starr's most successful activities are highlighted herein.

New/Renewed Funding:

- Max Berger Pre-Law Program received renewed funding in the form of an endowment to support Unpaid Internships, LSAT reimbursements, Pre-Law Fellows Program, and Pre-Law Advisement.
- Starr received funding for The Sidney and Laura Gilbert Awards, which will enable students to apply for stipends to support unpaid or underpaid internships. Applications are live and awards will begin in FA19.
- The [Wendy Heyman Public Interest Fellowship](#) awarded 15 students \$3,000 stipends for undergoing unpaid internships for the common good.
- MUFJ Bank and private donors agreed to provide financial support to FLP for AY19-20.
- Enterprise, Moody's, and RSM maintained Starr Employer status during this period.

Career Success Initiative Grant for *Bridge to Baruch Program*:

- Starr was awarded one of 12 *Career Success Grants* from CUNY Central's Office of Work Force Development to launch the program designed to jumpstart transfer students' career readiness and preparedness to participate in time sensitive recruiting activities.
- 137 spring cohort students attended the winter Pre-Semester Intensive workshops, 83 students opted to participate in spring passport program, 20 students attended presentation on internships by Enterprise, and 39 attended panel of successful transfer students. Of the 83 students who opted to participate in SP19 passport program, 24 of them completed 100% of requirements and secured an internship, and 15 students were awarded a \$500 B2B stipend.
- Research comparing B2B student engagement versus non-B2B engagement in career development activities yielded large differences in engagement rates, which has been shown to play a key role in gaining employment within 6 months of graduation.
- Findings from fall program assessments resulted in reducing the number of monthly advisement sessions. Findings from SP19 assessments underscored the impact of the

program on transfer students' career readiness and engagement. Ultimately, results highlighted the importance of offering the program again during AY19-20.

Engagement Rates of B2B participants Vs. Non B2B participants

Transfer Type	Average Starr Search Logins	Participation in Career Activities	Completed OCR Certification	Did Not Complete OCR Cert.	Applications for OCR Positions	Applications For Non OCR Positions
B2B	9	7	71	331	10	2
Non-B2B	1	1	9	2,458	1	.36

- Starr earned [top honors for Best Practices at the CUNY Career Services Association Conference](#):
 - Bridge to Baruch won 1st Place for *Collaboration with Campus Community*.
 - Bridge to Baruch also won 3rd Place for *Technology and Digital Outreach*.
 - Professional Volunteer Program won 2nd Place for *Employer Partnerships*.
- Published [Post Graduate Outcomes Report for 2018](#) in spring.
 - Of the 63% of graduating students who took the survey, 82% were either employed or in graduate school.
 - The average salary for a Baruch undergraduate in 2018 was \$51,058.

Career Development and Recruiting Activities by the Numbers

Career Development Activity	SP19
Career Consultations	2,176
Vocational Tests	389
Resume Reviews	820
Mock Interviews	77
Unique Student Visits	1,461
Student Office Visits	2,794
Students Attending Career Fairs	898
Events Posted	244
Students Signed up for Events	3,876

Recruiting Activity	SP19
New Employer Accounts	674
Internships Posted Online	1,344
Jobs Posted Online	2,472
Student Logins	116,484
Discrete Student Users Who Logged In	8,850
Applications Submitted Online	52,727
On-Campus Interviews	216

Employer Relations: Starr's employer relations team manages job fairs, on campus recruiting, job posting, employer based programming, job development, partnering with student clubs, and more. Highlights of SP19 activities include:

- The *Spring Undergraduate Job and Internship Fair* drew 77 employers and 880 undergraduates.
- 3rd Annual Diversity Career Expo* offered a keynote presentation, networking, and breakout sessions.
 - *The Diversity Career Expo* attracted 25 employers and 421 students. The expo included diversity-related breakout sessions on veterans, persons with disabilities, law school, and under-represented groups.
- Spring on Campus Recruiting* featured internship and full time positions.

- A total of 415 unique students submitted 1,000 applications for 37 positions in 18 unique companies representing Accounting, Finance, Government, Insurance, Marketing, Media, Management, Retail, and Technology.
- 216 on campus interviews were hosted that attracted 168 unique students.
- To help students better prepare for interviews, Starr organized 25 on- and 6 off-campus employer information sessions.
- ❑ As employers continue to seek more direct connections to students, Starr served as conduit to connect employers and students.
 - Club Liaison collaborated with 35 clubs and co-sponsored 28 spring professional development events with clubs, as well as secured 15 industry speakers for club events.
 - New opportunities for students included participation in *Google Black Excellence Mixer*, *Google Case Study Boot Camp*, *Google Virtual Summer Boot Camp*, and the *Mindshare Case Study*.
 - Escorted student visits to Beam Living, Conductor Media, Google, IPG Media Brands, and Toy Associates.
 - Created postings for off-campus recruiting events: Early ID and Diversity initiatives at BNY Mellon, Goldman Sachs, HSBC, JP Morgan, Macquarie Holdings, and Morgan Stanley.
 - Secured employer representatives as speakers for diversity heritage month programming.
 - Hosted five career week panels in tech, digital media and communications, real estate, arts and sciences and government and non-profit involving 65 professionals and 358 students.
 - Co-sponsored two *Baruch and Beyond* industry roundtables with Alumni Relations on Risk Management (48 students attended) and Venture Capital (32 students attended).

Career Development Activities: In addition to career counseling, vocational testing, and workshops featured in the aforementioned tables, career development activities include workshops, outreach to individual schools and special populations, *Starr Speaker Series* in classrooms, and more.

- ❑ Career Counseling and Advisement
 - Starr ran six-sessions of *Job Search Boot Camp*, averaging 10 students per week, to help graduating students/recent graduates with their job search.
 - Five ad hoc workshops were conducted and roughly 23 ad hoc majors were created and received sign-off from the Arts & Sciences liaison.
 - Starr trained three career counseling interns each from Baruch, NYU, and Columbia University.
- ❑ Outreach
 - Worked with 35 clubs and student organizations and cosponsored 28 professional development events, co-sponsored two events with USG, and took part in 7 events for international students.
 - Assisted in 3 Marxe School events including Graduate School Fair, information session on federal jobs, and Non-Profit Career Panel.
 - Career Counseling Alumni Panel conducted and was open to both graduate and undergraduate psychology students for them to learn more about the career counseling industry.
 - *Suit Up for Success* raised over \$1K from the sale of low cost, donated professional attire. Funds raised were used to clean the attire that is borrowed at the career fair.
- ❑ *Starr Speaker Series* offered 30 presentations for 10 departments and reached 1,019 students.
- ❑ *Zero Credit Internship Program* enabled 2 students, not yet in a major, to work in unpaid internships.
- ❑ Alumni Career Programming
 - Hosted weekly walk-ins as well as four Alumni seminars that attracted over 105 alumni.

- Award winning *Professional Volunteer Program* featured 23 professional volunteer mentors, who offered 290 consultations to students.
 - Professional Development Programs: Starr hosted a variety of targeted leadership programs to help cohorts of students jumpstart their career readiness.
- ❑ Financial Leadership Program
- Once again, 100% of the 17 FLP student participants each received front office internships at one of the following companies: BMO Capital Markets, Citi, Deutsche Bank, Goldman Sachs, JP Morgan, Moody's, Natixis, Royal Bank of Canada, Piper Jaffray, Prudential, Scotia Bank, Societe General, S & P Global, and Wells Fargo.
 - Max Berger Pre-Law Program. The Max Berger Pre-Law Program celebrated its 12th year. Pre-Law Advisor Tina Coco launched a new pre-law orientation workshop to introduce students to all the programs the Pre-Law Society has to offer. 41 students attended 6 workshops held.
 - Pre-Law Institutes prepared 30 students for the fall law school application cycle. Each featured LSAT preparation assistance, tours of the Bar Association or NYS Court, and law school visits.
 - Funding from the Max Berger Pre-Law program was awarded to three students to participate in unpaid legal internships and to six students for LSAT reimbursements.
- ❑ Rising Starr Sophomore Program (RSSP) and *Passport to Partnership Program* (P2P)
- Nine P2P students and 16 RSSP students participated in 9 professional development programs ranging from mock Interviews to Dining Etiquette, and communication intensive presentations on three informational interviews each participant was required to conduct.
 - All students assessed their Career Readiness in FA19 and again in SP19 to gauge growth.
- ❑ Peers for Careers Program
- Eleven active peers presented at 18 different events, facilitated 586 resume reviews, and conducted 28 mock interviews.
 - Three peers and a peer alumna designed and presented a new workshop *Digital Interviewing Strategies* attended by 11 students. This was especially important given that more companies are screening students via video interviews prior to offering in-person interviews.
 - After joining the *Peers for Careers Program*, 100% of peers secured at least one internship.
- ❑ *CUNY EDGE* program is designed to help students on public assistance gain the career readiness skills they need to have successful careers and to become economically independent.
- During this period, there were 78 *CUNY EDGE* students who attended 220 career advisement sessions and 52 workshops. They applied to 770 positions, eight received internships and two obtained jobs. One student each received a *Wendy Heyman Public Interest Fellowship* and a *David Rockefeller Fund Fellowship*. One student participated in CUNY Service Corp trip to Puerto Rico and another the *Digital Activism Fellowship*. Two students were accepted into the Info Systems/Data Analytics and International Affairs respective graduate programs.
 - Ten students participated in *Finding Your Edge* leadership initiative to help students become NACE Career Ready. Students completed before and after self-assessments of their career readiness competencies and reported showing improvements in competencies.
- ❑ Marketing Initiatives
- The marketing interns and staff created eight new videos, and maintained the Center's Starr Weekly, Word Press Blog, FaceBook, LinkedIn, Twitter, YouTube channels.
 - Starr launched a new Instagram channel with a current 497 followers.

- The Starr Blog was expanded to include weekly newsletters, off campus opportunities, and pages featuring *The Heyman Fellows*, *Financial Leadership Program*, and *Rising Starr Sophomore/Passport to Partnership Programs*.
- ☐ Staff Changes
 - Starr welcomed two new team members – Anne Concepcion as Assistant Director of Recruiting and Employer Development and Seyran Erdum as the Job Posting Specialist.

Counseling Center <Teresa Hurst, PhD, Director>

During this period, the Counseling Center helped students achieve their academic, professional and personal goals through trauma-informed and culturally sensitive psychological services.

Counseling Center by the numbers:

- 501 unique students were seen for counseling services (* this does not include the students serviced during outreach events)
- 3,099 appointments were attended, including:
 - 359 triage appointments
 - 2,245 individual therapy appointments
 - 165 group therapy appointments
 - 104 psychiatry appointments
 - 112 case management/consultation appointments
 - 54 crisis appointments
 - 55 psychological testing appointments
 - 5 transfers to psychiatric emergency hospital units
- 45 outreach events were provided to 1,604 participants

Demographics of students receiving counseling services:

- 81% of students seen for individual or group services were students of color (37% Asian/Pacific Islander, 19% White, 18% Hispanic/Latino, 18% Black/African American, 6% Multiracial, 2% Middle-Eastern/North-African, and 0.2% American Indian/Native American).
- 64% of the students seen for individual or group services identified as women, 35% as men and 1% as trans/genderqueer/gender non-conforming.
- 86% identified as straight and 14% identified as lesbian, gay, bi, pansexual, queer or questioning their sexual identity.
- 16% were grad students, 29% seniors, 28% juniors, 18% sophomores, and 9% first year students.
- 63% of the students were from Zicklin, 31% from Weissman, and 6% from Public Affairs.

Trauma Grant: The enhanced trauma screen was fully integrated into the Center’s triage process during SP19. Of the students triaged during this period, 86% reported a history of trauma:

- | | |
|--|--|
| • 40% reported childhood emotional abuse | • 35% reported emotional abuse in adulthood |
| • 20% reported childhood physical abuse | • 19% reported sexual abuse or sexual assault in adulthood |
| • 17% reported childhood sexual abuse | • 11% reported physical abuse or interpersonal violence in adulthood |
| • 16% reported childhood neglect | • 52% reported other traumatic experiences in adulthood |

Outreach Services and Staff Training – Trainings provided by the Counseling Center staff included: 1) Suicide Prevention, 2) Psychopharmacology and Its Use in the College Counseling Setting, 3) The Imposter Phenomenon, 4) Mindfulness, and 5) Stress Management. Counseling Center staff also

participated in 45 outreach events across the campus reaching 1,604 participants. Some of the presentations, panels, and workshops targeted high-risk student populations on campus, including: LGBTQI+ students, international students, students with histories of sexual assault and sexual abuse, Black, African American, and LatinX students facing mental health stigma in their communities, and Muslim students impacted by the Christchurch mosque shooting.

Counseling Center Assessment Results – Group Therapy Assessment: Students participating in group therapy during SP19 were asked to provide feedback through an anonymous survey (9 students responded, response rate 45%). The anticipated learning outcomes were to help students: 1) learn how to communicate more effectively, 2) gain interpersonal skills that could be applied to life outside of the group, and 3) learn how to be receptive to support from others going through similar experiences.

Findings: the Counseling Center learned that the therapy groups are meeting the goals of improving communication, fostering a sense of connection to others, and providing a safe space for students to work on their own personal goals. Two students requested that group leaders take a more active role in terms of providing structure for the group and initiating conversations more often. Based on these results, the center plans to continue offering and leading therapy groups, and will work with the group leaders to take a more active role in structuring the group and facilitating group discussions.

Wellness Survey Assessment: Students participating in weekly one-on-one therapy during SP19 were asked to complete a Wellness Survey to assess how well therapy was helping to address issues interfering with academic and social performance (92 respondents, response rate 29%).

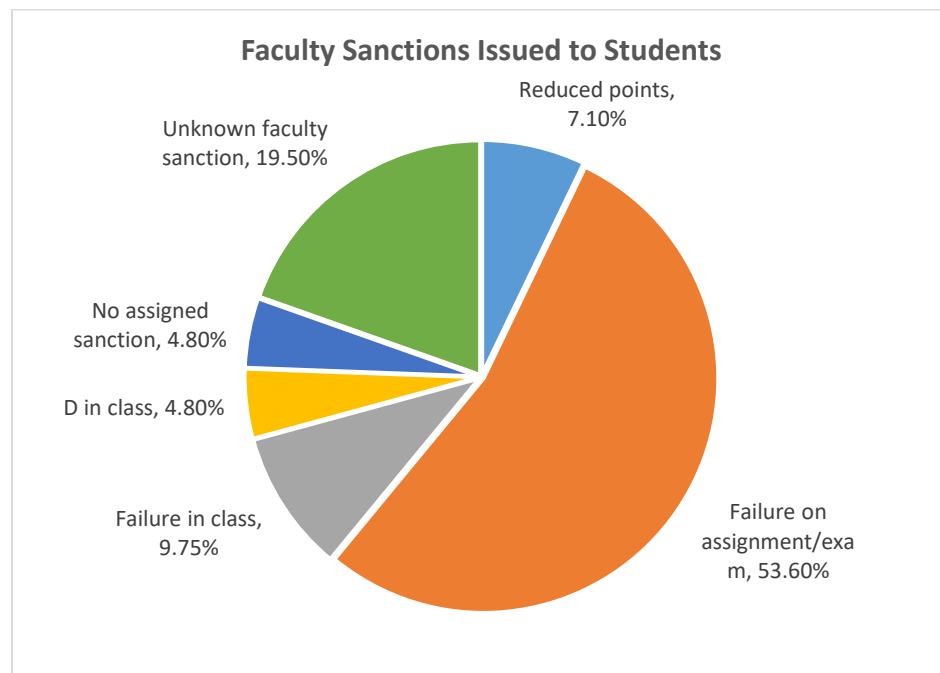
Findings: Of the 92 surveyed, 63% reported that their presenting symptoms affected their academic performance either extremely or moderately before beginning treatment. After treatment, this percentage was 32%, indicating an overall decrease by 50%. Seventy-four percent reported their overall well-being as very poor or poor and 26% reported their overall well-being as fair, good, or very good before beginning treatment. After treatment, only 5% reported their overall well-being as very poor or poor, indicating a 93% decrease, and 95% reported their overall well-being as fair, good, or very good, indicating a 263% increase. Furthermore, the top three reasons student sought Counseling Services were anxiety (76%), stress (73%), and depression (64%). Based on these results, the center plans to continue providing weekly individual therapy to as many students as possible and highlighting across the campus the connection between academic performance and mental health. Further, the center will continue developing specific programming to address symptoms of anxiety, stress, and depression.

Staffing Announcements: Following a national search, Lynn Kaplan, PsyD, was appointed as full-time Associate Director of the Counseling Center. A New York State licensed psychologist with over 23 years of clinical experience, Dr. Kaplan previously served as Director of Training and Public Education for the mental health contact center at Vibrant Emotional Health.

Office of the Dean of Students <Annie Virkus-Estrada, PhD, Associate Dean>

Academic Integrity: All reported cases of students violating academic integrity policy are investigated and adjudicated by the Associate Dean of Students. In the SP19 semester, there were 55 students reported to the office. Of those, 84.7% were found responsible for cheating, plagiarism or falsification of documents. Each student who is found responsible in an academic integrity case is issued an administrative sanction determined by the Associate Dean of Students, as well as an academic sanction determined by the faculty member. Three students were placed on probation; the rest were issued

warnings. Academic sanctions range from reduction of points, failure on an assignment/exam, failure in the class, D in the class, or not assigned sanction.



Those students who went through this process were assessed on what they learned about Baruch/CUNY policies regarding academic integrity. Those who were found responsible demonstrated a positive gain in knowledge regarding policies, actions that violate policies and possible consequences. Moving forward, meetings with the Associate Dean will be reframed to ensure students are receiving information both verbally and in writing on policies that have been violated and possible consequences.

Substance Abuse Prevention: During SP19, this program helped address and prevent problematic substance misuse through culturally sensitive outreach, interventions, and consultations.

Substance Abuse Prevention by the numbers:

- 1,779 Students screened for substance misuse
- 284 appointments were made including:
 - 63 BASICS appointments
 - 172 Substance Misuse Counseling and Student Consultation appointments.
 - 20 Follow-up appointments.
 - 24 SBIRT appointments.
 - 64 Triage appointments.
 - 17 *Community Safe Harbor* Substance Misuse Treatment Group appointments.
- 67 unique students were seen for counseling and consultation services (* this does not include the students serviced during outreach events)
- 18 outreach events were provided to 768 participants
- Harm Reduction Campaign – launched

Campus Community Coalition: Chaired by coordinator Gavin Shafron, PhD, the Campus Community Coalition is a collaborative leadership panel of interdepartmental and community representatives that

help to coordinate grant activities. Through coordination with coalition members, information about on-campus AOD policy was disseminated as part of orientation programs for incoming students. Follow-up information about enforcement was disseminated on-campus and in-residence hall newsletters and through word-of-mouth from RAs to students. Further information was disseminated to students through monthly *Fireside Chat* events in the Residence Hall. Enforcement efforts have taken place on-campus primarily through RAs. Students are written up for violations of the alcohol/drug policy, and are referred to the BASICS process through the Residence Life Coordinator (RLC). As coalition efforts have become more visible and Residence Hall staff have been regularly trained, enforcement has increased in key areas of high-usage on-campus likely leading to recognition as the 8th *Least Cannabis-Friendly Campus* by the Princeton Review, and the beginnings of a cultural shift around substance misuse on campus.

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 may range from ID violations to verbal/physical abuse. Some of these violations are reported under the Campus Intervention Team (CIT), the support system in place to provide assistance to students whose behavior is perceived to be of concern.

Conduct: In SP19 and SU19, there were 20 reports of alleged violations submitted. Of the 20 reported, the types of issues included: Failure to Comply, Disruption of Educational Environment. 29 students were involved in the 20 reports received; of those, 19 were male and 10 were female.

Conduct – SP & SU 2019

Type	# of Incidents	# of Students Involved
Indecent/Disorderly Conduct	14	17
Disruption of Educational Environment	4	4
Drug/Alcohol Related	3	4
Verbal/Physical Harassment	1	1
Computer Use Violation	1	3
Failure to Comply	1	1
Facilities Violation	1	1

Sanctions: The educational sanctions this period included reflective essays, community service hours, and participation in programs, when appropriate, for drug/alcohol offenses. For the SP19 & SU19 semesters, there were no suspensions related to conduct.

Assessment: Of the 20 reported student incidents, and after the completion of the educational sanctions, only 1 of 20 students had a second reported incident. This is a 95% success rate in non-repeat violations when addressing policy violations with students. Internal assessment suggests that when addressing policy violations with students, it is important to use teachable moments rather than focus primarily on punitive measures. By meeting with students in violation and utilizing the reflective essay (which incorporates reflecting on the *Bearcat Commitment* and the article *Seven-Step Path to Better*

Decision Making) it has been helpful for students to think about the violation and how they could have done things differently once they have thought about the long-term consequences of their actions.

Campus Intervention Team: For the SP19 and SU19 semesters, 86 students were reported to the CIT as students of concern -- whether that be danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempt, and other mental health issues. While 86 students were reported, there were 226 identified concerns, a decrease from last period. Several students were reported with more than one type of concern. The 226 reported concerns included: Mental Health (includes Concerning Behavior, Suicidal Thoughts, Suicidal Threat, and Difficult Life Circumstances), Academic Concerns, Unusual or Inappropriate Behavior, Danger to Self or Others, and Other behaviors. Outside of Other, many of these categories are combined with another. Of the 86 student reports, 41 were male and 45 were female.

Assessment: 75 students or 87.2% reported they were assisted with services that helped to resolve the issue. The remaining 11 students, or 12.8%, were reported to CIT at least twice during the semester. Only 1 of the 11 students was reported as a student of concern 3 times in the same semester. That student eventually withdrew from the semester to address the medical health concern that interfered with academic success. Assessment continues to show that CIT has been effective in supporting students through crises that limit focus on degree completion.

Campus Intervention Team – SP19 & SU19

Type	Number of Reports
Mental Health:	116
Concerning Behavior	66
Suicidal Thoughts	7
Suicidal Threat	2
Suicidal Attempt	1
Self-Harm	2
Difficult Life Circumstances	38
Academic Concerns	13
Unusual or Inappropriate Behavior	47
Danger to Self or Others	18
Other	32
TOTAL	226

Petrie Emergency Grant: For SP19, 110 Petrie student applications were submitted and 85 of them (77%) were approved and 25 (23%) were not approved. Of those 25 not approved, 12 were found not eligible for funding, another 12 withdrew their applications for varying reasons, and 1 failed to show up for an interview. Of the 85 approved students, 79 (93%) received assistance in the form of a check (some of those who received checks also received Metrocards and/or Food Vouchers), and six (5%) were “approved without a check” – meaning they received Metrocards and/or Food Vouchers. The checks disbursed totaled \$53,092. Housing continues to be the greatest need for students; \$20,325 were allocated to support students with housing needs. The second greatest need was transportation for a total of \$10,944 disbursed. Previously, food allocation was the second greatest need; however, with the advent of the *Grab & Go* initiative, the program was able to provide readily available (*Grab & Go*) meals to students. The table below provides a breakdown of the \$53,092 allocated.

Category	Amount Allocated
Rent/Housing	\$20,325
Transportation	\$10,944
Books	\$10,251
Food	\$5,117
Other	\$2,775
Childcare	\$1,360
Medical Bills	\$1,280
Electric Bills	\$800
Phone Bills	\$280
Food Vouchers (Not Checks)	\$1,930
Metrocards (Not Checks)	\$1,965.50

Eugene Lang Immigration Fund: Eleven applications were submitted and approved. The allocations covered attorney fees to provide students with a path to citizenship. The checks disbursed totaled \$13,195.

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. Of the 14 students who medically withdrew this period, nine were male and five were female. Following is a breakdown of requests for medical withdrawals:

Resolution Category	#
DoS coordinated a full medical withdrawal	12
DoS Processed tuition appeal based on medical reasons	1
Status unknown; student did not respond	1
Total Request	14

Reasons for Medical Withdrawals

Type of Issue	#
Hospitalization/mental health	9
Chronic physical health condition	2
Family illness/Physical Injury	2
Unknown	1
Total	14

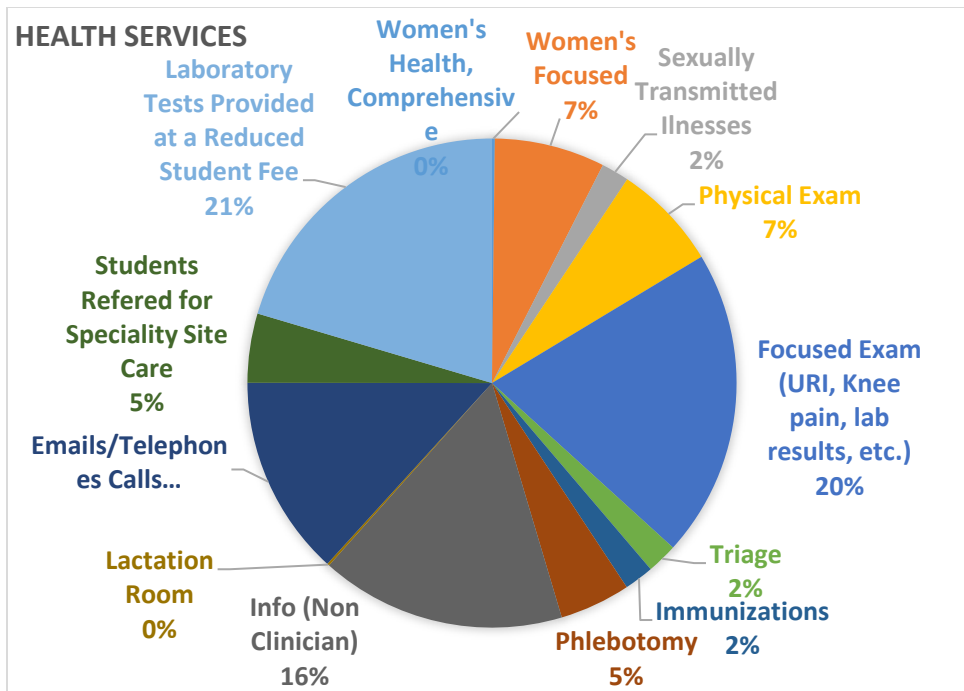
Health & Wellness: The Office of Health & Wellness (OHW) remains committed to providing programs and services focused on promoting the health and wellbeing of matriculated students. This is achieved through program offerings, presentations, tabling, trainings, and co-sponsorships with active student organizations, units on and off campus, and the Peers Advocating for Wellness Services (PAWS) peer mentors. In SP19, OHW increased its program offerings. Forty-four programs were presented compared

to 23 programs offered in SP18. An estimated 1,300 students participated in the programs offered. Many of the outreach programs, tabling events, presentations at the First Year Seminar and SEEK, and co-sponsorships with active undergraduate and graduate student organizations contributed to the increase and success of program offerings and student participation. In addition, OHW provided outreach by tabling during graduate school orientations hosted by Marxer, as well as at the evening MBA and all MS student orientations hosted by the graduate program in Zicklin. As well, the PAWS peer mentors promoted healthy lifestyle choices for students through a wide range of health and wellness events and resources. Additionally, activities presented supported nationwide health campaigns such as *Sexual Health Week*, *Mental Health Awareness Month*, and healthy relationships. Other program offerings included monthly cooking demonstrations in the residence hall, stress management, public speaking, and a bi-weekly student-run radio talk show entitled *Bring the Balance* on WBMB 94.3FM.

Professional development/trainings, certifications, and awards: To continue high quality programs and services to the student body and to engage in best practices, OWH staff members often conduct presentations at conferences and/or participate in professional development opportunities to enhance their skills and knowledge: Associate Director Joy Allison presented a workshop on wellness at the 15th Annual CUNY Childcare Conference; OHW received the *Lifting as We Climb Award* presented by the National Association of Black Accountants (NABA), Baruch chapter, as well as the 2019 USG annual *Bernies* award for service to students and the Baruch community; and Associate Director Allison was presented with the DSA *Very Inspirational Professional Emerging Leader* award in recognition of her outstanding contribution to Student Affairs.

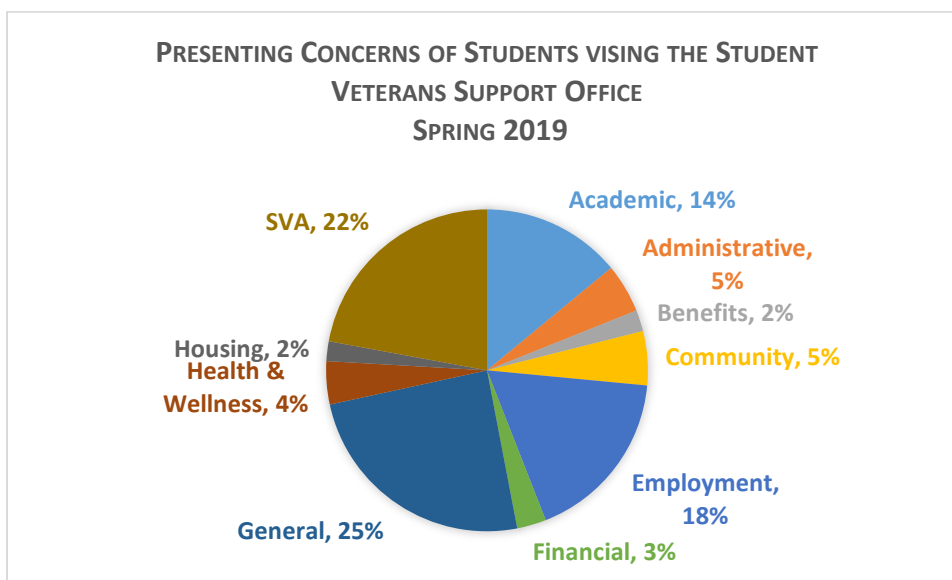
The Health Care Navigator: Sixty-six students enrolled for the Essential Plan. A decrease of 8.3% from last period. The Essential Plan benefits include doctor services, in- and outpatient hospital care, prescription drug coverage, pregnancy and childbirth, mental health services, and more. According to the Health Care Navigator, students continue to be concerned about the proposed federal changes to health coverage, and the impact on citizenship/green card status of persons in undocumented status. This may have contributed to the decrease in students signing up for the plan.

Student Health Care Center: The Student Health Care Center (SHCC) provided a range of free and highly subsidized services to enrolled students. One thousand, five hundred and sixty-seven (1,567) students visited the center during SP19, and they received services in the following areas:



Further, the staff of the SHCC took part in a combined 14 on campus tabling events and presentations that promoted the unit's services. Some of the topics presented to student groups included sexual health, coping with allergies, sleep hygiene, and domestic violence prevention and awareness.

Veteran Student Services: This period, the Veteran Student Advisor functioned as the single point of contact for military members and veterans, caregivers, and military family members. In partnership with the VA Certifying Official and other campus stakeholders, the Advisor fostered an inclusive and accessible environment for veteran and military members, and served as the CUNY LEADS Job Developer assisting students with disabilities, across six CUNY schools located in Manhattan, with skill development to aid with their career success. The following diagram outlines the services student veterans sought:



Outcomes for Veterans SP19

- 166 students were registered as student-veteran or military-affiliated. Of those students, 21 were new to the College and all were transfer students. The average GPA for the student-veterans in the SP19 semester was a 3.047.
- Edits were made to the SVA constitution to reflect the group's current practices.
- Veteran Student Services had 1,364 points of contact with student veterans.
- *Peers for Careers* student staff in Starr were trained on how to effectively work with military affiliated students. Assessment of this event found 70% of students learned one major area for support that military students might need to be career ready, and 40% of participants learned what support services are available specifically for military affiliated students at Baruch. In the future, case studies will be used for further learning for the next event.

The ***Residence Life*** (RL) program started the SP19 semester with Resident Assistant (RA) training. The six RAs attended a refresher two-day training facilitated by the RLC Amanda Pryor to review procedures and policies. The RL staff also participated in a CUNY RA training at the CUNY Graduate Center. The one-day training consisted of multiple sessions including topics on programming, having and facilitating difficult conversations, transferrable skills, and the *True Colors* personality test. After a successful training, the program welcomed residents into two residence halls, the 97th Street Residence Hall located on the Upper East Side and St. George Residence Hall located in Brooklyn. The 97th Street residence hall opened with 319 residents and the St. George opened with 11 Baruch residents. The total residential population was comprised of 106 first-year (32%), 98 sophomores (30%), 56 juniors (17%), 41 seniors (12%), and four graduate students (1%). Thirty residents out of the entire residential population were international student residents. There were 33 honors students, 35 transfer students, and three SEEK students residing in the residence halls. Each RA was responsible for an average of 53 residents.

During the first week of the semester, RL staff facilitated the *Welcome Back Bash* to get residents back into school spirit and to provide opportunities for them to meet fellow residents. RL staff facilitated over 36 programs over the course of the semester. The majority, over 58%, were educational programs. There was a total of 608 non-unique residents who attended programs and events. RL programs, planned and executed by the entire staff, were some of the highest attended events. The final program of the year was *A Touch of Caribbean*, where two RAs presented on the Caribbean islands' cuisine and culture; 50 residents attended.

Another highly attended program, *Change Your World, Change Your Mindset*, was a RL program where residents were able to take a self-assessment to discover their mindset type and learned how to use obstacles as opportunity. This program supports 4.2.3 of the 2018-2023 Baruch College Strategic Plan. The learning outcome for this program was for students to know the difference between a growth mindset and a fixed mindset, and for them to be able to identify their own mindset type. The survey instrument used was a pre/posttest with a 37.5% response rate. Though more than three-fourths of the participants rated the program as *excellent* and 25% rated it as good, the results show that the program was ineffective. Based on these results, RL staff will revisit the timing of the posttest in the future, as it was administered directly before food was served; this may have caused participants to rush through the test. RL staff will also review the program and include more activities within the session.

Mid-semester RA selection for AY19-20 was in full swing. Potential RAs were able to apply for one of the eight available RA positions. Out of the 18 new applicants, five new RAs were hired and three were reappointed, including one continuing as senior RA. Throughout SP19, the RL staff worked with the

Office of Admissions, during its *Open House* and *Information Sessions*, to provide tours of the residence hall to over 100 potential student residents and their families.

Early Learning Center <Lorraine Mondesir, Director>

At the start of SP19, there were 21 children, ages 2 through 5 years old, enrolled at the ELC, including two children of faculty/staff members. In addition, the ELC hosted a *New Parent Orientation* for families new to the program followed by a *Welcome Back Family Brunch* for all ELC enrolled children and families – attended by 6 families (10 parents). The *New Parent Orientation* introduced new parents to all aspects of the program through discussions about expectations for the semester, and returning parents had opportunities to share their experiences with the new parents. The children’s orientation took place for 3 days prior to the start of the semester. Fifteen student-parents participated in all or some of the children’s orientation – bringing their children for short periods for the days before classes began.

ELC held monthly family events throughout the semester. In February, ELC hosted an informal continental breakfast in celebration of the *Chinese Lunar New Year*, attended by 12 student-parents and their children. In celebration of Women’s History month in March, the children and teachers created a *Women We Admire* mural and invited the student-parents to breakfast to share their quotes about the women they admired; eleven parents attended the celebration. In April, ELC celebrated the *Week of the Young Child* (WOYC) with a variety of family events throughout the week. The WOYC is an annual celebration hosted by the National Association for the Education of Young Children (NAEYC) and it celebrates early learning, young children, their teachers, and families. On Music Monday, ELC held a sing-a-long, where the children and teachers shared their favorite tunes with parents. Four other events were sponsored in support of students and parents. During spring break, ELC continued its event planning with a series of events for the student-parents and their children that included first aid/CPR training, cooking, baking, instrument making workshops, and a trip to the American Museum of Natural History (AMNH); seven families attended the first aid/CPR training and instrument making workshops and five attended the cooking and baking workshops. The family trip to AMNH was the culminating event for the week. Student-parents and staff received a guided tour of the Butterfly Exhibition and explored the museum. Nine student-parents and two staff spent the day at the museum.

To assess the adequacy of ELC events, a survey was administered to student-parents at the end of the weeklong events. Nine student-parents responded to the survey; 100% agreed that the events of the week provided them with a sense of community and the workshops gave them a connection with other student-parents. The survey results indicated that ELC should continue to offer student-parent workshops and family enrichment activities, as well as seek additional ways to connect student-parents with each other and the community in general. This will also increase student-parent participation.

The ELC semester concluded with the year-end celebration of the children’s performance of *The Squeaky Door*, a Mexican folktale. Twenty families attended the performance and nine student-parents attended the *Gallery Walk*, where they had opportunities to see a variety of samples of work their children did throughout the academic year.

New Student & Family Programs <Kevin B. Taylor, Director>

The Office of New Student & Family Programs (NSFP) supports onboarding and acclimating new students to the College, specifically first-year and transfer students. NSFP also serves as an initial resource to families of new students. This period, NSFP continued its work of being a resource to students, as well as its preparation for welcoming the Class of 2023. Outreach was made to 1,500+ new matriculates. NSFP also administered the mandatory First Year Seminar (FYS 1000) and non-compulsory

Transfer Seminar (TRA 2000). The office hired and trained 13 peer mentors and four instructors to co-lead 12 sections of FYS with a collective enrollment of approximately 185 new students.

In addition, the First Year Text selection committee for AY19-20 was restructured to include faculty who teach first year block classes, inclusive of members from English, Psychology, Honors, and Modern Language/Comparative Literature, as well as administrators and student representatives from the USG in order to ensure the identity of a book that would better resonate with new students. Moreover, the *Transfer Student Organization* (TSO) was re-established as a way to cultivate an affinity among and support for transfer students. The president of TSO visited each section of TRA to promote the group, and TSO held an information session/mixer to attract and invite transfer students to become members.

In the FA19 term, the NSFP plans to begin building its family relations component of the program via the creation of a newsletter and programming to keep families engaged and informed about what is happening on campus that impacts student success.

Student Disability Services <Patricia Fleming, Director>

On Feb 11, staff members went to Albany with students to participate in the *Albany CUNY Legislative Day* in support of college funding for students with disabilities. While the funding ultimately did not get passed, it was a powerful experience for the students and set an active, purposeful tone for SP19.

On April 9, the office hosted a workshop open to Baruch staff titled, *What the College needs to know about the Office of Civil Rights*. The event attracted 36 people, and the assessment results were included in SA FA18/SP19 Assessment Report. All 26 survey respondents agreed that “The training was valuable and my knowledge of Student Disability Services has improved.” Based on the assessment, the office will provide comparable trainings to the campus community, and offer more opportunities for Q&A at the end of the workshop.

On May 10, the office hosted the *Building Bridges Disability Conference*. There were 95 attendees. The theme this year was *Transportation Advocacy in the Fast Lane* and featured Transportation Commissioner Meera Joshi, a keynote speaker. In June, the office sponsored three Baruch students to attend the 8th Annual Coalition of Students with Disabilities (CCSD) 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 11,000+ students with disabilities. In SP19, the office ensured every staff member participated in professional development. Two staff members completed the *Mental Health First Aid Training*. Others participated in *Financial Essentials*, *Meditation*, and *Yoga & Wellness*. The LEADS Counselor completed three trainings: *Building Military Competency*, *Creating Collaboration Relationships*, and *Understanding Your Rights in the Workplace*. Director Fleming created an in-house disability training for senior staff. Using Journal articles, case studies, and other reference material, she led focus on mental health diagnoses and their relation to disability. Staff members also attended the *CUNY Neurodiversity Conference*, the *CUNY Diversity and Inclusion Conference*, and *Blueprint: Supported Education Symposium*.

CUNY LEADS (Linking Employment, Academics, and Disability Services): The SP19 enrollment numbers in the program went from 104 to 116 students, an increase of 11%. Of this group, 103 are undergraduates: 71 Business, 24 Arts & Sciences, 8 Undecided, and 13 are in master’s programs. Four students obtained full time employment and one student completed an internship. At the end of the semester, 9 LEADS students graduated, 5 obtained summer internships at companies such as Pfizer, Ford Foundation, and Boeing. One student was selected to attend the highly competitive Summer Venture in Management Program (SVMP) at Harvard Business School. Additionally, LEADS students participated in *Disability*

Mentoring Day with BNP Paribas. In collaboration with Starr Career Development Center, LEADS students also participated in the *Diversity Career Expo*. The LEADS Advisor attended discussions with McCann Advertising and the Ford Foundation to learn about their diversity and inclusion efforts.

Assistive Technology (AT): Collaboration was front and center this period for the AT support team as they worked with BCTC to install AT at Baruch's Transfer Center. The team also worked with Institutional Research and the Library to test and provide detailed feedback on the accessibility of their webpages. Accessibility testing was also concluded on *Papercut Software* (campus-wide print release stations) and feedback will be provided to the software vender. Further and in collaborating with the Newman Department of Real Estate, a web-based application (TREPP) was assessed to determine whether or not it was compatible with AT. Meanwhile, the testing lab was upgraded to more efficiently and securely proctor exams. NetSupport Software, which is used to monitor computer activity remotely, is now fully functional on all testing computers. There were 14 alternative textbook requests, up significantly from last semester, as our low vision/blind population continues to increase. There were six requests for accessible furniture. The Computer Lab, which is equipped with AT computer programs, had 166 student visits (up from 88 in FA18). Staff consulted on AT related issues with five CUNY campuses and one private university, as well as consulted 14 times with Baruch faculty. Sixty two AT loans were made, and 42 AT trainings were done in the use of Live Scribe Pens, Kurzweil 3000, and Dragon Speech-to-Text.

Exam Proctoring and related services: 615 Exams were proctored SP19. This is up 14.5% as compared to SP18. Proctoring exams is done using a streamlined request system. Also, four (4) students were matched with classroom note takers, and seven (7) classroom note takers were contracted. Note takers are only provided to students for whom other options would not suffice, the majority of students who request class notes are encouraged to utilize AT to capture lectures.

In addition to 66 new intakes, 537 students visited to schedule an exam or to request an appointment; 60 students were seen for consultations related to classroom issues. Thirty one (31) faculty members reached out to consult on student issues (up from 17 in SP18). Two students were assisted with Appeals.

Finally, the office is proud to announce that its AT Manager Ronald Bissessar is this year's recipient of the Student Affairs *VIP Key Player* award for his significant contribution to the Division and to student success. Additionally, Director Patricia Fleming was presented with the Dr. Ronald Aaron *Distinguished Leader* award for her sustained commitment, dedication, and impact within DSA.

Student Disability Services by the numbers - 488 registered students with disabilities:

235 Learning Disability (48.2%)

142 Mental Health (29.1%)

39 Neurological (8%)

29 Mobility (5.9%)

25 Vision (5.1%)

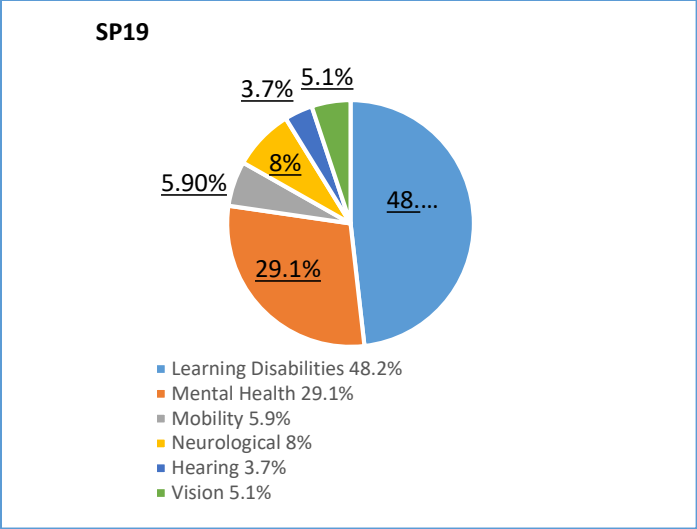
18 Hearing (3.7%)

Note the following increases from SP18 to SP19:

10% increase in student registration from SP18 to SP19 (488 up from 443)

19% increase in students with Mental Health diagnosis (142 up from 119)

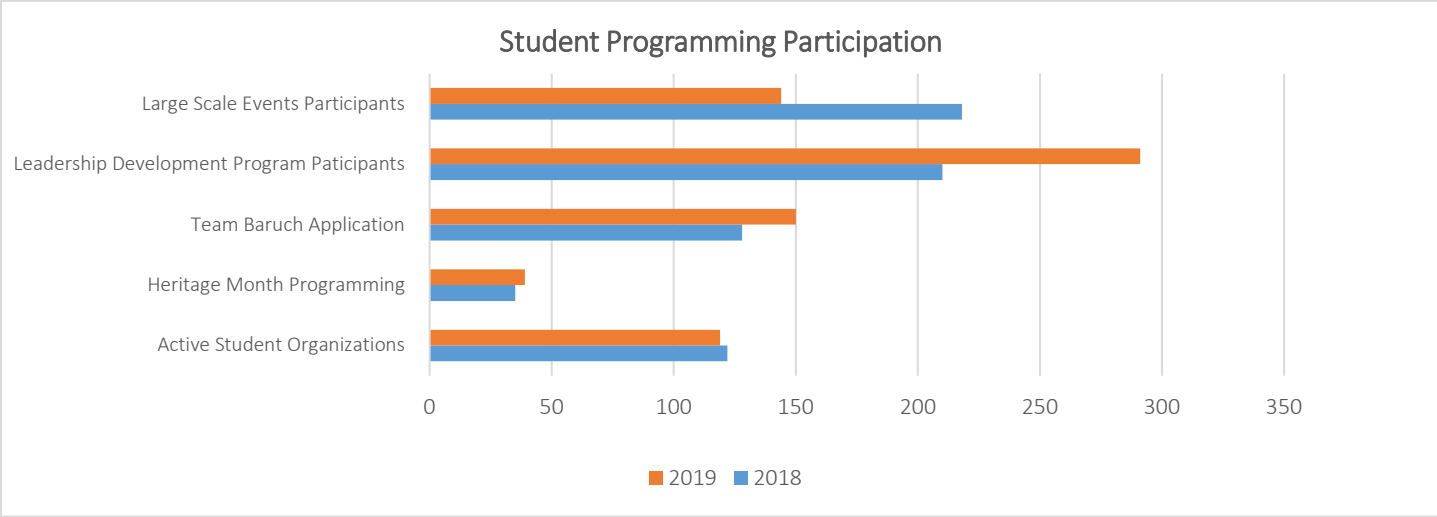
31% increase in students who are low Vision or Blind (25 up from 19)



Student Life <Damali Tolson, Director>

After adjusting the registration for clubs and organization in SP18 and a noticeable increase in engagement in that period, the Office of Student Life (SL) anticipated a similar increase, especially in the Leadership Development initiatives. The chart below shows these increases. It must be noted that while the number of overall visits increased, the total number of walk-ins decreased due to more scheduled meetings with clubs and organizations, which is a direct reflection of the efforts of the Student Activity Advisors’ work with individual club leaders.

SP19 Visits	% Change from SP18
8,751 Total Visits	7.77
2,743 Walk-ins	-8.69



Student Activities: SL saw increased participation numbers across the board with the exception of large scale programming. The decline in large scale programming can be attributed to the construction on the Plaza, as a steady decline in participation in events such as *Winter Carnival* and *Spring Fling* were observed since these events were shifted to the gym. Due to the decline in participation, SL will be adjusting programming and postponing these events until the Plaza is functional or back on line.

The Student Activity Advisors credited the decrease of walk-in meetings to the newly implemented large-sale event proposal process. Large-scale event proposals were now submitted at the beginning of the semester, instead of 6 weeks prior to the event. This allowed for better efficiency when booking spaces, fiscal planning, and it decreased the number of last minute emergencies. This system allowed advisors greater oversight of the event details and afforded the office more flexibility when booking spaces for campus partners. Early booking and confirmation of student events allowed campus partners to book remaining spaces much earlier in the semester.

The participation and planning of heritage months remained stable. In SP19, USG provided funding for Caribbean Week, including it in the heritage month celebrations. Most notable, this year in conjunction with the Athletics & Recreation, SL was able to sell tickets for the Caribbean Show online. This served as a pilot for cultural shows and resulted in a sold out show for the first time in over 8 years.

Leadership Development: In its second year of existence, the dedicated Leadership Development area of Student Life has witnessed a steady increase in participation. Here is a breakdown:

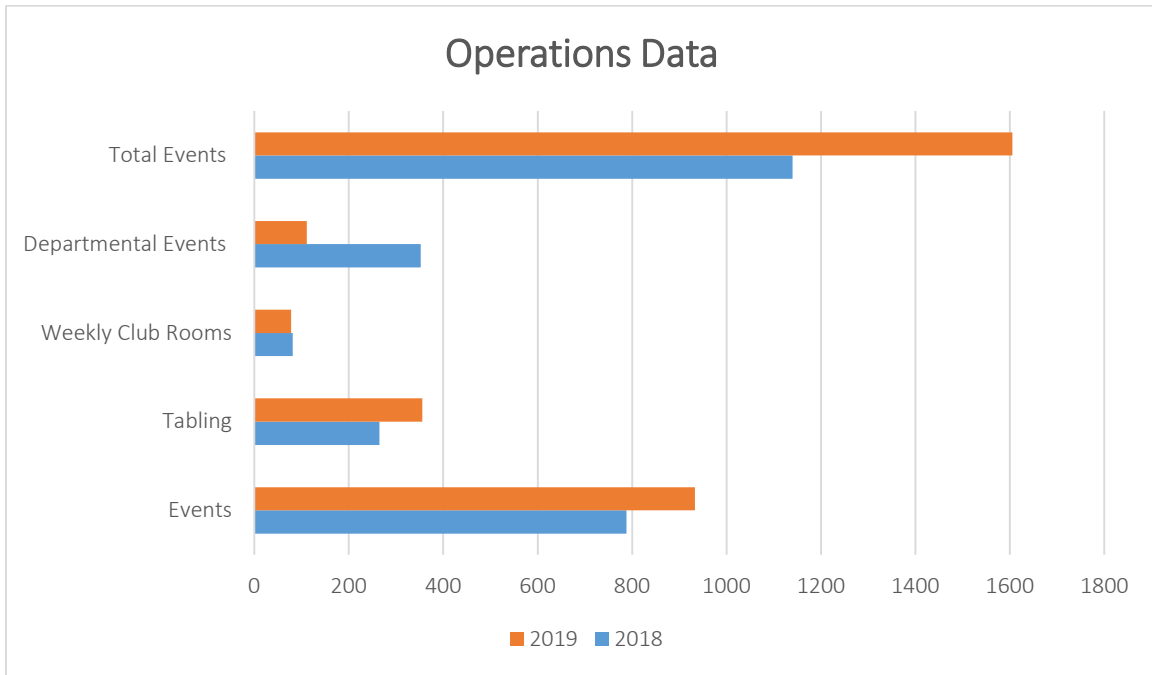
- Bearcat Bootcamp (40 students)
- Alternative Spring Break (16 students)
- Civic Engagement/Community Service (30 students)
- T.E.A.M. Baruch Bootcamp (87 students)
- T.E.A.M. Baruch Retreat (75)
- Baruch Officer Leadership Training – B.O.L.D. (43 students)

Overall, attendance at T.E.A.M. Baruch information sessions increased, resulting in need for an additional 2 sessions to be added to the calendar. While there was an increase in applications and interest, due to a lack of available positions in FA19, hiring was down overall. This indicates there is a need to find other opportunities to accommodate students who were qualified and trained for the position, as 56% of T.E.A.M. Baruch students, who attended the January Bootcamp, were ultimately not hired due to lack of available positions. Budget cuts also led to limited availability of funds that impacted staffing. As such, the Office was unable to sponsor two annual Alternative Spring Break trips. Instead, SL sponsored one Alternative Spring Break service opportunity at *Gods Love We Deliver* in NYC and another at Broad Street Ministries in Philadelphia, PA. Sixteen students attended the 3-day civic engagement service opportunity, where the focus was on homelessness and food insecurities.

In SP19, *Bearcat Transformation Challenge* returned for the second year. Due to the popularity of the program, two sessions were held – one in the evening and one during club hours. Based on assessment results for the SP18 semester, 87% of the students completed the program and of those who completed, 67% percent would have preferred more contact with other participants outside of the training and nutrition sessions. To address this concern, two team captains were assigned to each section, with the responsibility of checking in with their assigned participants and building community. Based on the SP19 assessment results, 100% of respondents *strongly agreed* or *agreed* that their team captain was approachable and easy to talk to, energetic and enthusiastic, and supportive and resourceful. Based on these results, we will be incorporating the team captain into the SP20 program. In addition, we will be starting the program in January, so that it will be done by spring break and not conflict with mid-terms and finals.

Operations: In SP19, the Operations team worked closely with Buildings & Grounds (B&G) to complete the painting of Student Center spaces, which constituted a 47-room plan, with 25 rooms being completed during SP19. In addition, the team supported an increase of 36% in events compared to

SP18. It is noted that construction around campus has led to a greater demand for the Student Center spaces resulting in greater wear and tear on these spaces.



Compiled and submitted by Art King, Vice President for Student Affairs & Dean of Students
October 2019