



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

The Division of Student Affairs (DSA) exists to complement and support the academic mission of the College. In so doing, DSA creates innovative and engaging initiatives to supplement classroom learning, connect students to real world experiences, and promote their interpersonal, social, cultural, and emotional growth. Despite the many fiscal challenges faced at the start of AY 2018-19, DSA is pleased to present in this report highlights of FA18 programs, services, and activities especially designed for students and facilitated by the following units: 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 Student Services, and Health & Wellness), Early Learning Center, New Student & Family Programs, Student Disability Services, and Office of Student Life.

Athletics & Recreation

During FA18, the Bearcats fielded five varsity sports teams in their traditional seasons and four teams participating in their nontraditional season. This report reflects the five teams participating in their respective traditional season, as reported to the City University of New York Athletics Conference (CUNYAC).

Academics: During this period, 76 student-athletes participated in five sports. Of those, 41 were male and 31 were female participants; 52% of the fall student-athletes were recognized as CUNYAC Scholar-Athletes (with cumulative GPAs of 3.2 or higher). Of the 76 student-athletes, 20 exhausted their eligibility of 4 years and/or have applied for graduation. Fourteen of these student-athletes graduated within 4 years—some using intercessions—while five graduated within 5 years. One student-athlete has been accepted into Baruch's graduate program. Two student-athletes have exhausted their 4 years of eligibility and are still working to complete their undergraduate degree. Of the 20 student-athletes mentioned above, eleven of them were transfer students, but did compete at Baruch for 2-3 eligibility seasons. During FA18 course registration, 98% of student-athletes had met with an academic advisor.

Facilities: Athletics & Recreation continues to work diligently to maintain the upkeep of its facilities. As such, the following projects are being managed or were completed this period:

- Laundry room floor painted; stainless steel folding tables were added.
- Athletic Conference Room project completed with new tables and chairs added – configured to be used to accommodate different types of meetings or set-up to host study hall, tutoring, and academic advisement sessions.
- Redesign of the main gym floor was finalized. Project scheduled to be done in SP19.
- New treadmills for the Fitness Center ordered and scheduled for delivery mid-semester.

Sports Information: The men's soccer team was tops among the Bearcat fall squads by winning the CUNYAC Championship. It was their first CUNYAC title and NCAA berth since 2014. They also won their sixth CUNYAC title in team history and fourth since 2012. Ricardo Llanos was named the MVP of the

CUNYAC Championship Tournament after scoring two goals in the come-from-behind-championship win. [Javier Arellano Crespo](#), [Cormac Foley](#), [Jacob Gorodetsky](#) and [Stanley Goldberg](#) were each voted CUNYAC All-Stars. Meanwhile, the women's volleyball team reached the semifinal of the CUNYAC Championship. Anita Sengara and Stella Chung were each voted All-Stars. The women's tennis team also reached the CUNYAC Semifinals. Lauren Kraker, Grace Graham, and Lejla Redzematovic were all voted All-Stars. The men's cross country team had their best showing since 2013 with their third place finish in the 8K CUNYAC Finals. Noah Bloomberg was voted the CUNYAC Rookie of the Year for an outstanding first season, which included ninth place individually in the Finals. Victor Carrano also helped the men to a third place finish and was recognized as an All-Star. The women's cross country team placed 4th at the 6K CUNYAC Finals and earned a major award with Wendy Gonzalez being voted the CUNYAC Valuable Runner and Eleanor Watson as an All-Star.

Intramurals

- This fall indoor soccer, chess, and for the first time a 3-on-3 basketball tournament were offered. Soccer is the most subscribed sport with 11-teams participating in a 7-week season, with approximately 75 students competing. The 3-on-3 basketball tournament had eight teams take part, while the chess tournament had six participants, but helped launch the spring tournament, which has been largely successful with more than 20 students competing. All student participants in the aforementioned received a Baruch Intramurals T-shirt. Winners receive prizes such as a Jordan-brand Baruch Intramural hoodie.
- The Baruch Intramurals & Recreation Instagram account was launched. It is used to post pictures and news of the department's events and updates regarding open gym hours and rentals.
- The digital platform IMLeagues.com/Baruch continues to be the central hub for registration for events. IM Leagues also serves as an information tool to check standings and results.

Pool: The Aquatic Center, the only 25-meter facility in Manhattan, is the home of the Men's and Women's Swimming and Diving Teams that have won the CUNYAC Championships for the past two years. The pool continues to maintain a high quality and level of cleanliness throughout the year in order to carry on the commitment to safe water practices for all patrons. The 25-meter, 6 lane-pool is surveilled by certified lifeguards at all times to ensure the safety and well-being of patrons. The college swim team practices about 18 hours a week during the season. This past season, the Aquatic Center hosted 5 NCAA swim meets against schools in the CUNYAC Conference and the Metropolitan Swimming Conference. The Baruch pool is also the home of 4 US Masters Swimming Teams, a Triathlon Team and a USA Swimming Age Group Team – all of which use the pool for an estimated 60 hours per week. The pool also offers open swim times to Baruch students, faculty, staff, and alumni as well as community patrons and guests for roughly 62 hours per week. The Aquatics Department, in conjunction with the Continuing Studies Department, offers six swimming classes of different levels over six 8-week sessions. During the school year, the department also offers two college courses for academic credit – Beginner Swimming. Over the summer, the center hosts an average of 150-200 campers, with an objective of teaching the fundamentals of swimming and advancing swimming skills.

GYM(s)

- Redesign of Main Gym Floor project scheduled for SP19
- Old treadmills were replaced with 9 new ones -- delivered and installed during FA18
- Open gym hours for general population exceeded 120 hours in the FA18 between the Main and Auxiliary gyms
- New lockers installed on B3 level

SAAC: The Student Athlete Advisory Committee (SAAC), made up of 3 or more team leaders from each of the 13 varsity sports teams, collectively worked on numerous community projects. Throughout FA18, 1-2 student-athletes visited and read to the children of the Early Learning Center (ELC). Each day a different team was represented with each team participating 1-2 times during the semester. In all, 25 student athletes visited the ELC. Each year, in an effort to raise funds, SAAC participates in the Making Strides for Breast Cancer Walk in Central Park. This year, the team raised over \$600. SAAC also held a 3-on-3 basketball tournament to help raise funds for the breast cancer walk in which 8 teams participated. SAAC members and their teammates also collected non-perishable items, canned goods, and online donation during the holiday season for the NYC Food Bank. There was 100% participation from all 13 teams and they raised and donated 217 cans equaling approximately 111 pounds of food and a total of \$185 to feed 925 people.

Administration and Finance: Organization of the Locker Rental Process and Distribution -- an online locker rental and payment system was implemented to cut down the wait time for members of ARC. Individuals renting lockers were also able to submit their requests and payments outside of normal business hours because of the new software program's mobile capabilities. The Rental Revenue and Billing Ledger Creation, an updated ledger, was created to track the payments of the rentals. This update allows the department to follow up with rentals, payments, and collections in a timely manner. The Employment On Boarding and Off Boarding Process, a massive cleanup of the employees' verification and off boarding of previous employees, helped to reduce unnecessary fee payment. The tracking of employees also allows the department to see the areas and times that are in high demand so as to properly allocate supervision and support to the ARC and the different activities throughout the day.

Sports Medicine Department: The SP19 semester carries over 4 team sports from the fall session, which include Men's Basketball, Women's Basketball, Men's swimming and Women's swimming. They all end their respective seasons in March, and 4 other teams begin their season in January and finish the regular season in May; these include Men's Volleyball, Baseball, Softball and Men's Tennis. This gives a total of 8 teams and approximately 120 athletes, which overlap during the spring season. The average number of athletes that are taped (from injuries, fractures, etc.) ranges from 5-10 daily, and those that receive treatment daily is 30, with an uptick in the number +5 the day after games.

Beyond modalities and rehabilitation programs the student-athletes are also given an option to attend Thursday clinics with the contracted team doctors from NYU Langone. These weekly visits during club hours have a median average of 4 athletes, who continue to have problems beyond the therapy they receive from the Athletic Trainer, and in some cases they are referred on for special tests (MRI, X-rays, etc.) and scans. This program continues to be successful since the student-athletes' primary private insurance takes care of the initial special testing fees and the secondary insurance acquired by the College acts as a secondary payment option.

Starr Career Development Center

The Starr Career Development Center (Starr) provides comprehensive career exploration and planning services to students from the time they enter the College until they graduate and beyond. These services include, but are not limited to, classroom visits, first-year and transfer student programming, workshops, vocational assessments, information sessions, walk-in meetings, job search support groups, and a plethora of online services, portals and social media channels. At the same time, Starr builds and manages relationships with employers and forges strategic partnerships to develop employment opportunities for students and recent alumni. Starr reaches out to employers and invites them to post

jobs, come to campus to attend career fairs and to participate in On-Campus Recruiting (OCR), make presentations, speak on panels, host office visits and mentor students. Some employers, like Moody's, Enterprise Holdings and RSM become "Starr" Employers and make donations to support the department and increase their brand awareness on campus. Following is a summary of in-person and online activities for FA18.

Career Development Activity	FA2018
Career consultations	2,327
Vocational tests	320
Resume reviews	1,156
Mock interviews	84
Unique student visits	1,777
Student office visits	3,269
Students attending Career Fairs	1,836
Events posted	231
Students signed up for events	6,402

Online Recruiting Activity	FA2018
New employer accounts	780
Internships posted online	1,750
Jobs posted online	3,289
Student logins	155,424
Discrete student users who logged In	9,701
Applications submitted online	824,443
On-campus interviews	623

Employer Relations Job Fairs, Expos and Pipeline Programs: Prior to the start of the semester, Starr staff was busy preparing for what has become an earlier and earlier recruiting trend among employers. As a result, planning started in June, July and August to prepare transfer students for the fall on-campus recruiting (OCR) season through a grant-funded *Bridge to Baruch Program*. Starr was also packed throughout the fall with programs, workshops, and student appointments in preparation for the busy OCR season. During this time, employers post jobs, come on campus to host information sessions and set up interviewing schedules for full-time and internship positions. To kick off OCR, Starr hosted the *Recruiting Kick Off* (formerly *Senior Start-Up*, renamed to prepare juniors and seniors for fall internship and job recruitment). This event attracted over 246 students, and featured a representative from RSM, a *Starr Employer*, who presented 2 talks: *how to prepare for the job search process* and *guidelines for participating in OCR*.

The Accounting Fair (formerly called the *CPA Fair*) and *FA18 Undergraduate Career Day* fell early in September and it attracted close to 250 students at the three Career Fair Preparation workshops. Two

of these were facilitated by corporate speakers (one from Bank of America and the other from PwC) and the third was facilitated by Peers for Careers. Starr also conducted roughly 213 walk-in sessions in the fall to help students prepare for these fairs and the OCR season. *The Accounting Fair* was renamed to address the fact that many organizations from a variety of sectors were also seeking accountants, and several accounting firms were seeking non-accounting roles in technology, data analytics and marketing. Employers were welcomed by Senior Associate Dean, Paquita Davis Friday and Professor Carol Marquardt. The employers heard first-hand about Accounting Programs at the Zicklin School of Business. The event was a collaboration with The Graduate Career Management Center and resulted in 708 undergraduates, 218 graduate students, and 40 accounting firms participating, including the *Big Four* and most of the large and mid-size CPA firms in New York. Two weeks later, Starr hosted its signature event, the *Fall 2018 Undergraduate Career Day*, which attracted 1,020 students. There was an increase in company participation 82 last period to 87 this period.

In addition to the usual Accounting Fair and Fall Career Day, Starr offered specialized recruiting and networking programs such as *The Second Annual Marketing Expo* and *The Diversity Pipeline Panel and Networking Event*. The Marketing Expo featured 36 company representatives from 17 companies and 108 students in attendance. Professors Barry Sollof and Anthony Perotto volunteered to lead a workshop entitled “Difference between Marketing and Advertising & Marketing Communications”. The award winning *Diversity Pipeline Panel and Networking Event* drew 247 attendees. The program highlighted seven organizations such as America Needs You, Inroads, SEO, MAIP, MLT, T-Howard and Modern Guild. The event was a success, thanks to the many organizations who cosponsored with Starr, which included: SEEK, UMLA, Success Network, and nine student clubs.

On-Campus Recruiting (OCR) Activities: During FA18, 52 unique companies posted 164 jobs and conducted 623 on-campus interviews. Over 959 undergraduates submitted a total of 4,929 applications for OCR positions. Starr hosted 42 employer information sessions and 1,203 students attended to learn about employment opportunities. From July to December, 5,039 jobs and internships were posted into Starr Search, the unit’s online career services management system. Starr also added 780 new employers to the system. There were 9,701 discrete students using Starr Search who, together, logged in 155,424 times. Starr began collecting career outcomes for the class of 2017/2018 just before graduation in May 2018, and continued through December 31. The data is currently being assessed and results will be reported later in SP19.

Employer/Organization Initiatives and Collaborations: In addition to career fairs, information sessions and OCR, Starr sponsored/co-sponsored a wide variety of initiatives. This included the coordination of 6 office visits (BNY Melon, Conductor Media, EY, Google, Grey Health Group, Publicis Media) with a total of 198 students attending. Associate Director, Michael Kalish escorted three students to Chicago for a four-day, all-expense paid trip to the *University Outreach Program* of the Private Label Manufacturing Association Outreach Program and Annual Trade Show, where students received training and mentorship from two corporations each. Starr held four *Spotlight Series* presentations on: Marketing vs. Advertising, Bloomberg Jeopardy, Bloomberg Resume and Interview Workshop, and Bloomberg Terminal Workshop. Starr also collaborated with Alumni Relations to host two *Baruch & Beyond* presentations, one on Market Research and the other on Fintech; over 70 students attended. Each *Baruch and Beyond* event was designed to enable students to network with alumni and professionals in their field in a speed networking style format. In addition, Starr hosted 40 student leaders in a club open house featuring a speaker from Google. It also organized 19 co-sponsored professional development events with student clubs.

Career Counseling, Vocational Assessment and Outreach: During this period, 1,777 students came in to meet with a counselor for 2,327 appointments. They were seen for issues such as choosing a major, obtaining an internship, getting advice about graduate or law school, or to ask about other career-related matters. Of these visits, there were 1,156 resume reviews and 84 recorded mock interviews. 324 users logged in over 767 times to FOCUS 2, an economical online vocational assessment program that gives students immediate access to research their results. There were 222 people who took at least one assessment on FOCUS 2. These assessments and the total usage are as follows: Work Interest Assessment (100), Personality (181), Leisure interests (157), Skills (130), and Values (141). Another 97 students took either the Strong Interest Inventory (SII) or the Myers-Briggs Type Inventory (MBTI). Furthermore, 213 students walked in for a brief consultation about resumes, job search, or recruiting questions during walk-in hours. Additionally, Starr facilitated 79 career workshops attended by 2,386 students; the department made 48 in-class presentations, which enabled staff to connect with approximately 1,200 students, who may not have otherwise sought out Starr's services.

Moreover, Starr provided targeted outreach to international, honors, SEEK, and CUNY EDGE students, as well as participated in the International Student Orientation and co-sponsored *The Job Search for International Students* workshop. The department hosted two career-related sessions to SEEK and seven Honors Freshmen Career sessions. The CUNY EDGE program serviced 78 students this period, and two EDGE staff provided 277 individual counseling sessions and helped 20 students find work study positions through the City of New York Human Resources Administration. They also offered an *EDGE Fall Kick Off* event and 5 EDGE seminars. Some further CUNY EDGE student successes included 5 students receiving internships, one becoming a Baruch scholar, one participating in Management Leadership for Tomorrow, and another participating in PwC's Leadership Program in Chicago.

Professional Development Programs in Starr: During late spring, summer, and fall, Starr recruited students into its special professional development programs to provide extensive job search preparation, experiential learning, and career development. These programs included *Peers for Careers*, the *Financial Leadership Program*, the *Rising Starr Sophomore Program* (which includes a second track exclusively for accounting students called *Passport to Partnership*) and the *Max Berger Pre-Law Program*. The newest of these programs is the *Bridge to Baruch Program*. The intense training students receive in these programs contributes to making them competitive candidates for employment or acceptance into graduate or law school.

Bridge to Baruch (B2B): Starr introduced a large-scale program for transfer students entitled *Bridge to Baruch* that educated transfer students not only about the strict recruitment timeframes, but also provided them early access to Starr resources (job posting system, resume reviews, career workshops); this enables them to participate in on campus recruitment efforts earlier than traditional transfer students. In May 2018, Sandy Kupprat, Adia Tucker, and Ellen Stein submitted a successful grant proposal to participate in the CUNY Career Success Initiative. This was a major undertaking involving partnership with VPSA & Dean of Students Art King; VPEM Mary Gorman; Kevin Taylor, Director of New Student & Family Programs, and Professor Steven Melnik. The objective of this initiative is to help transfer students get the support, services, skills and access they need to be ready to hit the ground running upon arrival at Baruch – and not miss any career opportunities. Invitations to participate were sent to 1,482 incoming transfer students in June 2018. By July, 431 enrolled into the program which involved 90 minutes of instruction over 3 weeks during the summer, followed by monthly advisement sessions and a large CUNY-wide, in-person and live-streamed career talk by Professor Melnik, who is not only a Baruch alum but also a transfer student and immigrant. He spoke to the 90 current and prospective transfer students from across CUNY in attendance. The talk is also available for this

semester’s cohort of B2B students. Of the 431 students who enrolled in the program, 67% participated in all pre-semester workshops. While fewer attended the monthly advisement sessions (roughly 9-17%), there were still plenty of successes. The chart below highlights the significant difference in the level of engagement with Starr between B2B students and non-B2B students, with B2B students attending more career-related events.

Engagement	B2B Students	Non-B2B Students
Average Event Per Student	2.2	1.4
Engagement Rate	31%	10%
Attended only 1 event	46%	71%
Attended 2 events	23%	18%
Attended 3 events	14%	6%
Attended 4 events	8%	2%
Attended 5 events	5%	1%

This data is particularly important since results from Starr’s Cap and Gown Survey of graduating students over the last several years indicate that even when GPA is held constant, the more students are engaged with Starr and their career development, the more likely they will be employed upon graduation. In just a few months, 13 students began reporting they successfully obtained an internship and 20 completed their B2B Passport. Students who complete the pre-semester workshops, B2B passport requirements, and obtain an internship may apply for a stipend to supplement their internship. Those who complete the program will also be invited to serve as ambassadors to students at their former campuses and to help welcome other transfer students to Baruch.

In FA18, *Peers for Careers* celebrated the 22nd year of students helping students with their career development needs. During this time, 15 peers provided 688 resume reviews, conducted 52 mock interviews, and assisted and/or made presentations at 27 events including Parent Orientation, Fall Open House, New Student Events, First Year Seminars, TEAM Baruch, SEEK, to name a few. They also facilitated a workshop on career fair success strategies and a mock interview clinic for 25 students in *Rising Starr Sophomore Program* and *Passport to Partnership*. Peers co-sponsored and assisted with 8 SCDC events including *Fall Career Day*, *The Accounting Fair*, *Networking Etiquette*, and the *Annual Diversity Pipeline* program among others. New this fall was the addition of a *Peers for Careers Mentoring Program* – featuring 15 peer alumni, who agreed to connect with peer undergraduates on a monthly basis. These alumni also served on a panel to educate current peers about the school-to-work transition. Also new this fall was an opportunity for peers to offer guidance through a panel presentation to Baruch High School students to talk to them about the high school to college transition. *The Financial Leadership Program* (FLP) is a two-semester plus training program which prepares students for highly competitive careers in finance. This year, the FLP cohort of 17 juniors commenced in July in anticipation of a highly competitive and early recruiting process for front office positions.

Students received technical training conducted by *Training the Street* on corporate valuation and financial modeling. They participated in 16 training sessions ranging from a Personal Pitch workshop with critique by a speech pathologist, to a Case Study of How Firms Recruit, to a session on Who's Who in Banking, to Anatomy of a Company Visit. Guest speakers presented on Investment Banking, Equity Research, and Fixed Income, Real Estate as an Asset Class, as well as a Macro-Economic update from long time FLP supporter David Shulman. Students also attended corporate presentations from Lloyds Bank and BlackRock, Natixis, and Scotia Bank. FLP students made company visits to BMO Capital Markets and RBC Capital Markets. They were required to conduct research for an S&P 500 equity research report and give a PowerPoint pitch presentation to a jury of Wall Street executives. As of this submission, 17 students received front office internships from BMO Capital Markets (1), Citi (1), Deutsche Bank (2), Goldman Sachs (1), JPMorgan (1), Moody's (1), Natixis (1), RBC Capital (2), Piper Jaffray (1), Prudential (1), S & P (1), Scotia Bank (1), Societe Generale (1), and Wells Fargo (1).

The Rising Starr Sophomore Program (RSSP) is a pre-professional preparation program mainly focused on sophomores. *Passport to Partnership* (P2P) is a second track in RSSP and is focused on soft skill preparation for accounting majors. This FA18, students were introduced to the NACE Career Readiness Competencies and required to write on how the activities they participated in helped them to increase their career readiness. There were 25 students in these programs mentored by Executives on Campus (EOC) professionals or advanced accounting students from the graduate accounting program. Students in RSSP and P2P participated in: presentations based on FOCUS 2 findings, LinkedIn training and Headshots, a Personal Pitch Competition, a Mentor/Mentee Mixer, Mock Interview Sessions conducted by Peers for Careers, and a case competition judged by representatives from Target. Participants also successfully completed requirements to attend three personal/professional development activities per month.

The Max Berger Pre-Law adviser, Tina Coco, met with the Pre-Law Society and assisted them in planning 12 student events attended by over 250 students. For the first time, the program launched four Pre-Law Orientation workshops that attracted 25 students. Five students, who completed unpaid legal internships in the summer, each received a \$2,500 stipend. These included internships at the Knesset (Israeli Parliament), King's County Criminal Court, New York State Supreme Court, Queen's District Attorney's Office and the Community Service Society of NY. Three additional stipends were awarded for students interning at NYC Housing Court, the US Court of International Trade, and the NYS Attorney General's Office. Attorney mentors were provided to 13 Pre-Law Fellows. As well, there were private law school visits to law schools at NYU and Columbia. This period, the Pre-Law LSAT Reimbursement Program approved five applications to incentivize students to take LSAT prep courses to improve their scores. Adviser Coco met with 46 students since the fall and published monthly news briefs to a listserv, which has grown from 100 to 700 students and alumni.

Marketing, Communication, and Social Media: Starr continues to disseminate the *Starr Weekly* to a readership of 20K faculty, staff, and students. This is the department's online newsletter, which includes information about current events, job opportunities, scholarships, and more. Published twice weekly, the *Starr Weekly* has been recently redesigned and material is now archived on Starr blog. Its open/read rate has increased from 25% to 46.7%. Starr increased its subscription rate on Facebook from 1,715 to 1,946 followers and increased its Twitter following by 57 followers to 2,041. Starr posts at least four Twitter articles per week and uses it as a means to engage with employers as well as students. Starr staff published 12 weeks' worth of career-related content for the *Ticker Weekly Newspaper*. To help Starr advance its effectiveness in marketing and social media, the center created a marketing intern team of eight graduate and undergraduate students who received bi-weekly supervision and professional

development. These interns helped to produce 13 new videos stored on Starr's You Tube Channel, create numerous informational flyers, assist with various social media campaigns, etc.

Alumni: The Professional Volunteer Program consists of a group of professional alumni who volunteer to provide brief consultations with Baruch students. In FA18, 11 professionals provided 169 consultations over 12 weeks during walk-ins. This is a slight increase in both volunteers and consultations from last year. One alum hosted a cover letter workshop. Starr offered four Alumni Career Seminars on topics such as Effective Networking, Salary Negotiation, Mastering the Job Interview, and Career & Passion: How to Achieve Them Both. Staff also provided weekly alumni walk-ins and scheduled appointments.

Professional Development: Over the summer, Ingrid Tineo, Gerald Tang, and Ellen Stein attended the NACE conference. Director, Ellen Stein also attended the National Career Development Conference and serves as Secretary of the Career Services Association of CUNY (CSAC). Gerald Tang served as co-chair on the EACE Annual Conference Planning Committee for 2018-2019. Michael Kalish attended Private Label Manufacturer's Association Conference in Chicago, IL. Ricki Weitzen completed Gallup Strengths Finder Training. Tina Coco was elected to the Northeast Association of Pre Law Advisors Board of Directors in September 2018; she also attended the 2018 MAPLA (Mid-West Association of Pre-Law Advisors) Conference. Adia Tucker contributed a chapter to *Career Development Interventions for Social Justice* (Jackson, Regis & Bennet, 2019) and served as a panelist at the FA18 Metropolitan New York College Career Planning Officers Association (MNYCCPOA). Zay La Fleur John serves on the Board of MNYCCPOA. Sandy Kupprat is on the Board of the Computer Center for Visually-Impaired People. Ingrid Tineo helped organize CSAC's first Recruit and Learn @CUNY series panel of media professionals featuring representatives from over six different media organizations.

Personnel: Sandra Kupprat, PhD was appointed full-time Associate Director; she previously served in the acting role. Along with her many other duties in Starr, she will serve as Arts and Sciences Coordinator. Further, Starr hosted a college-wide memorial for beloved colleague and friend, Dr. Wendy Heyman, who passed away in SP18. In her honor, Starr renamed the *Katzen Family Fellows Program* the *Wendy Heyman Public Interest Fellowship*. Starr also welcomed new team members: Cynthia Toomey and Evelyn Pearson as Administrative Coordinators. Meanwhile, Kaitlyn Riley resigned to pursue a career in the corporate sector.

Counseling Center

During the period of July 1 through December 31, the Counseling Center, which helps students achieve their academic, professional and personal goals through culturally sensitive psychological services, focused on expanding its capacity to assess while treating trauma and providing outreach services to targeted at-risk student populations.

Counseling Center by the Numbers

- 581 unique students were seen for counseling services (* this does not include the students serviced during outreach events)
- 2,931 appointments were attended, including:
 - 396 triage appointments
 - 2,071 individual therapy appointments
 - 136 group therapy appointments
 - 78 psychiatry appointments
 - 185 case management/consultation appointments
 - 45 crisis appointments

- 15 psychological testing appointments
- 5 psychiatric hospitalizations
- 44 outreach events were provided to 1,698 participants (* not unique)

Demographics of students receiving Counseling Services:

- 78% of students seen for individual or group services were students of color (38% Asian/Pacific Islander, 23% Hispanic/Latino, 22% White, 13% Black/African American, 3% Multiracial and 1% American Indian/Native American).
- 63% of the students seen for individual or group services identified as women, 36% as men and 1% as gender queer/gender non-conforming.
- 87% identified as straight and 13% identified as lesbian, gay, bi, queer or questioning their sexual identity.
- 14% were graduate students, 30% were seniors, 27% were juniors, 14% were sophomores and 14% were first years.
- 47% of the students were from Zicklin, 42% from Weissman, and 11% from Public Affairs.

Trauma Grant: The enhanced trauma screen was integrated into the Center’s triage process in September of 2018. Of the students triaged after the screen was rolled out:

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| • 68 endorsed childhood emotional abuse | • 51 endorsed emotional abuse in adulthood |
| • 44 endorsed childhood physical abuse | • 22 endorsed physical abuse or interpersonal violence in adulthood |
| • 41 endorsed childhood sexual abuse | • 41 endorsed sexual abuse or sexual assault in adulthood |
| • 22 endorsed childhood neglect | • 76 endorsed other traumatic experiences in adulthood |

Trauma-specific trainings and outreach events were also introduced to Baruch faculty, staff, and students, including a training to staff in Enrollment Management & Strategic Academic Initiatives on Student Mental Health and Trauma-Informed Care.

Outreach Services: Counseling Center staff participated in 44 outreach events across the campus reaching 1,698 participants. Some of the presentations, panels, and workshops targeted high-risk student populations on campus, including: Honor students, LGBTQI+ students, International students, SEEK students, Black, African American, and Latinx students facing mental health stigma in their communities, Student athletes, Jewish students impacted by the Pittsburgh synagogue shooting, and Students struggling with alcohol and substance use.

Accreditation: The American Psychological Association's (APA) Commission on Accreditation granted the Counseling Center’s Psychology Internship Training Program full accreditation in July of 2018 making Baruch College one of only two colleges in New York City offering APA-accredited counseling center internship programs (Pace University being the other). This accreditation helps the College attract high caliber candidates for the highly competitive two internship placements offered each year.

Counseling Center Wellness Survey and Assessment Results: During FA19, the wellness survey was completed by 54 students who had attended at least three individual psychotherapy sessions. This was a 26% increase from SP18 when 43 students completed the survey. Of the 54 survey respondents, 56% reported that their presenting symptoms affected their academic performance either extremely or moderately before beginning treatment. After treatment, this percentage was 37%, indicating an overall decrease by 33%. Furthermore, of the 54 survey respondents, 59% reported their overall well-being as

very poor or poor and 41% reported their overall well-being as fair, good, or very good before beginning treatment. After treatment, only 6% reported their overall well-being as very poor or poor, indicating a 90% decrease, and 94% reported their overall well-being as fair, good, or very good, indicating a 132% increase.

When asked about the reason or reasons for seeking counseling services, these were the top 7 issues:

- 43 (80%) reported anxiety
- 41 (76%) reported stress
- 28 (51%) reported depression
- 24 (44%) reported mood instability
- 21 (39%) reported self-esteem issues
- 16 (29%) reported relationship issues
- 14 (26%) reported academic performance issues

Others reported issues such as trauma, adjusting to a new environment, grief/loss, identity concerns, sexual assault/harassment, immigration stress, alcohol/substance use, disordered eating, political instability, and self-harming behaviors.

Indirect Services: During FA18, the Counseling Center staff were involved in the professional development of Counseling Center staff and trainees on the following topics: 1) Suicide Risk Assessment and Safety Planning, 2) Substance Abuse Prevention and Interventions, and 3) Biofeedback for Performance Anxiety. Also in FA18, the Counseling Center participated in its first Wellness and Burnout Prevention retreat, which included a training on meditation by Adam Seessel, who oversees the “Clear Mind at Work” program at the Kadampa Meditation Center in New York City.

Other Staffing Announcements: Following a national search, Teresa Hurst, PhD, was named the new full-time director of the Counseling Center. Dr. Hurst served as acting director following the retirement of David Cheng, PhD, who served Baruch for over 30 years. During the SU18, Dr. Hurst co-presented at the 3rd European Developmental Transformations Conference in Prague. The presentation was entitled “Welcome Home? A Living Inquiry into Place and Displacement.” Also in FA18, the Center welcomed one new staff member. In December 2018, Emily Kastner, LMSW, joined the staff as a Mental Health Service Corps counselor. She is a NYS licensed social worker with a Master's from Fordham University, and has experience working with a variety of clients, including adults, veterans, adolescents, families, and members of the LGBTQI+ community.

Student Disability Services

This department began FA18 with an initiative to provide an *Accommodation Card* to each of the 443 students registered with Student Disability Services (SDS). By the end of the semester, this became a reality. The feedback received from students, faculty, and staff confirmed the intent; the cards do encourage self-advocacy, professionalize the registration process, and protect confidentiality.

Also this fall, SDS proudly participated in the *NYC Disability Pride Parade* and sponsored a luncheon at Baruch following the event. 134 parade participants attended the luncheon, including CUNY's IVC Christopher Rosa. In October, Baruch also hosted a student disability conference, “*Building Bridges Disabilities Conference – How we Lead.*” Further, 18 SDS disability trainings were presented to SEEK, SACC Tutors, and the Counseling Center. SDS also presented at Athletics Orientation, New Faculty Orientation and Transfer Student Orientation. On October 11, SDS provided a campus training, attended by 31 Baruch staff members, “*Understanding Students with Learning Disabilities in College.*” The

department collaborated with SACC and CTL to plan the activity. The presentation attracted attendees from multiple disciplines.

This period, SDS introduced UbiDuo's to the college campus. These devices allow a Deaf student and a Baruch staff member to communicate in real time. Along with the device, a training module was created and distributed to Public Safety, the Office of the Dean of Student Students, and the Testing Office. The feedback received has been encouraging. Additionally this period, Director, Patricia Fleming chaired the COSDI subcommittee that produced the "*CF Business Process Guide for Disability Services*," which was distributed to every CUNY campus. Director Fleming also represents Student Affairs as a member of the working group for Middle States, Standard III: Design and Delivery of the Student Learning Experience.

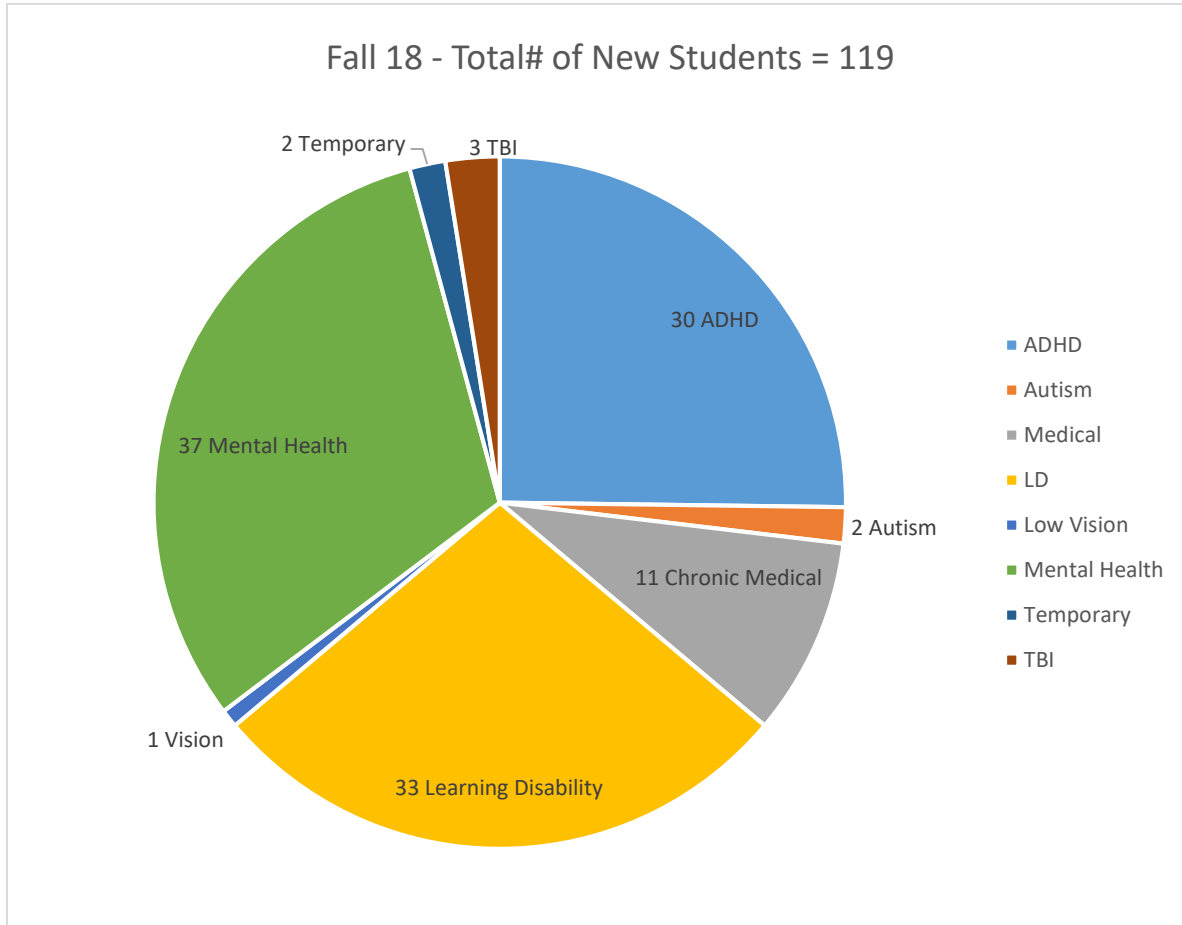
CUNY LEADS (Linking Employment, Academics, and Disability Services): This initiative provides career preparation services and resources to students with disabilities. Any student with a disability is eligible regardless of whether or not they have requested accommodations or are registered with SDS. FA18's enrollment numbers increased from 93 to 104 students (11%). Of this group, 94 are Undergraduates: 66 Business, 21 Arts & Sciences, 7 Undecided, and 10 students are in Masters programs. At the end of the semester, six LEADS students graduated: one student obtained full-time employment, and three completed internships. LEADS students participated in Disability Mentoring Day with The Federal Reserve Bank of New York, and participated in information sessions with industry leaders from Eversheds Sutherland, LLP and FINRA. The LEADS Advisor participated in both the Transfer Orientation and Open House.

Assistive Technology (AT): Thirty-seven trainings were conducted in the use of Live Scribe Pens, Kurzweil 3000, and Dragon speech-to-text. This is a 36% increase in trainings over SP18. Also, 73 assistive technology items were loaned to students. There were six requests for accessible furniture. The Computer Lab, which is equipped with AT computer programs, had 88 student visits. The department consulted with Faculty on AT and other matters on 83 occasions, and SDS made one AT loan to another CUNY campus. We were consulted 5 times by other CUNY campuses. 22 individual appointments were scheduled with BCTC regarding the implementation of campus assistive technology. SDS collaborated with BCTC and B&G to purchase accessible tables for the Newman Library. This year, CUNY licensed AT software has been fully incorporated into Baruch's and Zicklin School of Business lab deployment process. Baruch is one of the few CUNY campuses to have completed this process related to these licenses, this is due in part to the excellence of our AT manager.

Exam Proctoring and related services: Six hundred and twenty-two exams were proctored in FA18. This is an increase of 13% over SP18. This is one of the most important services that SDS offers to students and faculty. SDS is currently working on an accessible version of the exam proctoring form to upload onto its webpage. Nine students were matched with classroom note takers, and 12 note takers were contracted to cover 12 classes. Students are continuously encouraged to utilize AT in the classroom and not rely on a human note taker, but sometimes it is unavoidable. One student who is deaf required sign language interpreters. This period, the department recouped \$46,000 from NYS to address the cost of classroom 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.

In addition to 119 new intakes (a 23% increase over FA17) there were 494 visits by students to schedule exams and 113 visits to request an appointment. Fifty students were seen for consultations, and 21 faculty members reached out to consult on student issues. SDS worked with two students on appeals.

New students FA18: The largest group of students requesting accommodations in FA18 were those with mental health disorders. This correlates with national data which suggests an increase in the number of students attending college with mental health needs.

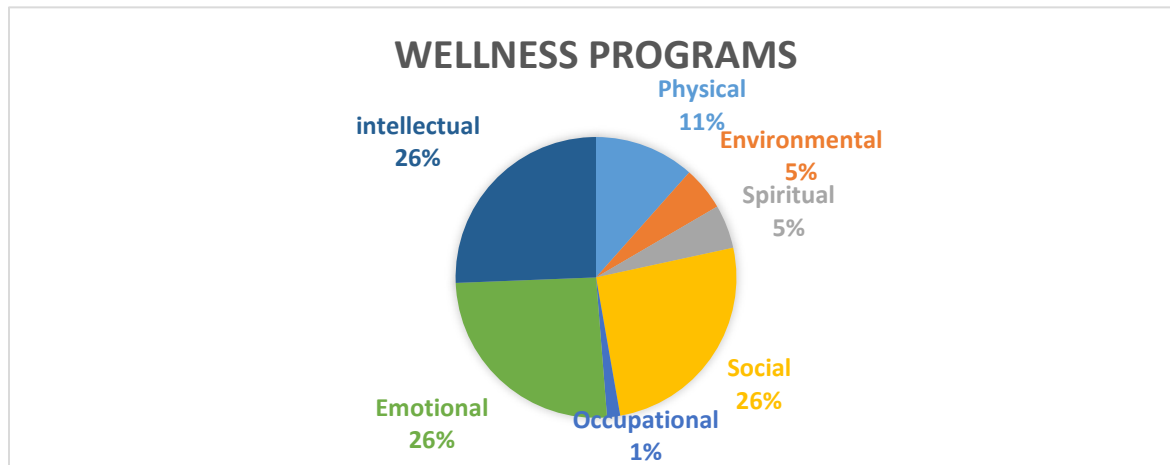


Office of the Dean of Students

The Office of Health & Wellness (OHW) remains committed to providing programs and services focused on promoting the health and wellbeing of all matriculated undergraduate and graduate 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)*.

In FA18, OHW increased programs offered: 50 programs were presented compared to 23 programs offered in SP18 resulting in a 54% increase. Many of the outreach programs, tabling events, presentations at the First-Year Seminar and Seek Transfer Seminar and co-sponsorships with active student organizations contributed to the program offerings and increased attendance. In addition, OHW provided outreach by tabling during the graduate school orientations hosted by Austin W. Marxe School of Public and International Affairs as well as the Evening MBA and all MS student orientations hosted by the graduate program in Zicklin. Several of these programs were impressively facilitated by seven PAWS – peer mentors who promote healthy lifestyle choices for students through a wide range of health and

wellness events and resources. The programs utilized the Wellness Wheel Model first developed by Hettler (1976); this model focuses on student development in the areas of physical, environmental, social, spiritual, occupational, emotional and intellectual wellbeing. Many of the programs this period focused on the dimensions of intellectual, emotional, social and physical. Here is a snap shot of the wellness programs:



These programs supported nationwide campaigns such as AIDS awareness, mental health, and healthy relationships. Following is a snap shot of events provided:

- 110 students took part in two listening socials for the newly formed show segment *SHAP Line – Bring the Balance*, a radio talk show on WBMB 94.3 FM campus radio. Members from the Sexual Harassment and Assault Prevention (SHAP) committee make up the *SHAP Line*.
- 150 students attended weekly Yoga classes. Yoga is offered weekly for up to 10 classes.
- 247 students registered for the two-day Blood Drive hosted in conjunction with NY Blood Center; 190 blood donations were collected to help 570 patients in New York City hospitals.
- 317 students participated in the bi-weekly listening socials hosted by OHW for the *Bring the Balance* radio talk show on WBMB 94.3FM, a student-run initiative. Five shows were presented.

Additional program offerings included monthly cooking demonstrations in the Residence Hall, stress management, productivity and time management, relationship with technology, managing emotions during the holidays, sleep hygiene, and finals relaxation.

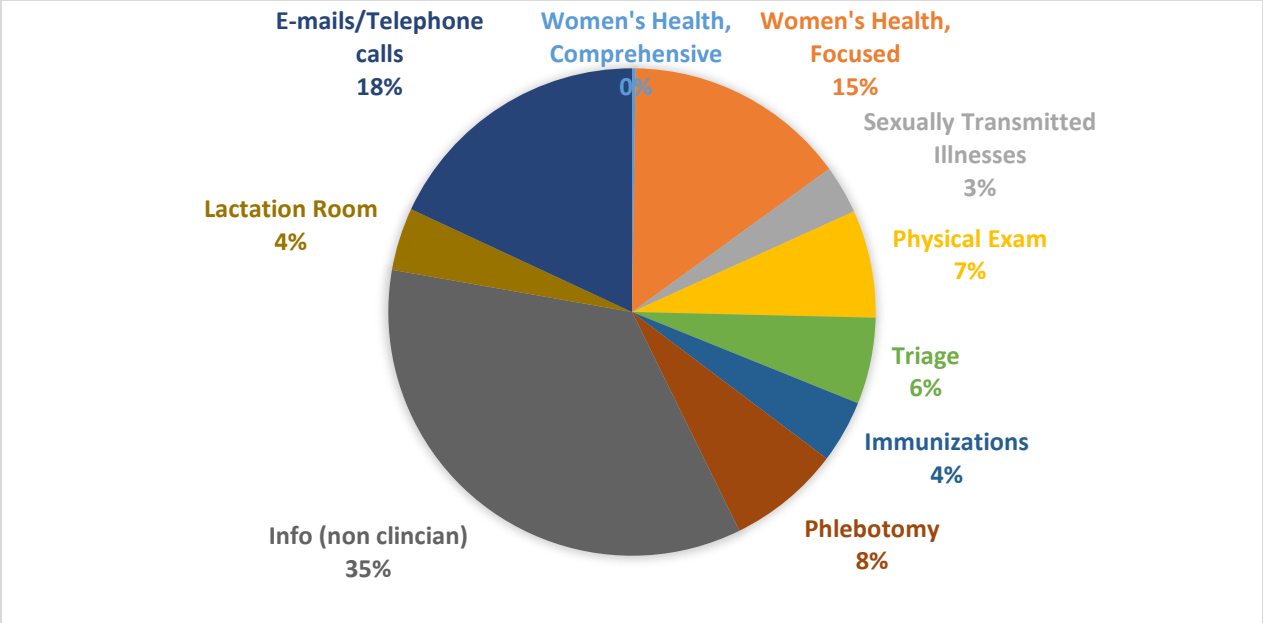
Professional development/trainings and certifications: To continue high quality programs and services to the student body, OWH staff participated in professional development opportunities to enhance their skills and knowledge of best practices. To that end, PAWS peer mentors participated in a two-day NASPA certified training presentation that touched on a variety of topics including Title IX understanding and reporting, bystander intervention, self-care, managing crises, social identity responding and reporting, and effective listening. Upon completion of the training, an exam was administered and staff received certification as Certified Peer Educators. Impressively, there was a 100% pass rate. In addition, Associate Director, Joy Allison and staff from SEEK were certified as trainers. Also, two PAWS peer mentors, Nudrat Kadir and Katerina “Kat” Raymond, attended and presented at a national conference: BACCHUS Initiatives of NASPA General Assembly. They presented on the topic: “*Stage vs. Fright: Developing Leadership through Public Speaking.*”

The Health Care Navigator: 75 students were enrolled for the Essential Plan, a decrease of 32.4% from the last reported period. In a recent questionnaire administered, students reported their concerns of the proposed changes to health coverage particularly impacting undocumented students. The Essential Plan benefits 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 is on campus two days a week for a total of 12 hours to meet with and inform students of the comprehensive list of health insurance options available to them.

Student Health Care Center: Managed through a contract with Mount Sinai and Beth Israel, the Center provided a range of free and highly subsidized services to enrolled students during this period. In total, 1,717 students took advantage of the services. They received services in the following areas: women's health, comprehensive, women's health focused, sexually transmitted illnesses, physical exam, focused exam (URI, knee pain, lab results, etc.), triage (do not require exams, band aids, Tylenol, etc.), immunizations, phlebotomy, lactation room. Below is a breakdown of the services provided:

September - December 2018

Women's Health, Comprehensive	3
Women's Health Focused	188
Sexually Transmitted Illnesses	41
Physical Exam	91
Focused Exam (URI, knee pain, lab results, etc.)	444
Triage (Do not require exams: band aids, Tylenol, etc.)	73
Immunizations	53
Phlebotomy	95
Info (Non clinician)	446
Lactation Room	53
E-mails/Telephone Calls	230
	1,717



**Please note the number break down per category will not tally to the total number of services provided; one student may visit the health center several times to receive different services or treatment.*

Personnel: A new Coordinator position was created to assist with managing and growing programs and training in student wellbeing. Tea Mare Gastón was appointed in September 2018 to this important role. She will assist Associate Director Allison with the day-to-day planning and outreach to students. Tea is a graduate of Baruch and previously served as a PAWS peer mentor.

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, 118 Petrie applications were submitted and 89 or 75% were approved for funding. Of the 89 students approved, 86 received assistance in the form of a check (some of those who received checks also received Metrocards and/or Food Vouchers), and 3 were “approved without a check” meaning they received Metrocards and/or Food Vouchers. The total amount of the checks disbursed was \$83,300. The 89 student recipients listed themselves as veterans, parents, undocumented, DACA, transfer, or first-generation. Housing continues to be the greatest need for our students as \$50,425 was allocated for housing alone. The table below provides a breakdown of the total grants allocated.

Category	Dollar Amount Allocated
Rent	\$50,425
Food	\$4,560
Books	\$6,525
Transportation	\$6,520

Electric Bill	\$4,580
Phone Bill	\$1,085
Medical Bills	\$2,100
Childcare Expenses	\$550
Other	\$6,775
Food Vouchers (Not Checks)	\$5,375
Metrocards (Not Checks)	\$1,139.41
Total Amount	\$89,634.41

The office also administers the Eugene Lang Immigration Grant, where five applications were processed and approved this period. The student applicants approved for a grant cited the need for assistance with rent, but also under the *Other* category, students requested assistance with attorney fees or application fees for naturalization or other citizenship processes. The allocations are broken down in the table below.

Category	Dollar Amount Allocated
Rent	\$6,430
Other	\$1,725
Total Amount	\$8,155

In addition, 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 FA18, there were 47 emergency withdrawals processed through DOS. Of these, about half (24) were for mental health reasons. Approximately 60% of withdrawal requests were from male-identified students. Chronic illness, surgeries, and family emergencies were listed among the second and third most common reasons for the withdrawals.

Requests and Reasons for Medical Withdrawals

Category	Dollar Amount Allocated
Mental Health	24
Chronic Illness/Surgery	12
Car Accident	4
Family Emergency/Death in Family	6
Unknown	1
Total Requests	47

Emergency Requests by Gender

Gender of Student	#
Male	28
Female	19
Total	47

Resolution Category	#
DOS Medical Withdrawal	22
Student self-withdrawals prior to consulting with DOS*	3
Students who returned to classes after consulting with DOS	15
Student who decided to drop some classes (partial self-withdrawal)	2
Cases pending (students hospitalized)	1
DOS helped student appeal previous semester	1
Status Unknown/Student did not respond	3
Total Requests	47

Community Standards is responsible for providing a fair and educationally based system for administering the University’s Student Code of Conduct. 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 the Campus Intervention Team (CIT), the support system in place to provide assistance to students whose behavior is perceived to be harmful to self or others.

Conduct: In FA18, there were 22 reports of alleged violations submitted to the Office of the Dean of Students. Of the 22 reported, the types of issues reported include: ID Violation, Failure to Comply, and Disruption of Educational Environment. Of the 22 reports, there were 29 students involved, 19 of the respondents were male, while 10 respondents were female.

Type of Conduct - FA18	# of Incidents	# of Students Involved
Indecent/Disorderly Conduct	12	14
Disruption of Educational Environment	4	4
Failure to Comply	6	6
Fraudulence	1	1
ID Violation	3	3
Verbal/Physical Harassment	2	3
Verbal/Physical Abuse	1	2

Sanctions: Sanctions are usually determined by the level of the violation. For matters where students had an ID violation, upon interview, the student is presented with the ID policy, and reminded about acceptable use of the College ID. The student is then issued a written warning along with a copy of the policy to close the matter. As the level of each case is different for the other categories, sanctions are determined based on the severity of the incident and the history of the respondent (whether this is the student's first incident). Sanctions can range from written warning to suspension. For the FA18 semester, there were no suspensions related to conduct. However, there were several students who were issued a *No Contact Agreement*, which is a letter requesting them to stay away from the person(s) with whom he/she was involved with in the incident. In addition, there were five *No Contact Agreements* issued to students for matters related to conflicts with other students. There were an additional 13 *No Contact Agreements* issued to students for matters related to Title IX associated conflicts. There were a total of nine students who were placed on probation for this period. This equals the previous semester's total. Several students received written warnings for first policy violations. These students are presented with educational sanctions for low-level incidents.

Campus Intervention Team: For FA18, there were 54 students reported to the Campus Intervention Team (CIT) as experiencing some difficulty or concern. These can range from danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempts, other mental health issues, or maybe students experiencing physical/verbal abuse. The table below lists the total number of incidents reported this period to CIT. While there were 54 students reported, there were 155 identified concerns. This is a decrease from last period. Some students were reported with more than one type of concern. As well, under the auspices of Mental Health, are the different types of concerns reported as mental health concerns. As with conduct, many of the CIT cases were reported where more than one concern was reported for each case.

The 155 reported concerns included issues of 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 (behavior was unable to categorized by previously listed categories). Outside of Other, many of these categories are combined with another. Of the 54 reports, 29 of the students were male, while 25 students were female.

Type of CIT Reports – FA18	Number of Reports
Mental Health:	73:
• Concerning Behavior	• 46
• Suicidal Thoughts	• 5
• Suicidal Threat	• 1
• Suicidal Attempt	• 1
• Self-Harm	• 2
• Difficult Life Circumstances	• 18
Academic Concerns	17
Unusual or Inappropriate Behavior	33
Danger to Self or Others	10
Student Injury	1
Other	21

Community Standards along with the Campus Intervention Team work collaboratively to address the concerns of students. Campus resources are utilized to provide for the needs of students, and students

are sometimes referred to outside resources in order to address their current circumstances or concerns. Referrals are made to the College’s Counseling Center for any of the identified categories listed above; referrals may also be made to the Student Disability Office, the Health & Wellness, the Office of the Dean of Students, or the STARR Career Development Center. As mentioned previously, Community Standards works to meet the needs of students holistically and utilizes the campus resources to support these students.

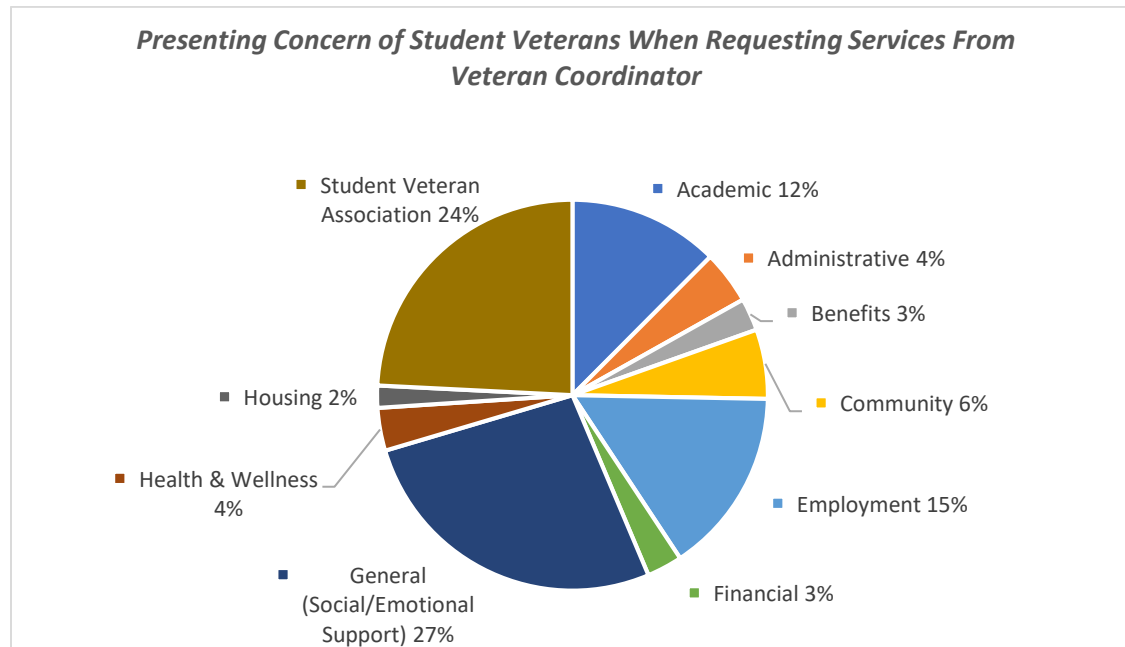
Veteran Student Services

The Veteran Student Advisor functions as the single point of contact for military members and veterans, caregivers, and military family members at the College. In partnership with the VA Certifying Official and offices across campus, the Veteran Student Advisor fosters an inclusive and accessible environment for veteran and military members 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; and promoting a healthy lifestyle during the military to civilian transition. As well, the Veteran Student Advisor serves as the CUNY LEADS Job Developer. This role helps students with disabilities, across six CUNY schools located in Manhattan, develop skills that lead to career success.

Outcomes for LEADS FA18

- 185 Interventions with 49 unique individuals representing 84.75 direct contact hours.
- Secured referral/placement relationships with MTA and GoodTemps.
- 4 students secured jobs and internships.

During this period, student veterans sought assistance in the following:



Outcomes for Veterans FA18

- 394 interventions with 161 unique individuals representing 182.5 direct contact hours.

- Implemented Baruch's first needs assessment of student veterans, revealing 60% of veterans are aware of the services offered. Ninety-one percent (91%) of student veterans reported they received adequate support when transitioning to life at Baruch, but 26% indicated they would like to see an increase in support service offerings.
- The Veterans Day Luncheon, sponsored by the Office of the President, brought together student veterans, faculty, and staff from all 5 branches of service, spanning service experiences from the Vietnam to Post 9/11 Eras.
- As part of Veterans' Week programming, the office hosted a range of events including a "Know Your Stressors" trivia game in collaboration with Health & Wellness, and *Vetworking* event exclusively for student veterans and military family members featuring recruiters from Bank of America, Yelp, and Moody's.

Substance Abuse Prevention

Substance Abuse Prevention by the Numbers

- 990 students screened due to Alcohol Use Disorder Identification Test (AUDIT) and Cannabis Use Disorder Identification Test (CUDIT) screening metrics mandated as part of interaction with Counseling Center, Office of Health and Wellness, and Student Health Care Center* (only AUDIT at this location).
- 249 Individual appointments were attended, including both BASICS and SBIRT screenings and brief-interventions, as well as Student Substance Abuse Consultations.
- 17 Group Therapy sessions.
- 5 Trainings were conducted to Baruch staff across varied departments.
- 9 outreach events reaching approximately 325 participants (this does not include those not documented due to radio broadcast listeners tuning in via FM radio and online).

Brief-Intervention Programs

- Screening, Brief-Intervention, and Referral to Treatment (SBIRT)
- Brief Alcohol Screening and Intervention for College Students (BASICS)
- Student Substance Abuse Consultations
- SMART Recovery
- Community Safe Harbor

Outreach Services

- Alcohol Awareness Trivia Night and the Residence Hall
- Tabling Event for SHAP
- Fall Club Fair Tabling
- New Student and Family Programs Resource Fair Tabling
- SHAP Event Mental Health First Aid services
- Stress and Substance Abuse – Episode of Bring the Balance radio show on WBMB
- SHAPLINE Part 1 – Episode of Bring the Balance radio show on WBMB
- SHAPLINE Part 2 – Episode of Bring the Balance radio show on WBMB

Substance Abuse Prevention Training Services

- SBIRT & BASICS Training (2 sessions to accommodate all departmental staff) Peer Advocates for Wellness Services (PAWS), Office of Health and Wellness
- SBIRT Training – Counseling Center staff and trainees
- Time-Limited Psychodynamic Therapy and the SBIRT Model Part 1 (Part 2 to be done in SP19)
- SBIRT & BASICS Training – with Student Veteran's Office intern

Office of Residence Life – This office kicked off the FA18 semester with the appointment of six Resident Assistants (RAs). The RAs took part in a week and a half training provided by the Baruch Residence Life Coordinator (RLC) and participated in a one-day CUNY-wide RA training. These trainings focused on crisis management, Title IX, student engagement, and program planning and execution.

The semester opened with 273 residents in the 1760 Residence Hall and seven residents in the St. George Residence Hall in Brooklyn. Each RA oversees a floor with an average of 46 residents. To help welcome the 280 Baruch residents during the first week, Baruch Residence Life in collaboration with LIM College and Educational Housing Services (EHS) put on building-wide programs and events for Welcome Week. Welcome Week consisted of seven programs that were intentionally focused on community engagement, with each staff leading two events. The final program of the week was the *Welcome Back Block Party* which was put on by all three institutions.

During this semester the Residence Life staff facilitated over 43 programs. The majority, over 70% of those programs, were educational. There was a total of 685 attendees who participated in Residence Life programs throughout the semester. Most programs are led by an individual RA. There were five departmental programs, which are planned and executed by the entire Residence Life staff and are normally the highest attended events. This semester included programs such as *Halloween Bash* where residents were able to participate in teams to compete in different challenges such as a Halloween themed trivia speed game. This was our largest attended event with 83 attendees. The annual, co-sponsored *International Night* attracted four select residents who presented about their country, culture and food. It also included a short presentation from VPSA Art King, who shared information from his childhood, culture, and food from his home country of Barbados. During this program, the Global Buddies program was launched, where residents are matched with another from a different background. Throughout the academic year, programs are put on for these specific participants to facilitate residents getting to know their specific buddy and others on a deeper level.

In regards to conduct within the residence halls, 37 incidents were reported that resulted in one sanction and 36 warnings. Of those incidents, there were 60 unique residents and 20 residents who were involved in two or more incidents. The majority of residents documented in incidents, about 50%, were alcohol related with marijuana in a distance second with 17%. Out of the entire residential community, about 20% of residents were involved in some type of documented incident.

Early Learning Center

During FA18, the Early Learning Center (ELC) enrolled 15 children ages 2 to 4 years old; these included 2 children of faculty/staff. As customary, the semester started with *Parent and Children's Orientations* for all families held the week before the semester began. This initiative offered new parents an opportunity to learn about the expectations of the program and ask questions. They were also given a chance to hear from the returning parents about their own/personal experiences working with ELC. Ten student-parents attended the parent orientation, and the week of children's orientations all 15 student-parents and children attended one or more days of orientation. Also at this time, student parents were offered an opportunity for their children to receive a free, comprehensive eye exam through a program called *Eyes on Education*. The mission of the program is to help children across NYC have better vision. An ophthalmologist came to the center and examined each child's eyes. The parents were then given a report of the findings and follow-up recommendations as needed.

Moreover, in the early weeks of FA18, the enrolled children were given time to acquaint themselves with their classmates and teachers and to learn the routine of the classroom. Once they were settled, a *Curriculum Showcase* for parents was held so parents could learn about the curriculum for the semester and become familiar with all the ways in which their children are learning at the center. This event was to allow the student-parents the opportunity to participate in a variety of learning experiences led by the teachers that included block building, painting, cooking, observing snails and mealworms, and making playdough. The student-parents observed and interacted with their children while teachers discussed the expected learning outcomes with each activity. Eleven families participated in this event.

Other activities presented and enjoyed at the center included the *Harvest Luncheon*, where the children and teachers cooked a special meal to share with families. Seven student-parents attended the luncheon. Parent-Teacher conferences were held over a two-week period and 14 families met individually with the teachers. In December 2018, the ELC hosted a *Potluck Winter Celebration* to highlight and celebrate the winter holidays and the end of the fall semester. Parents brought in special family dishes and the children made soup and a gingerbread house treat to share. All student-parents attended including their guests for a total of 21 participants.

New Student & Family Programs

This period, the Office of New Student & Family Programs (NSFP) welcomed over 1,650 new first-year students, an enrollment record of first-year students. Several of these students moved into the Residence Halls at 1760 3rd Avenue, and on August 19 NSFP and a number of peer mentors collaborated with the Office of Residence Life to participate in *Move-in Day*. NSFP helped welcome new students and their families, unpacked cars, loaded up dollies and hand trucks and brought up boxes, plants, and other small pieces of furniture to the rooms of the new residents. This all-day event was an exciting one and the beginning of welcoming and acclimating new students to the Baruch family.

In the FA17 semester, the staff attended a meeting of the Joint Committee on Curriculum and Articulation to propose a name change of the first-year seminar from FRO (Freshmen Orientation) to FYS (First Year Seminar) arguing the name change better described the seminar. Since a number of students are non-traditional, this new title would be more inclusive of this population. Further, the term “first-year” is gender neutral, more inclusive, and is in keeping with national best practice. This change took effect this period with “FRO 1000” now listed as “FYS 1000.” The large incoming class warranted the creation of close to 70 sections of FYS 1000, the largest number of sections ever offered.

On August 23, all first-year students were invited to campus for an entire day of programming – to welcome and engage them in all that the College has to offer, as well as give them an opportunity to network and make new, lasting friendships. The day began with a welcome from President Wallenstein, Provost Christy, and Vice President King along with a number of faculty and administrators, who made up the platform party. Students heard from the keynote speaker, Russell Shorto, the author of the first-year text, *The Island at the Center of the World*. Later in the day, students participated in the first session of their First Year Seminar, meeting 20-25 of their peers assigned to each section. Many of the students were in block scheduled classes for the duration of the semester. Later in the day, students engaged in “Club Fest” a number of activities scheduled all over campus. Family Orientation (where family members of incoming new students gather to listen to speeches of welcome and congratulatory regards from top College administrators) was held and families were treated to a reception and resource fair to round out the full day of programs and events.

On August 24, the NSFP held a *New Student Welcome* for transfer students. Although there were an estimated 1,450 new transfer students admitted in FA18, the event only attracted 125 of them and their family members. Those in attendance were provided with campus resources and words of welcome from college officials. The program ended with a resource fair where a number of support service representatives provided additional information about all the opportunities available to transfer students. The office is looking into better ways to attract more students to this event. Meanwhile, four sections of the Transfer Seminar (TRA 2000) were offered. NSFP continues to seek out ways to engage more transfer students in completing the seminar and becoming more actively engaged on campus.

Office of Student Life

During the FA18 semester, the Office of Student Life (OSL) was composed of 13 full-time staff members, two graduate assistants, and 12 student assistants. OSL adjusted the student training and programming schedule to have robust programming for Welcome Week, which resulted in increased student engagement across the board.

Student Life FA18 Facts and Figures

- 4,408 student visits
- 110 active student organizations
- Approximately 1,200 students participated in Club Fair
- 19 programs across two Heritage Month celebrations.
 - 7 Latinx Heritage Month programs
 - 12 LGBTQ History Month programs
- 210 students participated in Leadership Development programs including:
 - Baruch Officer Leadership Development (B.O.L.D.) workshops (18 students)
 - Leadership Weekend (105 students)
 - T.E.A.M Baruch Leadership Bootcamp (77 students)
 - Civic Engagement/Service Learning (10 students)

Student Activities

- 95 undergraduate organizations
- 15 graduate organizations
- 4 media groups
- 65 large scale events
- 2 campus-wide events

The Student Life activities team revised the club registration process to begin in SP18 instead of the fall resulting in 85% of student organizations being registered by the first day of classes, a 37% increase from the previous year, where 48% of student organizations registered prior to the first day of classes. Mandatory student organizations trainings, such as Baruch Officers Leadership Training (B.O.L.T.), were now offered throughout the summer instead of August and September, providing students the opportunity to be trained in smaller group settings and registered and planning for their semester in the summer. The OSL activities and operations team worked to institute welcome week programming for the first week of the semester, in which 91 organizations participated. In addition, Fall Club Fair was held on the first Thursday of classes instead of the first Thursday in October, resulting in staff handing out over 1,200 club fair guides, up from 500 in the previous year.

Advisors instituted mandatory meeting each semester with each club and organization. These meetings were designed for club leaders to get to know their advisor and the services that OSL has to offer, as well as to review their programming calendar early in the semester to avoid issues with fiscal

paperwork. At the end of the semester, club leaders were given an advisor satisfaction survey and of those who responded, 82% agreed that their Student Life advisor was supportive of their goals and events and 78% of student respondents met with their Student Life advisor at least once, with 13% meeting with their advisor at least 11 times during the semester.

Leadership Development

233 Leadership weekend applicants
13 Leadership weekend student-group leaders
92 Leadership weekend attendees
18 Community Service participants
27 workshop and program participants
429 T.E.A.M. Baruch interest and applications
77 T.E.A.M. Baruch acceptances

During FA18, Leadership Development offered monthly community service opportunities in partnership with the Bowery Mission, with one date planned specifically for Baruch staff and faculty to participate. Partnering with various offices and organizations such as Undergraduate Advisement and Orientation, Undergraduate Admissions, and the Graduate Student Assembly, the area was able to serve a variety of students who are generally not engaged in club life, allowing Student Life to reach a new student population. The department's two student leadership development coordinators were instrumental in the planning and development of leadership support including support stations for students interviewing for the T.E.A.M. Baruch program. Due to the new programming during Welcome Week and overall increased student engagement, Leadership Weekend applications increased 106%. In addition, Baruch Officers Leadership Development (B.O.L.D.) workshops were expanded. Two general workshops and trainings were held in the areas of Gallup StrengthsFinder and large-scale event planning. Mandatory leadership development retreats and workshops were also hosted for both student governments and for the first time Leadership Development participated in the MBA Orientation by facilitating a Gallup StrengthsFinder workshop. Leadership Development also partnered with Enrollment Management to offer Gallup Strengths Finders training to individual departments, as part of their professional development and team building exercises.

Operations

788 events and 265 tabling opportunities
81 weekly club rooms
16 club offices housing 55 organizations
352 departmental events

Also in FA18, the Operations unit supported 1,140 programs/events and 265 tabling reservations. Due to the change of the student organization registration, the Operations team saw an increase of 32% in student visits during the summer session months. The Operations team also worked to upgrade the equipment and resources of the student media groups including, furniture and computer upgrades to the Student Government club, and the media suites. In addition, the Operations team worked closely with B&G to get the Student Center spaces painted; these constitute a 47-room plan, with 22 rooms being completed over winter break.

*Submitted by Art King, VPSA/Dean
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