



**Division of Student Affairs
Spring 2018 – General Faculty Report**

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

Below are the FA17 highlights of the co-curricular initiatives presented by the following Student Affairs departments and programs: Athletics & Recreation, Starr Career Development Center, Counseling Center, Early Learning Center, Office of the Dean of Students (The Carroll and Milton Petrie Student Emergency Fund, The Eugene Lang Immigration Grant, Academic Integrity, Community Standards, Campus Intervention Team (CIT), Health & Wellness, OASAS Grant, Residence Life, and Veteran Student Services), New Student & Family Programs, Student Disability Services, and Student Life.

Athletics & Recreation

During FA17, the Bearcats fielded 5 varsity sports teams in their traditional seasons and 3 teams participating in their nontraditional season. This report will only reflect the 5 teams participating in their respective traditional season as reported to CUNYAC. Additionally, the Department of Athletics & Recreation hosted its first Student-Athlete Orientation with the new edition of a handbook. They also worked with the Weismann school to offer an additional physical education class over the winter to continue the departmental commitment to health and wellness offerings.

Academics - Also during this period, 77 student athletes participated in these five sports. Forty two were male and thirty five were females; 58% of the fall student athletes were recognized as CUNYAC Scholar Athletes (with cumulative GPA of 3.2 or higher). Of the 77 student athletes this fall, 16 exhausted their eligibility of four years and have applied for graduation. Fifteen of these student athletes graduated within 4 years—some using intercessions—while one graduated within 5 years. Of these 16 student athletes, eight of them were transfer students, but did compete at Baruch for 2-3 eligibility seasons. During registration for SP18, 98% of student athletes had met with an academic advisor for registration.

Facilities - Highlights of current and/or completed projects:

1. New office built to accommodate the recently hired Associate AD for Administration & Finance.
2. Older ice machine removed from the Athletic Training Office and a new, more efficient ice machine installed. Old machine being relocated to B2.
3. A full space assessment completed and a current racquetball court being redesigned as an Athletic training space to more efficiently and effectively cater to the needs of student athletes as it relates to sports medicine.
4. Redesign of the Athletics conference room, which currently doubles as a team meeting room for the athletic teams to include a new table (current table is broken), new chairs (current chairs are broken) and the need for additional chairs to accommodate staff were needed. Exploration of adding a SMART Board or projection is being assessed.

5. Cameras are needed throughout the facility to ensure safety and reduce theft. Quotes are now being looked into and installation should be begin within the next few months.

Sports Information - The women's cross country team was tops among the Bearcat fall squads competing in the fall semester by finishing in second place at the CUNYAC 6K Finals, which is the team's best finish since 2013. Natalie Murawski and Leslibeth Romero were each voted as All-Stars. The men's cross country team placed fourth in their 8K Finals. Head Coach Angeoline Piguave-Cowan was named the CUNYAC Men's Cross Country Coach of the Year and freshman Victor Carrano was voted as an All-Star. The women's tennis team reached the semifinals of the CUNYAC Tournament and finished their regular season with nine wins. Sharada Tangirala, Hayley Bester and Grace Graham were voted as CUNYAC All-Stars. The men's soccer team finished in fourth place and were eliminated in the CUNYAC Championship quarterfinal round. Cormac Foley and Macdara Heanue earned All-Star status in just their first season on the team. The women's volleyball team finished the season in the CUNYAC semifinals. Katherine Chen and Viola Cai were voted as All-Stars. The men's tennis team played two fall matches in preparation for the team's spring season.

Intramurals - Offerings expanded the intramural program included handball, table tennis and chess tournaments, as well as a soccer league. Each competitor receives Baruch branded intramural t-shirts, and the winners of their respective competitions are offered Baruch branded intramural hoodies and trophies. The winners are recognized on the BaruchAthletics.com website. Approximately 120 students participated across all offerings.

Pool - The Baruch College Aquatic Center, the only 25 meter facility in Manhattan, is the home of the Baruch College Men's and Women's Swimming and Diving Team. The pool continues to maintain a high quality and level of cleanliness throughout the year in order to carry on the unit's commitment to safe water practices for all patrons. The college swim team practices about 18 hours a week during the season. This past period, 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 and a USA Swimming Age Group Team all of whom use the pool for approximately 60 hours total per week. The pool also continues to offer open swim times to Baruch students, faculty, staff, and alumni as well as public ARC members and guests for approximately 62 hours per week. The Aquatics Department in conjunction with the Continuing & Professional Studies Department offers six swimming classes of different levels over six 8-week sessions. Over the summer, the BCAC also hosts 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.

SAAC - The Student Athlete Advisory Committee (SAAC), which is made up of 3 or more team leaders from each of the 13 varsity sports teams, have worked together on numerous community relations projects. To kick off the fall activities, the student athletes participated in the Breast Cancer Walk in Central Park in October. The committee raised \$400 for the American Cancer Society. Throughout the semester, 1-2 student athletes read to the children of the Baruch Early Learning Center on Mondays and Thursdays. Each day a different team was represented with each team participating 2-3 times during the semester. All of our teams were given a brother/sister team which they were required to gather as many of their teammates to attend their brother/sister team's game. SAAC held a large planning meeting at the end of the semester to brainstorm ideas for the spring semester.

The Starr Career Development Center

The Starr Career Development Center (SCDC) provides comprehensive career exploration and planning services to students from the time they enter Baruch until they graduate and beyond. These services include, but are not limited to, classroom visits, First-Year and Transfer Student Seminar presentations, 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, the SCDC builds and manages relationships with employers and forges strategic partnerships to develop employment opportunities for students and recent alumni. The Center 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 our students. Some employers become “Starr” Employers and make donations to the SCDC. Below is a summary of SCDC’s in person and online activities for fall 2017.

Career Development Activity	FA2017
Career Consultations	1,828
Vocational Tests	161
Resume Reviews	1,624
Mock Interviews	120
Unique Student Visits	1,727
Student Office Visits	3,330
Students Attending Career Fairs	1,541
Events Posted	159
Students Signed up for Events	3,631

Online Recruiting Activity	FA2017
New Employer Accounts	1,058
Internships Posted Online	2,001
Jobs Posted Online	4,942
Student Logins	188,783
Discrete Student Users Who Logged In	9,463
Applications Submitted Online	108,415
On-Campus Interviews	878

Employer Relations Job Fairs, Expos and Pipeline Programs: Prior to the start of the fall semester, Starr team members are busy preparing for what has become an earlier and earlier recruiting trend among employers. As a result, by September, Starr was packed with programs, workshops, and student appointments in preparation for the busy fall on-campus recruiting (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 Annual Senior Start-Up which attracted over 195 students and helped prepare students for their job and internship search. The program featured a representative from RSM, one of our Starr Employers, presenting on how to prepare for the job search process and another presentation on guidelines for participating in OCR.

The CPA Fair and Fall 2017 Undergraduate Career Day fell early in September and nearly 200 students showed up for three Career Fair Preparation workshops. Two of which were facilitated by corporate speakers (one from a PwC Alumnus and the other from Enterprise Holdings – a Starr Employer) and the third was facilitated by Peers for Careers. Over 220 students came to have their resumes reviewed between August and September to prepare for these fairs and the OCR season. The CPA Fair was a great success. Employers were welcomed by Dean Huss and Professor Colson to learn about Accounting Programs at the Zicklin School of Business. The event was a collaboration with The Graduate Career Management Center and resulted in 462 undergraduates, 283 graduate students (745 in total) and 35 accounting firms attending, including the Big Four and most of the large and mid-size CPA firms in New York. One week later, Starr hosted its signature event, the Fall 2017 Undergraduate Career Day, which attracted 1,079 student attendees. Starr was pleased to see an increase in companies attending from 75 last fall to 82 for in 2017.

In addition to the usual CPA Fair and Career Day, the SCDC offered some additional specialized recruiting and networking programs such as The First Annual Marketing Expo and The Diversity Pipeline Panel and Networking Event. The Marketing Expo featured 25 company representatives and 108 students in attendance. Professors Barry Sollof and Anthony Perotto volunteered to lead a workshop entitled “Difference between Marketing and Advertising & Marketing Communications” for all attendees. The award winning Diversity Pipeline Panel and Networking Event drew the largest attendance yet for this event with 297 attendees. The program showcased seven organizations such as America Needs You, Inroads, SEO, MAIP, MLT, T-Howard and Modern Guild. This event’s success was thanks in part to the many organizations co-sponsoring it along with the SCDC including: SEEK, UMLA, Success Network, and nine diverse student organizations.

On-Campus Recruiting (OCR) Activities. During the Fall, 58 unique companies posted 168 jobs and conducted 878 on-campus interviews. Over 1,160 undergraduates submitted a total of 7,751 applications for OCR positions, making it a very competitive program. Starr hosted 31 employer information sessions with 1,228 students in attendance to learn about employment opportunities. From July to December 4,942 jobs and internships were posted into Starr Search, the Department’s online career services management system. The Center added 1,058 new employers to the system. There were a total of 9,463 discrete students using Starr Search who, together, logged in 188,783 times. The SCDC began collecting career outcomes for the class of 2016/2017 just before graduation in May 2017 and continued through December 31st. The data is currently being assessed and results will be reported later this spring.

Employer/Organization Initiatives and Collaborations: In addition to career fairs, information sessions and OCR, Starr coordinated five office visits (EY, Bloomberg, Google, IPG Mediabrands, and Starcom Media) with a total of 205 students attending. Acting Director, Ellen Stein escorted two 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. The Center held four Spotlight Series Presentations on: Risk Management, Careers in Start-Ups, Marketing vs. Advertising, and Bloomberg Terminals. The Bloomberg presentation was hosted in the Subotnick Center and featured representatives from Bloomberg. The SCDC collaborated with Alumni Relations to host two Baruch & Beyond presentations (on Education and Entrepreneurship) each designed to enable students to network with alumni and professionals in their field in a speed networking-style program. In addition, Starr hosted 40 student leaders in a club open house featuring a speaker from Google. It also organized 18 co-sponsored professional development events with campus clubs.

Career Counseling and Vocational Assessment: During the fall, 1728 students came in to meet with a counselor for a total of 3,299 appointments regarding choosing a major, obtaining an internship, getting advice about graduate or law school, or to ask about other career-related issues. Of these visits, there were 1,510 resume reviews and 110 recorded mock interviews, which is a 75% increase over last fall. A total of 296 users logged in over 729 times to Focus 2, an economical online vocational assessment program that gives students immediate access to research their results. Counselors provided Focus 2 assessment interpretations for 44 students. Another 97 students took either the Strong Interest Inventory (SII) or the MyersBriggs Type Inventory (MBTI). Students also completed 20 self-report assessments on their skills, values, and or accomplishments. Furthermore, 578 students walked in for a brief consultation about resumes, job search, or recruiting questions during walk-in hours from 3-5PM on Tuesdays, Wednesdays, and Thursdays. The Center also facilitated 79 career workshops which were attended by 2,280 students and made 18 classroom presentations which enabled staff to connect with 658 students who may not otherwise have sought Center services.

In addition to providing individual appointments and walk-in sessions, and training staff to teach a career session to freshmen in the First Year Seminar, Starr introduced two new programs targeted to serving incoming freshmen and transfer students. One program, "Freshmen 15," was designed to capture the attention of first year students and encourage them to speak with staff to gather important information about jumpstarting their career exploration early in their academic career. Starr staff inaugurated a program called "Let's Get Starrrted" which was a four-week course also aimed at helping first and second year students jumpstart their career exploration and planning. The program averaged 11-12 students per week and three students attended all four sessions.

Starr also provides targeted outreach to international students, honors students, SEEK students, transfer students and CUNY EDGE students. Staff participated in The International Student Orientation and co-sponsored The Job Search for International Students workshop in collaboration with the Graduate Career Management Center. The Center hosted two career-related sessions to SEEK and seven Honors Freshmen Career Sessions. The CUNY EDGE program, formerly known as COPE, serviced 83 students in the fall. Two EDGE staff provided 261 individual counseling sessions, helped 20 students find work study positions through the City of New York Human Resources Administration. They also offered five EDGE workshops on business etiquette, personal branding, conflict management, money management, and student loans.

Special Programs in Starr: During the late spring, summer and fall, Starr recruited students into its five special programs which provide intense job search preparation and career development. Students participated in Starr's special pre-professional programs including Peers for Careers, the Financial Leadership Program, the Rising Starr Sophomore Program (which includes a second track exclusively for accounting students called the Passport to Partnership) and the Max Berger Pre-Law Program. The intense training they receive in these programs contributes to making them competitive candidates for employment or acceptance into graduate or law school.

In the fall, Peers for Careers celebrated the 21st year of students helping students with their career development needs. Fifteen Peers provided 627 resume reviews, conducted 45 mock interviews, and made presentations at 20 events including the Parent Orientation, Baruch's Fall Open House, Transfer Students Fair, Dining Etiquette Luncheon, SEEK and Honors Freshmen Seminars, to name a few. They also facilitated a workshop on career fair success strategies and a mock interview clinic for the Rising Starr Sophomore Program. Peers co-sponsored and assisted with 8 SCDC events including Career Days, Resume Rushes, Dining Etiquette, and the Annual Diversity Pipeline program among others. At the conclusion of the fall, 93% of Peers secured an internship after starting the program.

For the first time, the Peers for Careers Program received corporate sponsorship from Enterprise Holdings for the 2017-2018 year. As such, Peers co-sponsored a leadership panel featuring three Enterprise professionals and one Peer which was open to the Baruch community. Enterprise also conducted a mock interview clinic for the Peers. In addition, Enterprise co-sponsored a Career Fair Success Strategies workshop for the general community. Peers and Enterprise are collaborating on two more professional development events for the spring.

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 19 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 14 training sessions ranging from Financial Products from Buy Side to Sell Side to a Case Study of How Firms Recruit to Dining Etiquette to Networking. Guest speakers presented on Top-Down Professionalism, Real Estate as an Asset Class, as well as a Macro-economic Update from long time FLP supporter David Shulman. Students also attended six corporate presentations (S&P Global, JPMorgan, Credit Suisse Investment Banking, Natixis, BMO and BlackRock Investment Management) and three company visits (BMO Capital Markets, Black Rock and RBC Capital Markets). FLP participants 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 have front office internships from AIG, Barclays (2), BMO, Bank of America, Goldman Sachs, HSBC, JPMorgan, Macquairie, Morgan Stanley, Natixis (2), Piper Jaffrey, RBC Capital (2), S&P, and Sumitomo.

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. There were a total of 26 students in these programs mentored by Executives on Campus (EOC) professionals or advanced accounting students from the integrated program. The programs included: student presentations based on Focus 2 findings, corporate-sponsored resume preparation intensives, LinkedIn training, personal pitch presentations, a speech competition,

Excel training led by former FLP students, case studies preparation with the Writing Center, and a case competition judged by representatives from Target. Passport to Partnership also hosted a workshop by Baker Tilly Virshow Krause featuring a company overview and tips on resumes and internship. P2P also held an information session on the Integrated Accounting Program which was co-sponsored by Professor Colson from the Accounting Department.

The Max Berger Pre-Law adviser met with the Pre-law Society and assisted them in planning 10 student events. Three students who completed unpaid legal internships in the summer received stipends in the amount of \$2,500 each. These included internships at the Community Legal Services of Mid-Florida, the U.S. Department of Labor, and The New York Legal Assistance Group. Attorney mentors were provided to 10 Pre-Law Fellows. During the fall, there were private law school visits to New York University Law School, Columbia Law School, Cardozo Law School, and Brooklyn Law School. This fall the Pre-Law LSAT Reimbursement Program approved 5 applications ranging from \$1,174-\$2,000 each, to incentivize students to take LSAT prep courses to improve their scores. The Max Berger Pre-Law Adviser met with 58 students since the fall and published monthly news briefs to a listserve of over 600 students.

Marketing, Communication, and Social Media: The SCDC continues to send out the Starr Weekly to a 20K readership of faculty, staff and students. It is the Center's online newsletter which includes information about current events, job opportunities, scholarships, and much more. It is now published twice a week and its open rate has increased from 25% to 36% in the last semester. The SCDC revamped the Job Maven Blog to not only have a new look, new content and design but to also archive content from each Starr Weekly Newsletter. The Center increased its subscription rate on Facebook from 1,429 to 1,534 followers and increased its Twitter following by 162 to 1984. The SCDC posts at least four Twitter articles per week and uses it as a means to engage with employers as well as students. SCDC staff along with the Peers for Careers published 12 weeks' worth of career related content for the Ticker Weekly Newspaper.

Alumni: The Professional Volunteer Program consists of a group of professional alumni who volunteer to provide brief consultations with Baruch students. In the fall, a total of 9 professionals provided 162 consultations over 12 weeks during the Center's Thursday walk-ins from 5-7pm. This represents an 11% increase from fall 2016. Two alumni professionals hosted workshops for students on LinkedIn and networking. Starr offered five Alumni Career Seminars and also provided weekly walk-ins and scheduled appointments- servicing approximately 66 alumni.

Professional Development: Over the summer, Alena Grunberg and Ellen Stein attended the National Career Development Conference; Ellen Stein attended the NACE Conference, Gerald Tang attended the EACE Conference, and Ingrid Tineo and Michael Kalish attended the Career Services Institute Conference. In July, nearly all SCDC professional staff participated in the Simplifying Symplicity Conference sponsored by the Career Services Association (CSAC) of New York. The SCDC's Diversity Expo was awarded First Place for Best Practices for a Four Year College from CSAC. In the fall, SCDC staff participated in monthly events sponsored by the Professional Development Council of the Division of Student Affairs and Sexual Assault and Prevention Committee. They also attended Baruch College Career which hosted follow-up training with Symplicity as well as presentations on Baruch's Universum Data. In January, Gerald Tang co-chaired the two-day Career Services Technology Meeting at the College with 100+ attendees from over 50 colleges and universities from across the country.

Personnel: Dr. Ellen Stein was appointed to serve as the Director of the Starr Career Development Center. Dr. Sandra Kupprat was hired to serve as the Ad Hoc Major advisor while Dr. Wendy Heyman is on medical leave. Dr. Kupprat also helped cover some of the responsibilities of Alena Grunberg, who is on maternity leave. After many years of good service, Dolores Manekas moved on from the College and Jennifer Turner was hired to serve as her replacement. The SCDC trained and supervised two graduate counseling interns from Baruch College to provide career counseling. Although the Center was down several staff members, it did not miss a beat and continued to offer all of the great programs and services its students, alumni and employers have come to expect.

The Counseling Center

Counseling Center by the Numbers – during this period, the Counseling Center achieved the following:

- 514 unique students were seen for counseling services (* this does not include the students serviced during outreach events)
- 3,000 individual appointments were attended, including:
 - 385 triage appointments
 - 2,366 individual therapy appointments
 - 113 psychiatrist appointments
 - 78 case management/consultation appointments
 - 38 crisis appointments
 - 16 psychological testing appointments
 - 4 psychiatric hospitalizations
- 23 group sessions (all MBCT- Mindfulness Based Cognitive Therapy) were provided to 26 students
- 50 outreach events, including presentations, panels and workshops, were delivered outside of the Counseling Center, reaching 1,926 participants (* this does not represent unique participants)

Outreach Services – Counseling Center staff participated in 50 outreach events across the campus reaching 1,926 participants from July 1st through December 31st, 2017. Events were conducted with Honors Program students, International students, First Year students, Transfer students, Public Affairs students, PAWS students, Resident Advisors, as well as faculty and staff from departments such as Academic Advisement, the Tutoring Center, STARR, Disabilities, SEEK, and Enrollment Management and Strategic Academic Initiatives. Topics presented during outreach events included, but were not limited to: Mindfulness Meditation, LGBTQI Safe Zone Training, Introduction to Counseling, Overcoming Stigma to Seeking Counseling Services, Community Crisis and Students in Distress, Mind-Body Wellness, Mood, Depression and Suicide Awareness and Substance Abuse.

Demographics of students receiving counseling services:

- 75% of students seen for individual or group services were students of color (34% Asian/Pacific Islander, 26% Hispanic/Latino, 25% White, 12% Black/African American, 1% American Indian/Native American, and 1% Not Specified)
- 65% of the students seen for individual or group services identified as women, 34% as men and 1% Not Specified.
- 10% were graduate students, 33% were seniors, 26% were juniors, 19% were sophomores and 11% were first years
- 27% of the students seen for services had a GPA less than or equal to 2.0, 21% had GPA's between 2.0 and 3.0 and 53% had GPA's higher than 3.0.
- 51% of the students were from Zicklin, 46% from Weissman, and 2% from Public Affairs.

Electronic Medical Record and Quality Improvement Efforts: The Counseling Center continued to refine its use of Titanium, its Electronic Medical Record system. By increasing the use of the triage and intake data forms and service categories, the Center was able to better quantify the scope of its services, better understand the students it serves and to continue improving its offerings. For example, based on analyses of appointment data, the Center was able to modify the triage and disposition process in order to reduce the amount of time between a student being triaged and the start of their individual therapy and group therapy treatment.

Additionally, as part of the Center's triage process, all students seeking services complete the PHQ-9, which is a reliable and valid measure of depression severity. Based on the PHQ-9 data during this period, the Center learned that 53 percent of the students seeking services at the Center suffered from moderate to severe depression and an additional 12 percent suffered from mild depression. The data also revealed that 33 percent of the students triaged during this period reported having suicidal ideation at least several days over the previous two weeks and about one-third of this 32 percent group reported having thoughts that they would be better off dead or hurting themselves in some way at least half or nearly every day of the same period.

Baruch College Counseling Center Wellness Survey: In the fall semester of 2017, the Center's Wellness Survey was completed by 43 students who had attended at least three individual psychotherapy sessions. Of the 43 surveys administered, 72% reported that their presenting symptoms affected their academic performance either extremely or very much before beginning treatment and 28% reported their symptoms had neutral, very little effect, or no effect on their academic performance. After treatment, 35% reported that their presenting symptoms affected their academic performance either extremely or very much and 65% reported their symptoms had neutral, very little effect, or no effect on their academic performance. Overall well-being before coming to counseling was reported as very poor or poor for 81% of the students and fair, good or very good for 19% of the students. After at least three therapy sessions, overall well-being was reported as very poor or poor for 9% of students and fair, good or very good for 91% of the students.

When asked about the reason or reasons counseling services were sought:

- 84% reported anxiety/stress
- 67% reported depression/mood problems
- 30% reported relationship issues
- 26% academic performance issues
- 14% reported trauma
- 9% reported grief/loss
- 7% reported domestic violence/emotional abuse
- 5% reported substance/alcohol abuse
- 2% reported sexual assault/harassment
- 5% reported other reasons, such as unhealthy eating and internship/interview overload

When queried about coping strategies learned during counseling to address symptoms and problems, students expressed the following types of coping strategies:

- Engaging in creative processes (e.g., dancing, writing/journaling, playing or listening to music)
- Breathing and practicing mindfulness and self-awareness
- Using DBT emotional regulation tactics
- Changing thought patterns and thought processes and being more positive
- Learning to express oneself and communicating more openly and honestly
- Talking more with others about one's problems and feelings
- Engaging in better and healthier self-care practices, including better sleep hygiene

- Improving time-management and organization

Indirect Services: During this period, the Counseling Center staff were dedicated to having a presence and a voice across Baruch and CUNY in areas such as policy development and campus initiatives. Staff members participated on committees such as the CUNY Counseling Center Directors committee, the Campus Intervention Team (CIT), the professional development council, the sexual harassment and assault prevention committee, the Student Affairs assessment team, and the website redesign task force. Seven staff members presented didactic trainings to staff and trainees on topics such as the Psychiatric Management of Common Disorders, Psychological Testing, Mindfulness-Based Stress Reduction for Therapists, the Layers of the Personality, and Multicultural Counseling.

Staffing: The Center welcomed its new senior staff member in July 2017. Dr. Teresa Hurst began as the Associate Director of the Counseling Center and assumed the responsibilities of the Dr. Caroline Kasnakian, the former Associate Director. Some of these responsibilities include: managing the doctoral and master's level training program, administering grant program initiatives, applying for additional grant funding, managing the budget, supervising staff, providing crisis counseling to at-risk clients and partnering with the Director to oversee the overall operations of the center. Dr. Hurst has over 17 years of clinical experience in inpatient, outpatient and community settings.

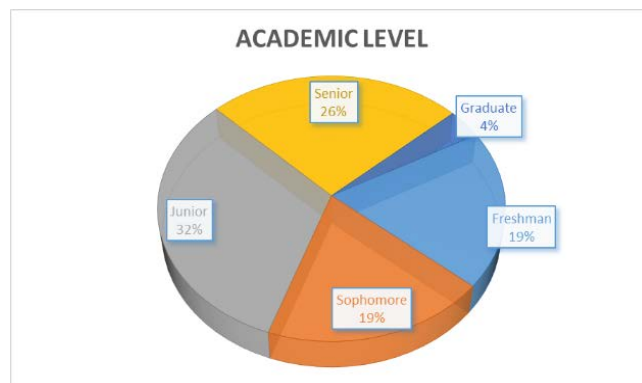
The Office of the Dean of Students

The Office of the Dean of Students (DOS) oversees the following services and programs:

- Grant Administration for the Carroll and Milton Petrie Student Emergency Grant Fund, the Lang Immigration Grant and the Office of Alcohol and Substance Abuse Services (OASAS) Grant
- Adjudication of Academic Integrity and Community Standards violations
- The Campus Intervention Team (CIT)
- The Office of Health & Wellness
- Veteran Student Services
- Residence Life
- The Early Learning Center

(It should be noted that the OASAS five-year grant and Veteran Student Services were launched in Fall of 2017)

From July 1, 2017 through December 31, 2017, 330 students visited the DOS. Of those who reported their status, 271 were undergraduates and 10 were graduate students.



The Carroll and Milton Petrie Student Emergency Grant Fund

The Petrie Foundation awarded the College \$100,000 for AY/17-18 as a way to provide direct cash grants, Metrocards, and Food Vouchers to local cafes to students facing financial emergencies that would otherwise distract them from their coursework. It should be noted that Fall 2017 was the first semester in which applicants were awarded Metrocards, which can be available quicker than checks and therefore can provide immediate assistance during the days a student is waiting for a check.

Between August 1 and December 31, 2017, \$35,342 was allocated to students who were facing financial emergencies. The emergencies were primarily related, but not limited to rent, transportation, food, books, medical emergencies, winter coats, winter boots, and other school supplies. The average cash grant amount provided to students was \$751.00. Please note that figure is in addition to the \$3,200 of food vouchers and \$1,100 of Metrocards that students were provided during Fall 2017.

The office has received an increase of applicants (100 as of December 28, 2017 compared to 94 as of December 31, 2016) this academic year; however, following last year's trend, a smaller number and percentage of applicants have received grants this year compared to the previous years although the size of the grants has grown. As of December 28, 2017, 50 of the 100 applicants, or 50%, were provided with Petrie funds. In total, 41 of these students received a cash grant (sometimes combined with Food Vouchers and/or Metrocards), whereas nine received Food Vouchers and/or Metrocards instead of receiving a cash grant. Implementing and upholding more rigorous standards will allow the office to consider funding requests in the full amount as well as will allow the fund to last until the Spring semester ends, which will allow the program to help more of the college's neediest students. These grants allowed students to maintain their enrollment status at the college and provided assistance in overcoming challenging life circumstances, including homelessness, near eviction, food insecurity, changes in family support, uncertainty about legal status such as DACA, and unexpected job loss.

It should be noted that of the 50 students who received financial support during Fall 2017, 44 have either enrolled for Spring 2018 courses or applied for graduation. This means that 88% of these students are on track to continue their education. It should also be noted that the remaining six students have four more weeks to register for courses, and we expect some, if not all, of them to register. The committee notes that the students who received grants this Fall had exceptionally strong long term plans to stay enrolled at the College to make progress toward their degrees.

Table 1: Total Petrie Grants Awarded by Category

Category	Dollar Amount Allocated
Rent	\$9,395
Food	\$4,412
Books	\$5,075
Transportation	\$4,303
Electric Bill	\$2,420
Phone Bill	\$670
Medical Bill	\$975
Childcare Expenses	\$30
Other	\$3,942
Food Vouchers (Not Checks)	\$3,020
Metrocards (Not Checks)	\$1,100
Total Amount	\$35,342

The Eugene Lang Immigration Grant

Starting in Fall 2016, the DOS received a separate grant through The Eugene Lang Foundation for \$20,000 for its brand new undocumented & immigration student emergency fund. Through this grant, DOS was able to provide both partial and full support to six students seeking pathways to citizenships and are in regular communication with said students to see where they are in the process. This process has included speaking with attorneys and learning more about the different options for both DACA and undocumented students in regard to pathways to citizenship. It is noted with pride that the six Lang recipients Fall 2017 average GPA of 3.35 and 100% of them either continued their enrollment at Baruch College, or graduated.

NYS Office of Alcohol and Substance Abuse Services (OASAS) Grant

In May of 2017, the College was informed that its proposal for a New York State OASAS grant was accepted and the campus was awarded \$625K over five years to conduct research and set up a substance abuse program. A College Prevention Coordinator (CPC) was hired and a state-wide survey was conducted at the 20 grant receiving campuses.

The newly hired CPC reviewed preexisting data from alcohol.edu which had been administered to Residence Hall residents in order to get baseline information about Baruch student reports of alcohol and substance abuse on campus. The CPC conducted “key Informant Interviews” with several administrative staff members as well as with student peers and residents.

As a result of the key informant interviews and analysis of the preexisting data an initial round of outreach programs was developed. The CPC integrated substance abuse prevention information into the residence hall newsletter each month, and psychoeducation and substance abuse prevention activities into the winter Olympics-themed holiday event which took place in the Residence Hall at the end of 2017. The CPC worked with the Office of Health & Wellness to begin a regular contributing spot on the

Bring the Balance radio show on the student-run radio station WBMB, broadcast throughout campus and on local FM radio. Listening parties were hosted with food included to provide a guaranteed audience for prevention efforts; students were encouraged to live-tweet at the radio show to have student questions addressed during the broadcast. The CPC began an initial wave of a fast-facts campaign posting information on bulletin boards.

The CPC is currently working to form two campus coalitions: One composed of departmental administrators and staff to work on shared concerns relating to substance use on-campus; the second, an interdepartmental campus-community coalition that is still in the forming stages. The coalitions will serve to support four main priorities:

- Reducing substance abuse across campus
- Creating a referral pipeline for students with suspected substance use issues to the counseling center
- Working toward improvements in detection and enforcement of preexisting policy violations regarding substance use on campus and in the residence halls.
- Increasing awareness throughout the campus administration and community of substance abuse issues within the student population.

The OASAS survey distributed by the researchers from the University of Buffalo resulted in 529 Baruch College student reports. As the data analysis is distributed by the researchers from Buffalo, the CPC will begin assessing and integrating those results in future outreach campaigns. The CPC has also been administering SBIRT assessments to students referred for substance abuse behavior and when those are analyzed the data provides a promising avenue for continued research and will provide more in-depth substance abuse data from students on campus. These results should be presented to on-campus administrators by the end of the academic year.

The CPC has been in regular contact with counterparts at other SUNY and CUNY grant recipient campuses. He attends monthly meetings with the Manhattan Prevention Resource Center/Children’s Aid Society, provides monthly reports on Baruch efforts thus far to the New York State funders, and attends training conferences.

Academic Integrity

The Associate Dean of Students investigates faculty allegations of violations of the academic integrity policies at Baruch. These may be reports of cheating, plagiarism, or falsification of documents. Following an investigation, the student receives a sanction from the Associate Dean ranging from a discussion about the importance of academic integrity to, in extreme cases, dismissal from the College. Students who dispute the allegations have the right to bring a case to a campus Hearing presided over by a faculty Hearing Officer, a staff member, and a student.

During Fall 2017, there were 62 reported cases of violations of academic integrity. See the tables below for the numbers of cases by type and by school:

Table 2: Fall 2017 Academic Integrity Cases

Cases by Type	No
Total	62
Cheating	31

Plagiarism	24
Falsification of Documents/Collusion	5
Cases Withdrawn	2
Type of Case withdrawn	24
Falsification of documents/collusion	5
Type of Case withdrawn/Cheating	2
Cases By School	
Zicklin	17
• Cheating	17
• Plagiarism	0
• Falsification of documents	0
Weissman	
• Cheating	9
• Plagiarism	18
• Falsification of documents & collusion	5
Public Affairs	
• Cheating	5
• Plagiarism	5
• Falsification of documents	0
Core subject	
• Cheating	0
• Plagiarism	1
• Falsification of documents	0

Community Standards/Student Conduct

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

Table 3: Fall 2017 Conduct Cases

Type	Number of Incidents
ID Violation	3
Failure to Comply	11

Disruption of Educational Environment	12
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Cases Reported to the Campus Intervention Team (CIT)

Type	Number
Mental Health	80
<ul style="list-style-type: none"> • Concerning Behavior • Suicidal Thoughts • Suicidal Threat • Difficult Life Circumstances 	<ul style="list-style-type: none"> • 52 • 5 • 4 • 19
Academic Concerns	25
Physical/Verbal Abuse	5
Physical Verbal Harassment	12
Unusual or Inappropriate Behavior	39
Danger to Self or Others	18
Other	20

Conduct - This period, there were 15 reports of alleged violations submitted to the Office of the Dean of Students. The 15 reported cases were made up of *ID violations*, *failure to comply*, and *disruption of educational environment*. These violations are similar in total to last period; however, there are less categories of violations. Whereas there were six types of violations last semester, there are only three this period. Some of these categories are combined with others. For example, *failure to comply* has been paired a few times with *disruption of educational environment*. Of the categories identified, the one reported most for the fall 2017 semester was *disruption of educational environment* (N=12; 4 alone, 8 paired with another violation), with *failure to comply* (N=11; 4 alone, 7 paired with another violation) next. *ID violation* was last (N=3, with none paired with another violation). Of the 15 reports, 9 of the respondents were male and 6 were female.

Conduct – Fall 2017

Type	# of Incidents
ID Violation	3
Failure to Comply	11
Disruption of Educational Environment	12

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 respondent's first incident or not). Sanctions can range from written warning to suspension. For fall 2017 semester, there were no suspensions related to conduct. However, there were several students who were issued a *No Contact Agreement*, a letter stating that they are to stay away from the person(s) with whom they were involved in the incident. For fall 2017 semester, there were 12 No Contact Agreements given to students for matters related to conflict with another student(s). There were an additional eight that were given to students for matters related to Title IX associated conflict. There

were a total of 9 students who were placed on probation for fall 2017 semester. This is an increase from the previous semester. Several students received written warnings for their first policy violations. These students are presented with educational sanctions for low level incidents rather than probation. This change is in keeping with our student development model as opposed to a punitive model. The goal is to support the holistic development of students by providing guidance with life skills that will increase their self-awareness and accountability, while intending to shape students to be responsible adults at Baruch College and beyond.

Campus Intervention Team - For fall 2017 semester, there were 77 students who were reported to the Campus Intervention Team as experiencing difficulty as defined by the person making the report, whether that be danger to self or others, academic concerns, concerning behavior, difficult life circumstances, suicidal thoughts or attempts, other mental health issues, or even physical/verbal abuse. The table below lists the total number of incidents reported to CIT. While there were 77 students reported, there were 199 identified concerns. This an increase from last semester, and the members of CIT believe there are several factors that may have contributed to this, including the political climate, financial insecurity of students, and academic struggles among others. 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.

Of the 199 reported cases, the types of concerns reported include: Mental Health (Concerning Behavior, Suicidal Thoughts, Suicidal Threat, and Difficult Life Circumstances), Academic Concerns, Physical/Verbal Abuse, Physical/Verbal Harassment, Unusual or Inappropriate Behavior, Danger to Self or Others, and Other (behavior unable to be categorized by previously listed categories). Outside of Other, many of these categories are combined with another. For example, many of the Mental Health issues have been paired many times with Unusual or Inappropriate Behavior or Danger to Self or Others. Of the categories identified, the one reported most was Mental Health (N=80, with a significant number at 52 for Concerning Behavior, 5 for Suicidal Thoughts, 4 for Suicidal Threat, and 19 for Difficult Life Circumstances). Of the 80 reported cases, 24 of them were reported with another issue attached. After that, Unusual or Inappropriate Behavior (N=39, 27 alone, 12 paired with another concern) was next. Following are the remaining concerns: Academic Concerns (N=25, 4 alone, 21 paired with another concern), Other (N=20, 17 alone, 3 paired with another concern), Danger to Self or Others (N=18, 8 alone, 10 paired with another concern), Physical/Verbal Harassment (N=12, 0 alone, 12 paired with another concern), and Physical/Verbal Abuse (N=5, 1 alone, 4 paired with another concern). Of the 77 reports, 48 of the respondents were male, while 29 were female.

Campus Intervention Team – Fall 2017

Type	Number of Reports
Mental Health:	80:
• Concerning Behavior	• 52
• Suicidal Thoughts	• 5
• Suicidal Threat	• 4
• Difficult Life Circumstances	• 19
Academic Concerns	25
Physical/Verbal Abuse	5

Physical/Verbal Harassment	12
Unusual or Inappropriate Behavior	39
Danger to Self or Others	18
Other	20

The Office of Community Standards along with the Campus Intervention Team work collaboratively to address the concerns of students. We utilize campus resources to provide for the needs of students, but students are sometimes referred to outside resources in order to address their circumstances or concerns. There are referrals to our Counseling Center for any of the identified categories listed above, and also referrals may 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, Office of Community Standards works to meet the holistic needs of students and utilizes the campus resources to support said students.

Office of Health and Wellness

The Office of Health & Wellness provides programs and services focused on promoting and influencing the health and wellbeing of students. This is achieved through program offerings, presentations, workshops, and co-sponsorships with student clubs and staff. In addition, these initiatives are achieved through partnerships with a health care navigator from the New York Department of Health and a health insurance provider from Metro Plus, as well as with the Baruch College Student Health Care Center. During the July 1, 2017- December 31, 2017 time period over 55 programs, presentations, and workshops were offered. Many of the programs utilized the Wellness Wheel Model (Hettler, 1976) which focuses on students’ development in the areas of physical, emotional, and mental wellbeing. Many of the programs were facilitated by Peers Mentors in the Peers Advocates for Wellness Services (P.A.W.S). P.A.W.S is a TEAM Baruch position in the Office of Health & Wellness. P.A.W.S Peer Mentors promote healthy lifestyle choices for students and the Baruch community through a wide range of health and wellness workshops, resources, and events.

Programs/workshops/trainings

- During the summer of 2017, the inaugural two-week health and wellness curriculum was added to the SEEK Summer Academy. The curriculum consisted of interactive case studies of healthy relationships, time management, and nutrition. Students also learned about the various dimensions of wellness
- National Suicide Prevention Week was observed, in collaboration with student organizations and the Counseling Center. Topics included, a panel discussion on mental health hygiene factors such as academics, cultural background, and how social media impacts the conversation about mental health. Other events included meditation, social media campaign, identifying mental health resources, and a candlelight vigil. Over 300 students participated in the week’s events
- 21 individuals, including both undergraduate and graduate students and a Baruch College staff member, participated in the Mental Health First-Aid training provided by New York City Department of Health & Mental Hygiene
- 45 residents participated in the monthly cooking demonstration classes in the residence halls
- 143 students participated in the Fall Blood Drive, held in conjunction with The NY Blood Center
- 86 students attended the weekly self-defense class taught by Sensi Peter Flores, Jr
- 108 students attended the weekly yoga class taught by Baruch College Alumni Ganna Velychko

- 111 students attended the bi-weekly listening parties for the radio show - “Bring the Balance,” created by the Office of Health & Wellness

Student Health Care Center

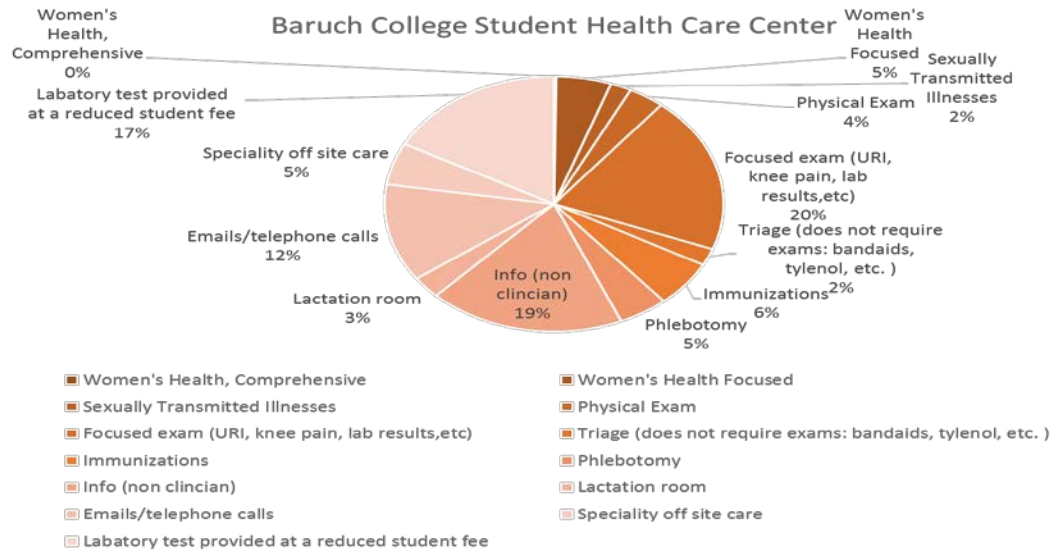
The Baruch College Student Health Care Center provided a range of free and highly subsidized services to enrolled students from July through December 2017. These services were administered by Mount Sinai Beth Israel Medical Center and Continuum Health Partners Inc. via an annual renewable contract with the Baruch College Association and paid for by student activity fees. A total of 1,666 students visited the Student Health Center this period. It should be noted that the Health Care Center includes a dedicated space for a lactation room. Below is a table to indicate services and total usage:

Table 4:

	July 2017 – August 2017	September 2017 - December 2017
Women's Health, Comprehensive	1	5
Women's Health Focused	33	119
Sexually Transmitted Illnesses	13	45
Physical Exam	16	83
Focused Exam (URI, knee pain, lab results, etc.)	104	471
Triage (Do not require exams: band-aids, tylenol, etc.)	9	53
Immunizations	92	78
Phlebotomy	35	102
Info (Non clinician)	97	445
Lactation Room	4	78
E-mails/Telephone Calls	57	272
Referrals for specialty off site care	35	119
Laboratory tests provided at reduced student rate	135	363
	<u>631</u>	<u>2234</u>

**the number break down per category will not tally to the total number provided, as explained by administrative staff from Mt. Sinai Hospital, one student may visit the health center to receive different services or treatment; for example a student may come to the health center for phlebotomy and immunization. This will be recorded as two different services. The amount of services does not equal the total amount of student visits.*

See chart below related to the above information.



Additionally, the staff of the Student Health Care Center participated in a combined total of seven on-campus tabling events and presentations and served as a guest on the radio show “Bring the Balance” to promote the unit’s services and increase program collaborations with various recognized student organizations. Program topics included breast cancer awareness, birth control, and sleep hygiene.

Veteran Student Services

In Fall 17, the DOS secured a new, full time position to support student veterans. The Veteran Student Advisor/LEADS Job Developer position represents a collaboration between Student Affairs and Disability Services at Baruch, with a focus on building employment opportunities and facilitating successful academic journeys for students of all abilities and life experiences. Under the direction of Molly Pearl, LMSW, continuing projects include:

Community Engagement - Baruch’s 140+ veterans and military family members receive a weekly newsletter highlighting events and opportunities at Baruch and in the community, as well as employment and internship opportunities from companies with robust veterans hiring initiatives. In collaboration with the Student Veteran Association, representatives from Fourblock, Customs & Border Protection, and Standard Chartered Bank presented to student veterans during SVA club hours. In collaboration with Starr Career Development Center, recruiters from Moody’s and Yelp spoke directly with student veterans and accepted resumes for summer 18 internships. To date, the office has engaged in 160+ points of contact with 40 student veterans.

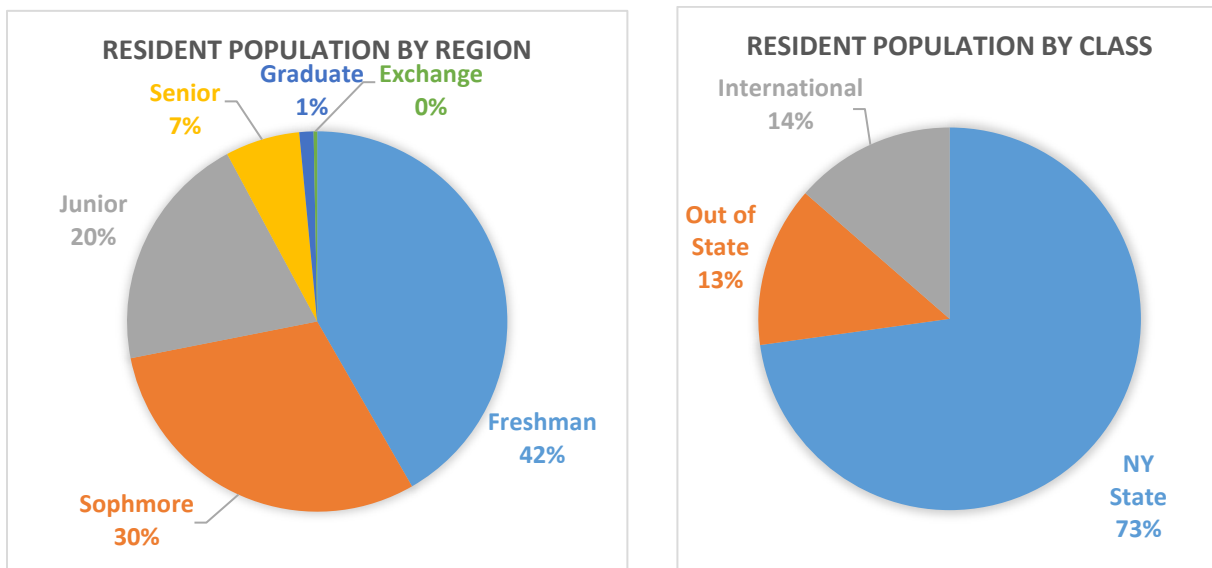
Capacity Building - Baruch will resume its standing as a VA Workstudy Site under the direct supervision of the Veteran Student Advisor. Beginning in Fall 18 Baruch will also become a field placement site with Project for Return and Opportunity for Veterans Education, a CUNY-wide initiative that simultaneously prepares Masters level social work students to work with veterans, while providing one-on-one support to student veterans on campus.

Promoting Resiliency - Ensuring successful transition means going beyond providing veterans and family members with a positive educational experience; it includes access to community resources, health and wellness services, job readiness, and promoting long term goal setting. Leading with this perspective, the Veteran Student Advisor collaborates with NYC Department of Veteran Services, Veterans Mental

Health Coalition, FourBlock, NYU Military Family Clinic, and other local organizations that can supplement and provide wrap-around services to veterans during and after their time at Baruch.

Residence Life

The Residence Life program kicked off the fall 2017 semester with seven Resident Assistants (RAs). The RAs participated in a week-long training program facilitated by the Residence Life Coordinator. The RA staff also participated in a one-day CUNY RA training alongside fellow CUNY RAs. These trainings focused on crisis management, Title IX, student engagement, and program planning and execution. The semester opened with 138 freshmen, 100 sophomores, 67 juniors, 21 seniors, four graduate students and one exchange student for a total of 331 residents in the residence hall. These residents were from a variety of areas including 45 out-of-state students representing 15 states and 45 international students from 21 countries. Each RA oversees a floor with an average of 47 residents.



During this period, Residence Life created individualized QR codes for residents' keycards to be used when signing in at events. This will allow the program to track attendance and to evaluate programs more systematically. During the first week between move-in and the beginning of classes, Residence Life staff implemented five programs with the goal of promoting community engagement. Some of these programs included a cooking competition between residents *Top Chef*, *Door Decorating Contest* between floors, and *International Carnival*, a collaboration with Educational Housing Services (EHS) and LIM College celebrating diversity. Throughout the entire Fall semester, RAs facilitated over 52 programs, which – an increase from the previous semester. The majority, approximately 65% of those programs, were educational. There were a total of 1,001 participants in Residence Life programs throughout the semester, which is a 37% increase from the same time period last year.

Departmental programming, which is planned and executed by the entire staff, are generally the highest attended events. This semester departmental events included *Residence Life Spelling Bee*, where the RAs facilitated a competition for residents. The next was *Freak Show Freak Out Haunted House* where students learned about the history of freak shows going back to the 19th century. The entire multi-purpose room was turned into a haunted house and RAs along with volunteers played different characters to give residents a good scare. This program was extended to a two-night event due to its

popularity from the previous year. *International Night* was a two-part program and collaboration with the DOS and in celebration of International Education Week. Four select residents on each night made presentations about their country of origin, including its culture and food. At the conclusion of the presentations, residents were able to taste foods they learned about.

Throughout the semester, the Residence Life staff provided tours of the residence hall for Admissions and Enrollment Management events including Open Houses and Information Sessions. Residence Life staff gave tours to over 54 potential students and their family members and friends. Residence Life successfully closed out the semester while also maintaining oversight during the winter recess for residents who remained.

The Early Learning Center

The FA17 semester at the Early Learning Center (ELC) began with 14 children of students ages 2 ½ to 5 years old. Although the center received the approval to enroll a limited number of children of faculty and staff, concerns about the cost deterred some from continuing to enroll their children.

The center's family support specialist continued her bi-monthly sessions support meetings with student parents and conducted two parenting workshops titled, *Handling Your Child's Anger Frustration and Fears* and *Power Battles—Why They Happen and How to Avoid Them*. Both workshops were well attended by the ELC parents. In October, the ELC staff invited the parents to their Curriculum Showcase event, an informal meeting where the parents has the opportunity to become acquainted with all the ways in which their children were learning at the center. Parents had the opportunity to participate in a variety of learning experiences with their children. Eight families (10 parents) participated in this event. The center also hosted a parent and child cooking workshop, facilitated by Joy Allison, Associate Director of Health & Wellness, where the group made a delicious winter chili. Children and their parents observed, cut, smelled and tasted a variety of vegetables. Some parents were quite surprised that their children tasted vegetables and other food items that were unfamiliar to them.

Throughout the FA17 semester, the ELC continued its weekly specialty classes for children. The woodworking teacher worked weekly with small groups of children using basic tools like hammers, saws, sand paper, and hand drills designing, cutting and shaping wood pieces to build their very own object (with the teacher's help, of course). Each child had an opportunity to work with the teacher and will have an object to take home at the end of the school year. The music specialist came to the center two times each month and provided the children and teachers with a variety of music and movement activities, including dancing, singing and playing instruments, and singing new songs. The children participated in two puppetry workshops conducted by professional teaching-artist from Puppetry in Practice (PiP), an arts-based organization that works in schools, child care programs and families throughout the 5 boroughs of NYC. The children were introduced with a medley of puppet-making techniques to foster an appreciation for the arts, culture, creativity and collaboration. These activities were fun, unique and were aligned with our curriculum and standards.

Some additional activities enjoyed at the center included observing and interacting with a variety of reptiles with a visit from Alley Pond Environmental Center, taking a community walk to Union Square Farmers Market and a variety of events celebrating the fall. In November the center hosted a festive Harvest Luncheon, where the children and teachers cooked a special meal to share with families and in December, a Winter Holiday Celebration to celebrate the winter holidays and the end of the fall semester. Eight families attended the Harvest luncheon and 5 families the Winter Holiday Celebration. Parents brought in special family dishes and the children made a desert treat to share.

New Student and Family Programs

Established at the beginning of FA17, the Office of New Student & Family Programs (NSFP) was created out of a need to place greater focus both on transfer students, which is the largest incoming undergraduate population at Baruch, and on family members of all new students (primarily first-year and transfer students). This new office was originally a unit within the Office of Student Life, titled “New Student Programs and Leadership Development”. However, as part of a divisional restructure, the NSFP was formed and as the name suggests, new student programming was retained and a family component was added. The leadership development component continues to reside as part of the programming within the Office of Student Life. Additionally, the administrative team consists of two full- and one part-time staff member along with a work-study student support team. The team is headed by the newly appointed director, Kevin B. Taylor. The NSFP has a vast amount of responsibilities, including the management of a number of programs for all new students:

Convocation – All new first-year students are required to attend convocation, a fall event which is a formal inaugural ceremony with over 1,300 first-year students in attendance. It continues to be successful due to the collaboration with 25 offices across campus and due to the work and support of over 60 peer mentors and 25 USG volunteers.

First-Year Text – This is compulsory reading of all first-year students. Selection of the text is based on a review of all books recommended by the faculty and administration. Spearheaded by NSFP, this committee of faculty, staff, administrators, and students consider the content and relevancy of the book, amongst other factors, and once selected it becomes the text for the First-Year Seminar. The author of the chosen text is typically invited to address the incoming class Fall Convocation.

Freshman Seminar (FRO 1000) - A mandatory class of all new first-year students, an average of 60 sections are offered each fall. The course has been designed to prepare students to make that pivotal transition into college, by imparting on students all the resources available to them here at Baruch in order to foster academic and non-academic success. NSFP interviews, trains, and hires at least 80 students (peer leaders) and staff, who are in the classroom with first-year students on a weekly basis.

The office of NSFP assesses all of its programming to ensure that the needs of the students are met and that they are provided support in order to be successful at Baruch College. Of the respondents to the fall 2017 survey:

- 81% agreed the monologue presentations were effective in developing communication skills
- 74% agreed the monologue encouraged them to explore their personal identity

Learning outcomes for FRO were achieved in many areas:

- 92% agreed that FRO helped them adjust to Baruch College
- 89% indicated that FRO helped them develop relationships with classmates
- 97% reported that FRO helped them better understand the variety of resources available at Baruch College

Regarding curriculum, students reported learning in several content areas including:

- 96% responded that the Career Planning session encouraged them to think about their career path

- 90% could correctly identify three services provided by Starr Career Development Center
- 93% reported that the Enrichment Workshops they attended helped them learn more about the resources and opportunities at Baruch College

Lastly, throughout the semester, NSFP created and maintained a first-year student intervention log that includes moderate to severe cases of first-year student concerns and outcomes. The moderate cases typically entail students encountering difficulties in receiving assistance and/or responses from other departments to the more severe cases, usually leading to a CIT report. NSFP successfully resolved all 7 situations that were brought to staff's attention. Overall, the Office of New Student & Family Programs continues to establish itself as a new office, plans to revamping some of the above programs, particularly transfer programming, and will be building its family programs shortly.

Student Disability Services

The Office of Student Disability Services (SDC) began the semester by rolling out the “red” carpet for students and visitors alike! This “red” carpet, in reality, was brand-new brown carpet! Replacing the old carpet was a massive undertaking and quite naturally led us to clean out files, drawers, and closets. The office thanks Campus Facilities for their patience as they carted away what was no longer needed. End result was a fresh look for SDS as the staff welcomed Baruch students, staff, faculty and visitors to FA17.

In FA17, SDS provided workshops for the Counseling Center, Athletics, and SEEK. SDC provided an Assistive Technology training for SACC and two (2) trainings for SACC tutors. Baruch hosted two (2) CUNY Assistive Technology *Train the Trainers Workshops*, and three (3) Board meetings for CUNY's Coalition of Students with Disabilities (CCSD). SDS tabled at Admissions Open House and Convocation's Parent and Family Reception.

Two (2) staff members taught FYS and three (3) staff members attended the AHEAD Disability Conference in Orlando. The Director, the AT Manager, and a panel of Baruch students presented at the CUNY IT Conference, “*Access in Higher Education through the LENS of Student Disability Services*”

SDC continued to refine record keeping to improve service delivery, and has now compiled demographic data in Titanium on every student who requests services. The office purchased a Card Machine in FA17 and will implement permanent Accommodation Cards next year. Further, SDC screened twenty-five (25) films and documentaries in December in anticipation of hosting the SP18 ReelAbilities Film Festival at Baruch. The staff members were pleased to be featured (favorably!) on the front page of *The Ticker* in November 2017. In addition, the Director of Student Disability Services, Patricia Clarke Fleming, continued in her role as Co-chair of COSDI (CUNY Council on Student Disability Issues) through December 2017 and Baruch hosted three COSDI meetings in FA17. In February CUNY's Executive Vice Chancellor and University Provost Vita Rabinowitz issued the *Math Waiver and Substitution Based on Disability Policy*. In her letter to the Chief Academic Affairs Officers, the EVC/Provost thanked COSDI for its guidance on the development of this policy.

CUNY LEADS

CUNY LEADS (Linking Employment, Academics, and Disability Services) provides career preparation services and resources to Baruch students with disabilities whether or not they are registered with SDS. FA17's enrollment number increased 23% (from sixty-eight (68) to eighty-four (84) students). Seventy-seven are Undergraduates: 57 Business, 17 Arts & Sciences, 3 Undecided, and seven (7) students are in Masters Programs. At the end of the semester 9 LEADS students graduated, two students obtained full

time employment, and two (2) obtained internships. LEADS students participated in Disability Mentoring Days with BNP Paribas and The Federal Reserve Bank of New York as well as Information Sessions with HR Managers from Lincoln Center, TIAA, Hearst Magazines and McCann Advertising. The LEADS Advisor participated in both the Transfer and Career Fairs and presented at the CUNY Cultural Corps Training for employers “*Accommodating Students with Disabilities in the Workplace*”.

Assistive Technology (AT)

Sixty-two assistive technology items were loaned to students. Forty-five trainings were conducted in the use of Live Scribe Pens, Kurzweil 3000, and Dragon speech-to-text (8.2% increase over SP17). Four students requested 6 E-texts and there were 3 requests for accessible furniture. Our Computer Lab, which is equipped with AT computer programs, was utilized by 66 students (69% increase over SP17). Staff consulted on AT with faculty and students on 13 occasions and made 2 AT equipment loans to other CUNY campuses. Thirty-eight individual appointments were scheduled with BCTC regarding the implementation of campus AT (137% increase over SP17). Our AT Manager, Ronald Bissessar, serves as a member of the Web Review & Audit Working Group, which monitors accessibility and makes recommendations for CUNY. Mr. Bissessar was awarded the CUNY Excellence in Technology Service Award in FA17!

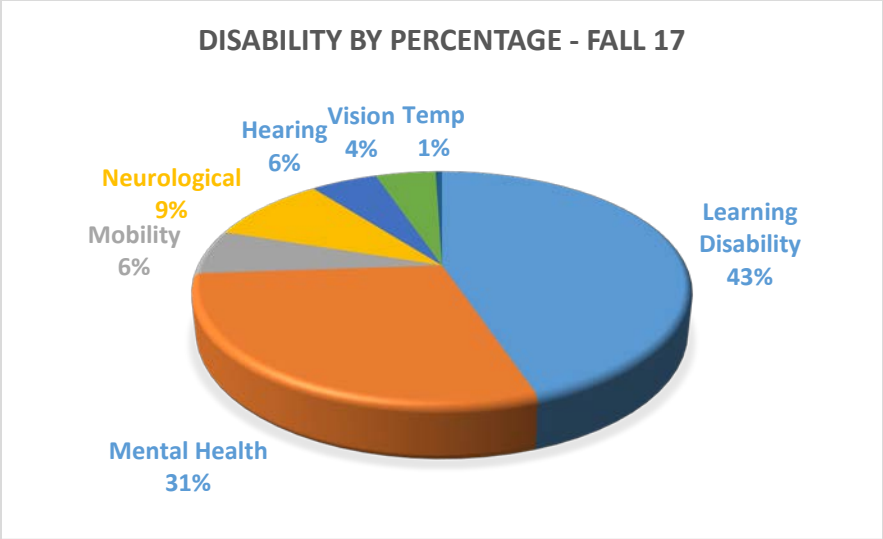
Exam Proctoring and related Services:

602 Exams were proctored FA17 (8.8% increase over SP17). This is one of the most important services that SDS offers to students and faculty. The Exam Proctoring Form is currently available in paper form, but based on feedback from Student Focus Groups and surveys, students wish to schedule exams electronically. Staff members are collaborating with BCTC to create an electronic version of the Exam Proctoring request which BCTC and SDS will pilot in 2018. Nine students were matched with classroom note takers, and 20 classroom note takers were contracted. Two full time students who are deaf required Sign language interpreters. This semester, SDC was successful in obtaining financial sponsorship from ACCES/VR for one Deaf student. SDC continues to also work with the NYS State Readers Aid Program to obtain sponsorship for all low hearing and visually impaired students.

In addition to 91 intakes (42% increase over SP17), there were 264 visits by students to schedule exams or to request an appointment; 77 students were seen for consultations, and 8 faculty members reached out to consult on student issues. The staff worked with 9 students on Appeals this period.

Student Disability Services – Fall 2017 by the numbers

423 students were registered. This represents a 5.2 % increase in enrollment from Spring 17 to Fall 17 (402 to 423). Given the number of SP17 graduates (70), SDC anticipated its base line would remain constant for FA17; in actual fact SDC experienced a slight uptick. Moreover, 28 undergraduate students and 4 graduate students graduated FA17. Of the 423 Students with Disabilities: 182 Learning Disability; 132 Mental Health; 38 Neurological; 25 Mobility; 23 Hearing; 19 Vision; 4 Temp.



Office of Student Life

The Office of Student Life (OSL) develops the co-curricular experience of students through a rich array of educationally diverse programs, opportunities for leadership and civic engagement, club and organization development, and community building. During the fall 2017 semester, OSL had 2,367 office visits from 857 individual students. Of the students who visited the office, 54.2% identified as male and 27.9% identified as female, and 96.8% were undergraduates. Overall, OSL supported 1,374 student and departmental events during this period. In addition, OSL registered 122 chartered clubs and organizations and had 10 new clubs interested in becoming chartered organizations. OSL advisors trained 297 student leaders through participation in the Baruch Officers Leadership Training (BOLT), a mandatory training program for all clubs and organizations designed to assist student leaders with fiscal oversight and club management. Of the students who attended BOLT, 75% of attendees were extremely satisfied with the training.

The OSL instituted a more comprehensive club registration process this period that included registration in *MyBaruch*, the online club management system. The OSL club advisors also instituted mandatory advisor meetings so that all student leaders could meet their advisors and make calendar plans for the semester. This resulted in 73% of club leaders believing that their advisor was supportive of their individual organization’s goals and events, and 67% believing that their advisor was accessible. In addition, *MyBaruch* has 2,906 students currently registered in the system, with 44.4% of the students registered as member of student organizations, proving that OSL is effectively reaching students outside of club life.

As indicated earlier, the former OSL sub-unit now referred to as NSFP was developed into a new department; this unit plans and executes the First-Year Convocation, Baruch Beginnings, and the First-Year Seminar, etc. This period’s Convocation, which featured an informative keynote speech by Dr. Robert Courtney Smith, professor in Austin W. Marxe School of Public and International Affairs and in the Sociology Department at the CUNY Graduate Center, discussed issues and highlights from the year’s freshman text, *The Book of Unknown Americans* by Christina Henriquez. During Convocation 2017, OSL

worked closely with Public Safety and Facilities Management to ensure the incoming 1,578 first-year students successfully navigated the day despite the on-going construction of 17 Lex.

Also for this period, OSL hosted 101 students at 35th Annual Leadership Weekend Training, which was held in Dingmans Ferry, PA. Of those who attended, 76% strongly agreed that after attending the event/training they developed relationships with their peers, and 67% of those surveyed planned to get more involved in club life at the College. Also, in its efforts to provide robust campus-wide programming, OSL presenting *Homecoming* to increase campus involvement and participation. Over 1,800 students participated in activities that included: games featuring student organizations and athletic teams during club hours, a fall festival during the evening hours, and a Baruch volleyball game. OSL also partnered with USG to create a *Disaster Relief Committee* to streamline all fundraising efforts of staff, faculty and administration to address all the areas affected by the natural disasters. As such, a numbers of supplies – batteries, toiletries, children’s diapers, and other essentials were collected during a campus fundraiser and donated to Puerto Rico Disaster Relief organized by CUNY.

Robust and diverse programming was also executed to celebrate Baruch’s rich multicultural heritage Latinx Heritage Month (LHM), celebrated in September, and LGBT History Month, celebrated in October. Programming for LHM included taking students to the Repertorio Español to see the play, *Blind Spot* and a collaboration with the Baruch Performing Arts Center – for a performance of *Matuto* during Milt Hinton Jazz Perspectives Series. OSL hosted a leadership trip during LGBT History Month that included taking students on a snack stop at the Big Gay Ice Cream Shop, and a guided tour of the Leslie-Lohman Museum of Gay and Lesbian Art. Student participants surveyed stated (100%) that the trip for LGBTQ History Month programming was innovative.

Submitted by Art King, Vice President for Student Affairs & Dean of Students | March 2018