

**General Faculty Report  
Division of Student Affairs  
Spring 2020 Data for the Fall 2020**

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**Athletics & Recreation**

*Academics:* During this period, 139 student-athletes participated in eight sports. Of those, 94 were male and 45 were female participants; 62% of the spring student-athletes were recognized as CUNYAC Scholar-Athletes (with cumulative GPAs of 3.2 or higher). Of the 139 student-athletes, 31 exhausted their eligibility of 4 years and/or have applied for graduation. Twenty-seven of these student-athletes graduated within 4 years, while one graduated within 5 years. Four student-athletes have exhausted their 4 years of eligibility and are still working to complete their undergraduate degree. Of the 31 student-athletes mentioned above, eight of them were transfer students, but did compete at Baruch for 2-3 eligibility seasons. During FA20 course registration, 95% of student-athletes had met with an academic advisor. Success in the classroom only continues to grow as 110 student-athletes were named to the Athletic Director's Honor Roll for the spring 2020 semester with a minimum GPA of 3.3.

*Facilities:* Several Purell hand sanitizer dispensers were around the ARC as well as signs to remind patrons and students to wash hands and sanitize often in response to CUNY's guidance on the Coronavirus. The fitness center was painted and given a face lift. Phase 2 of the project is ongoing which includes a replacement mirror, assessment of proper flooring and metal plates on the lower portion to protect the walls. We conducted a ribbon cutting ceremony for the brand new main gym floor at our annual Alumni Day in January. New photographs were taken to showcase our facilities to prospective students, members and external rental groups. Bleacher replacement in main gymnasium has been approved as a capital project. Numerous college events were hosted in the ARC including Study Abroad Fair, Spring Club Fair, STARR Undergraduate Job & Internship Fair. The ARC continued to host numerous professional and collegiate teams' practices during their visits to New York City prior to the shutdown. Since the facility shutdown in March ARC staff has taken a number of initiatives to ensure a safe reopening in accordance with the college's reopening plans. Staff have attended numerous safety and reopening webinars, outlined a tentative reopening plan, ordered appropriate Personal Protective Equipment. In addition, all memberships and rentals have been suspended until further notice. Regular updates regarding facility operations are being communicated via BaruchAthletics.com.

*Sports Information:* The Athletic Department had a successful winter and curtailed spring semester season. The men's basketball (19-11) team played in the City University of New York Athletic Conference (CUNYAC) basketball championship game for the second straight season. They also played in a postseason championship tournament for the sixth straight year reaching as far as the semifinal round of the ECAC Championship. Junior Adnan Bajrami earned regional all-star honors with D3Hoops.com, the Met Basketball Writers Association, the National Association of Basketball Coaches (NABC), and locally with the CUNYAC. Three students earned individual Academic NABC Honors Court Award for their outstanding GPA during the basketball season. The Bearcats as a team combined for a 3.397 GPA to demonstrate success not only on the court, but in the classroom as well in also getting an NABC academic team honor.

Women's basketball recorded a six-win improvement from the previous season to finish with a 14-11 record. Sophomore Nia Dawson had a terrific season to earn CUNYAC and Met Basketball Writers Association All-Star honors. The men's swimming team won their third straight CUNYAC Championship by dominating the CUNY competition. Junior Evan Nikolic was named the Most Valuable Male Swimmer of the CUNYAC Finals and later took home the CUNYAC Men's Performer of the Year honor to round out an outstanding junior season. Charles Lampasso was voted as the CUNYAC Coach of the Year. Men's swimming also had eight All-Stars. The women's swimming team finished in second place. The Bearcats have recorded a Top 2 finish in the CUNYAC finals every year since 2006. The squad had six swimmers named All-Stars. The men's and women's swimming teams were also each named to the Scholar All-American Team List with the College Swimming and Diving Coaches Association of America (CSCAA). The women (3.32 GPA) and men (3.48 GPA) each recorded impressive team GPAs to earn the distinction.

The men's volleyball team played to a 14-6 record and undefeated 6-0 mark against CUNYAC competition until the season was stopped in mid-March because of Covid-19. The Bearcats' volleyball program was honored with two major CUNYAC awards as junior Meni Musheyev was voted the Player of the Year, while Kevin Edwards was voted as the Coach of the Year. Artem Zinkin was voted a CUNYAC First Team All-Star and Hanbin Lee was named to the All-Sportsmanship Team for the second time in his career. The baseball (6-3) and men's tennis (4-1) teams each began their spring schedules on a winning note before the season was halted. The softball team was unable to start their season. Asimina Hamakiotes, a senior and Macaulay Honors student on the women's swimming team, was named the 2019-20 CUNYAC Female Scholar-Athlete of the Year.

*SAAC (Baruch Athletic Council):* The Student Athlete Advisory Committee (SAAC), made up of 3 or more team leaders from each of the 13 varsity sports teams unfortunately was not able to plan or attend events due to the outbreak of COVID-19. To start the SP20 semester, 14 student-athletes (1-2 students at a time) visited and read to the children of the Early Learning Center (ELC) until campus shut down. Baruch SAAC (Student-Athlete Advisory Committee) resumed meetings via Zoom once Baruch College switched to remote learning. Baruch SAAC hosted a Career Planning and Preparing workshop in collaboration with the STARR Career Center. SheUnraveled also presented to SAAC about mindfulness and self-care during these unprecedented times.

*Administration and Finance:* A complete review of the financial statements through the Diamond Mind electronic payment application found an error in unsettled payments in the system for membership and locker rental payments. The reconciliation of these settled charges provided membership revenue during the closure of the ARC Facility due to the COVID-19 pandemic. The Diamond Mind application for E-checks as an additional payment source has been completed and will begin upon reopening of

the facility. A detailed summary report of all rentals for the ARC areas of the main gymnasium, auxiliary gymnasium and pool rentals was completed to review the revenue for the fiscal years of 2016 through 2020. With the closure of the ARC facility, a revenue loss report was created to ensure the facility has the appropriate amount of funding for personnel and supplies in order to reopen.

*Intramurals and Recreation:* Spring semester intramural program was interrupted during the COVID-19 related facility closure. Annual Basketball league, Chess Tournament, Badminton Open Gym and Tournament, Yoga all had to be cancelled. As part of our Intramural offering we partnered with Student Life to run Bearcat Bootcamp program serving 40 students. The program was successful and was virtually adapted to continue its delivery. This program will be a continued partnership with the student-life office. Athletics and Recreation assessed Bearcat Bootcamp in conjunction with Student Life as well as Faculty Staff Yoga programming.

### Counseling Center

During the period from January 1, 2020 through June 30, 2020, the Counseling Center helped students achieve their academic and personal goals through trauma-informed and culturally-responsive psychological services. From March through the end of June, the Counseling Center services were offered remotely due to the COVID-19 global pandemic.

#### *Counseling Center by the Numbers:*

- 426 unique students were seen for counseling services (\* this does not include the students serviced during outreach events)
- 2,709 appointments were attended, including:
  - 213 triage appointments
  - 2,164 individual therapy appointments
  - 67 group therapy appointments
  - 93 psychiatry appointments
  - 97 case management/consultation appointments
  - 45 crisis appointments
  - 29 psychological testing appointments
  - 1 transfer to psychiatric emergency hospital units
- 56 outreach events were provided to 809 students and 168 faculty/staff

*COVID-19 Response:* To ensure continued support to the Baruch students, the Counseling Center team mobilized to telehealth in early March, ensuring all of our counselors had access to a remote telehealth platform and were appropriately trained to conduct sessions via video. In response to the health crisis, the Counseling Center also developed and delivered three different weekly support sessions, including Coping with Loss sessions for students who lost a loved one to COVID-19, Together Not Alone COVID-19 support sessions for all students, and Together Not Alone support sessions for International students. The Director, Dr. Teresa Hurst, also partnered with a Baruch faculty member, Dr. Glenn Albright, to deliver a webinar entitled Supporting Higher Ed Students during COVID-19 ([https://go.kognito.com/Watch\\_Covid-19-Supporting-Higher-Education-Students-Remotely.html](https://go.kognito.com/Watch_Covid-19-Supporting-Higher-Education-Students-Remotely.html)).

To support the mental health needs of the Baruch students during the COVID-19 pandemic, the Counseling Center applied for and was awarded a one-year \$25,000 grant from the GS Humane Corporation, which was then matched by fundraising efforts of the Baruch College Fund. These funds allowed the Center to hire a part-time counselor, Dr. Gabrielle Rieckhof, to help serve our students during this time of crisis.

*Racial Injustice:* To respond to the ongoing racial injustice and racial violence happening in New York and the US, the Counseling Center staff participated in two Baruch virtual Black Lives Matter town hall events. Counseling Center staff also participated in numerous events hosted by the Coalition to Undo Racism at Baruch, including several events about how to navigate difficult race-based conversations. Two of the Counseling Center psychologists also developed and hosted weekly Black Mental Health Matters support sessions for Black students.

*Demographics of Students receiving Counseling Services:*

- 79% of students seen for individual or group services were students of color (37% Asian/Pacific Islander, 21% White, 19% Hispanic/Latino, 15% Black/African American, 5% Multiracial, and 4% Middle-Eastern/North-African).
- 64% of the students seen for individual or group services identified as women, 34% as men and 2% as trans/gender non-conforming/non-binary.
- 78% identified as straight and 21% identified as lesbian, gay, bi, pansexual, queer or questioning their sexual identity.
- 18% were graduate students, 28% were seniors, 25% were juniors, 13% were sophomores and 17% were first years.
- 62% of the students were from Zicklin, 31% from Weissman, and 7% from Public Affairs.

*Trauma Grant:* The enhanced trauma screen was fully integrated into the Center's triage process during SP19. Of the students triaged during this period, 78% reported a history of trauma:

- 39% reported childhood emotional abuse
- 21% reported childhood sexual abuse
- 22% reported childhood physical abuse
- 14% reported childhood neglect
- 35% reported emotional abuse in adulthood
- 20% reported sexual abuse or sexual assault in adulthood
- 15% reported physical abuse or interpersonal violence in adulthood
- 47% reported other traumatic experiences in adulthood

*Outreach Services and Staff Training* – Trainings provided by the Counseling Center staff included: 1) Emotional Freedom Technique, 2) Psychopharmacology and Its Use in the College Counseling Setting, 3) Working Alliance, 4) Imposter Phenomenon, and 5) Stress Management/Self-Care. Counseling Center staff also participated in 56 outreach events across the campus reaching 809 students and 168 faculty/staff. Some of the presentations, panels, and workshops targeted high-risk student populations on campus, including: Student Veterans, International students, Transfer students, Black, African American, and LatinX students facing mental health stigma in their communities.

*Baruch College Counseling Center Assessment Results:* Students participating in COVID-19 Together, Not Alone support sessions were asked to provide feedback through an anonymous survey (9 students responded, response rate 23%). The anticipated learning outcome were to help students: 1) learn usable coping skills that they could apply to their life during the COVID-19 pandemic, and 2) learn how to be receptive to support from others going through the current health crisis. The Together, Not Alone support sessions were successful in meeting their two primary goals. Eighty-eight percent of the students surveyed indicated that they agreed or strongly agreed that the purpose and goals of the sessions were clearly stated and that the sessions were accomplishing their stated goals. The five top skills students expressed learning were: self-compassion (33%), time-management/setting routines (22%), breathing techniques (22%), mindfulness (11%), and emotional regulation (11%). Based on these results, we continued to offer the support sessions through the summer of 2020 and made plans to offer

support sessions and therapy groups in the fall of 2020. The group leaders also started providing materials on skills such as setting boundaries.

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

*Student Conduct:* In SP20, there were 42 reports of alleged violations submitted to the Office of the Dean of Students. 33 of the 42 occurred in the residence hall, while the remaining 9 occurred on campus. For the SP20, there was 1 suspension related to conduct. However, due to the COVID-19 pandemic, there are 2 pending judicial hearings that may result in suspension. Only 2 students were removed from the residence hall. Of the 42 reported incidents, after the meeting to address the incident and after the completion of educational sanctions, four of 82 students involved in these incidents had a second incident indicating a 95% success rate in addressing policy violations with students.

*Academic Integrity:* This period, there were 158 reports of academic integrity violations. This is a 287% increase in cases reported from Spring 2019. All 158 cases were adjudicated and closed. Assessment of the increased knowledge of campus policies around academic integrity for accused offenders was conducted using an online survey.

*Student Grievances:* Students are able to formally report grievances and complaints using an electronic form found the Office of the Dean of Student's website. In the Spring 2020 semester, 41 grievances were reported, addressed and closed. This was the second semester this form has been available, and students are becoming aware of the system. This was demonstrated by a 215% increase in reported grievances from the Fall 2019 semester.

*Student Emergency Fund:* The Office of the Dean of Students (DOS) administers the Carroll and Milton Petrie Student Emergency Grant. It was 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. We received 511 applications in spring 2020 - an increase of 281%. The 264 student recipients listed themselves as either veteran, parents, undocumented, DACA, transfer, or first-generation. Food was the greatest need for our students this cycle, as \$77,715 was allocated.

*Eugene Lang Immigration Grant:* There were 13 applications for our Eugene Lang Immigration grant during the spring 2020 semester. Of those application, 12 were approved. The students needed 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 majority of the funds, \$18,650, were allocated towards attorney and legal fees including DACA renewal application fees.

*Food Insecurity:* Grab & Go emergency food packs contain a day's worth of food & snacks for any students who are food insecure or facing food a shortage. About 200 packs were made for spring 2020, with the last 50 packs going to the Baruch Health Center for distribution in mid-March, when campus was last open. A bi-weekly Hot Lunch / Pop-up Pantry, where applicants of the emergency fund were invited for a hot lunch and were able to take home non-perishable and fresh food items. Three events were held before the stay-at-home orders were in place, with approximately 25 students at each event. Students were provided printouts of recipes and other resources at the college.

*Student Veteran Support:* During this period, the search for a new Assistant Director of Student Veteran Support/CUNY LEADS Job Developer was continued. Unfortunately, the search failed in December 2019. The search was reopened and the yielded three potential candidates. Unfortunately during the final

interview process, a hiring pause was put in to place due to the COVID-19 pandemic and the process was delayed until further notice. While the search continues, student veterans were supported by personnel in the Office of the Dean of Students. Student Veterans were sent electronic newsletters that covered important and timely information and encouraged to contact the office with additional needs.

*Health & Wellness:* During the period SP20, 28 health and wellness programming and presentations were offered. This is 16 less programs offered from the SP19 period of 44 program offerings. There was a demand from students to receive presentations, resources and services supportive of managing emotions and experiences during the global pandemic; COVID-19. 9 of the 28 programs and tabling events were offered in person before the Stay at Home Executive Order issued by New York State Governor. The remaining 19 programs were offered virtually live and pre-recorded. Due to COVID-19, one of the programs- Blood Drive which is offered at least twice in the semester could not be offered due to medical restrictions. Several of the programs were facilitated by the Coordinator and 4 of the PAWS Peer Mentors. The programs this period discussed creating healthy boundaries in shared living spaces, eye health; alleviating eye strain due to increase computer use, cooking demonstrations, many referrals were offered for social services and body movement programs such as chair yoga was introduced. Between Spring 2019 (66) and Spring 2020 (46) there was a decrease of 30% in student enrollments in the health care navigator, directly attributed to the campus going remote.

*Student Health Care Center:* The Student Health Care Center (SHCC) provided free and highly subsidized services to a total of 556 students during the SP20, 220 less student health visits than Spring 2019 (1,332). During the Stay at Home Executive Orders the SHC remained opened and continue to provide in-person medical visits as well as telehealth medical visits. Students travelled from all boroughs and even New Jersey for their needed medial follow up visits and new appointments. The SHCC modified hours to adjust to the Stay At Home Executive Orders and followed all protocol instructed by New York State Department of Health including Centers for Disease Control and Prevention. Additionally, SHCC staff participated in combination of 7 on campus tabling events in person and virtual presentations to promote its services and collaborated with various recognized student organizations – to increase awareness and education on various health topics.

*Residence Life:* Residence Life opened the SP20 semester with six Resident Assistants (RAs) and one senior RA. The RAs took part in a two-day refresher training provided by the Baruch Residence Life Coordinator (RLC) as well as 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 293 residents in the 1760 Residence Hall and 12 residents in the St. George Residence Hall in Brooklyn. During this semester the Residence Life staff facilitated over 22 programs. There was 586 total attendees that participated in Residence Life programs throughout the semester. In regards to conduct within the residence halls, during SP20 there were 24 incidents reported that resulted in a sanction. Of those incidents they included 34 unique residents and five residents who were involved in two or more incidents. The majority of residents documented in incidents, about 61%, were alcohol related and 41% involved cannabis. Out of the entire Baruch College residential community, about 11% of residents were involved in some type of documented incident.

Due to COVID-19 the residence hall was closed as of March 26, 2020. Eight residents in need of emergency accommodations were moved to Queens College Summit Residence Hall for the remainder of the semester.

*Campus Intervention Team:* In SP20, 69 students were reported to the Campus Intervention Team (CIT)

as experiencing some 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, and other mental health issues. The efforts of the CIT have provided 42, or 61%, of the students reported with services that have helped to resolve the issues. Twenty-six of the remaining 27 students were either nonresponsive to outreach or withdrew, but were minimally provided a personalized list of resources to address the situation. Unfortunately, one student passed away.

*Substance Abuse Prevention:* This program helps address and prevent problematic substance misuse through diverse outreach, screenings, referrals and education. Sarah Redfield is the new Prevention Coordinator who spearheads this initiative. 273 students were screened for alcohol and drug misuse. Over 1500 students were reached through social media campaigns.

### **Early Learning Center**

There were 24 children who were enrolled and attended the program during the first two months of the spring semester. Of the total, 3 families (5 children) were Baruch College staff members. The program began with a New Parent Orientation in January to showcase the program and our curriculum approach. Three of the four new families attended. The center then hosted a Spring Welcome Back Luncheon (5 families attended) and followed by Children's Orientations (10 families attended). In February, we held a Valentine's Day Family Breakfast. The children made baked goods for the breakfast and to take home. 10 families attended and joined their children and other parents for this social event. Some children made Valentine's Day cards and brought in treats for their classmates. The event became a festive occasion for the children and their parents. Once the children were settled into the routine, Dr. Fatina, a pediatric dentist came to the center to present a dental care and hygiene routine. She created a hands-on presentation for the children and another for the parents which included a Q & A about children's teeth and ways to help maintain good oral health (4 families attended).

In March, ELC continued its weekly woodworking workshops for the children and added puppetry making and instrument making workshops. Unfortunately, ELC was not able to continue these hands-on workshops throughout the semester due to the pandemic. However, once we transitioned to a virtual learning format, we created a variety of children and parent routines to offer curricular activities, help families maintain connections, and create parent support structures. We began with children's interactive Zoom sessions twice per week, then expanded upon request to three times per week to accommodate parents' schedules (8 – 10 children attending each session). Our weekly newsletter comprised of the weekly curricular Zoom theme, activities parents can do at home and links to various types of pandemic related support services (mental health, food, housing, financial and medical resources). Individual weekly check-ins for parents were offered (9 parents participated). Our social worker, Anna, provided workshops and discussions about ways to cope with our "new normal" and worked with individual parents who needed one-on-one support. Six parents utilized this mental health support service. We created private Facebook and YouTube accounts where teachers and families shared various resources, activities and photos with each other. Each week we posted book readings, health conscious recipes, children and family activities, links to virtual museums, engaging challenges and held Facebook "watch parties".

### **New Student & Family Programs**

*First Year Seminar (FYS 1000) and Transfer Seminar (TRA 2000):* The First Year Seminar is a mandatory course for all incoming first-year students. The class meets once a week for 75 minutes and for the first 10 weeks of the semester. Transfer students elect to enroll in the Transfer Seminar that meets once a week for 75 minutes and runs for the first 8 weeks of the semester. A peer mentor is selected and

trained to co-lead a section of the FYS seminar alongside an instructor; the peer mentor serves as a role model to students taking the course.

This period, 135 new students enrolled in 4 sections of FYS 1000 and 2 sections of TRA 2000. The First Year Text selected for FA19, Akhil Sharma’s *Family Life*, a coming-of-age story of an eight-year old Indian boy and the many challenges he and his immigrant family faced coming to America, was used as the common read for students in FYS for SP20. Due to the global pandemic - COVID 19 and the *Stay at Home Executive Order* issued by Governor Cuomo, in-person classroom instruction was no longer offered. Students and instructors in FYS quickly transitioned to distance learning. FYS/TRA instructors, peer mentors, and department staff received rigorous training on using various online platforms to successfully and remotely close out instruction for both FYS and TRA for SP20.

In addition, curriculum changes were made to the FYS syllabus to include a new grading rubric. Of the 1,634 first-year students who entered the College in FA19 and who participated in regular sections of FYS 1000, 94.5% (or 1,544 students) returned to the College in SP20 – an increase of 4.5% over the previous year. 90 students did not return to the College this term.

During the transition to distance learning, the office received an increase of student concerns and made referrals to the Student Emergency Fund, as students indicated they were experiencing food insecurity and needed technology support in order to fully participate in the distance learning process.

Further this period, the department welcomed new staff members: Joy Allison, interim director; Michael Doris, assistant director; and Elizabeth Singh, program coordinator. These new team members will enhance the first-year and transfer student experience, as well as increase outreach to parents.

### **Starr Career Development Center**

SP20 was unlike any other in the history of the Starr Career Development Center (Starr). The first few months of the semester until March 12<sup>th</sup> was business as usual. However, from March 13<sup>th</sup> on, Starr pivoted to 100% online services within a matter of a few days due to the COVID-19 global pandemic. This report captures Starr services by the numbers, as well as highlights from pre-pandemic in-person activities and virtual services offered after the university declared all classes and non-essential services would be conducted remotely.

#### *Starr by the Numbers: Activities during Spring 2020 semester*

| <b>Career Development Activity</b> | <b>SP2020</b> |
|------------------------------------|---------------|
| Career Consultations               | 3,386         |
| Vocational Tests                   | 275           |
| Resume Reviews                     | 1,651         |
| Mock Interviews                    | 155           |
| Unique Student Visits              | 2,885         |
| Student Office Visits              | 5,289         |
| Students Attending Career Fairs    | 2,911         |
| Events Posted                      | 543           |
| Students Signed up for Events      | 9,885         |
| Walk-ins                           | 1,190         |
| Unique Student Walk-ins            | 946           |

| <b>Online Recruiting Activity</b>  | <b>SP2020</b> |
|------------------------------------|---------------|
| New Employer Accounts              | 819           |
| Internships Posted Online          | 3,250         |
| Jobs Posted Online                 | 4,275         |
| Student Logins                     | 311,769       |
| Unique Student Users Who Logged In | 16,717        |
| Applications Submitted Online      | 84,323        |
| On-Campus Interviews               | 251           |



*Employer Relations and Recruiting Initiatives:* Spring recruiting initiatives were unprecedented in that half of the semester was in-person and the other half remote. Pre-pandemic, Starr hosted the Spring 2020 Job & Internship Fair in person on February 7<sup>th</sup>, with 1,098 students in attendance and 86 companies represented. Starr, also hosted the 4<sup>th</sup> Annual Diversity Career Expo on February 25<sup>th</sup>, which was sponsored by Google. This event drew 394 students and 23 companies. Starr surveyed the 394 attendees and had a 62% response rate. Survey response indicated that students met all of the learning objectives. As a result, Starr will continue to offer such programs but will focus on improving students' ability to discuss their qualifications with employers.

However, SP20 recruiting, which is traditionally lighter than fall, was unlike any other spring on record in terms of numbers of companies posting, numbers of positions offered and number of interviews held. A total of 15 companies offered 49 positions as part of the On Campus/Virtual Recruiting program during the spring semester. In response, 393 students submitted 870 applications. This resulted in 251 on-campus interviews for 175 students. The COVID-19 pandemic created an economic downturn and unprecedented unemployment. Employers (private and public) were in turmoil and many were unsure about their recruiting plans, which certainly accounts for this enormous dip. Fortunately, Starr offered a variety of financial awards for students' internships via the Sydney and Laura Gilbert Internship Awards (7 students were awarded \$510 each), the Wendy Heyman Public Interest Fellowship (15 students received \$3,000 for completing an internship for the public good), and the Max Berger Pre-Law Internship Program Stipend (4 stipends totaling \$7,500).

Concerned about impact of the COVID-19 pandemic and resulting economic crisis's impact on Baruch undergraduates, The Starr Career Development Center developed and disseminated a survey to assess COVID's impact on students' internships and jobs. Of the 863 students that participated, 604 were employed in jobs and or internships before COVID-19 pandemic. A little over half the respondents who were employed pre-COVID kept their positions, but of those that said they were no longer in their same position, the overwhelming majority lost their positions due to the pandemic. Results confirmed our hypothesis regarding the negative impact of the pandemic on some students' internships and employment. As a result, staff contacted those students inviting them to participate in Job Search Boot Camps, provided them with information on unemployment, and offered additional services and resources to support them during this difficult time.

While uncertainty about employers' budgets and hiring plans lingered throughout the spring, the good news was that employers and students were more available and willing to participate in information sessions than ever before. Starr hosted 49 information sessions (18 in-person and 31 virtual) with 954 students attending. This is up 32% from SP19. Student attendance in spring was also up 139%, as 555 students attended these sessions. It is also worth noting that 12 sessions were initially cancelled due to COVID-19, but many companies opted to host virtual events later in the semester. In fact, Starr promoted 65 external company-sponsored information sessions, 50 of which were virtual after we moved to remote learning and 15 were in-person before we cancelled in-person activities. In addition, due to the COVID-19 pandemic, the economic crisis and the increased awareness of racial injustices, many organizations specifically contacted Starr in an effort to increase hiring and support of diverse candidates in marketing, financial services, and many other industries.

For the 14th consecutive year Starr organized a five-part Career Weeks Series of panels on topics including, Real Estate, Marketing and Advertising, Arts and Sciences, Government and Non-Profit, and Technology. These events were slated to take place from March 3rd to April 29th. Only the first event, the Real Estate Panel took place as planned and 33 students attended. The others required pivoting to

new 100% virtual formats. The Tech Expo became a series of 11 workshops with 130 undergraduates and several graduate students participating. The Marketing and Advertising Panel was transformed into written handouts and tips from all employer panelists. Fifteen additional industry-based presentations were conducted throughout the year on topics such as Coding, Corporate Communications, Forensic Accounting, Health care, Performing Arts, Journalism, Market Research, Media and Advertising, to name a few. Between the career weeks presentations, and the industry related presentations, the Center engaged, over 780 students in these employer/alumni networking events.

*Career Development Initiatives:* Individual and group career development services continued virtually in the spring including career counseling, resume/cover letter and LinkedIn reviews, and video mock interview, which grew in relevance as employers everywhere resorted to video interviews. As reported above, staff provided 3,386 individual advisement consultations, and coached 2,885 unique students. In terms of group advisement, Starr revised the Job Search Bootcamp curriculum to target graduating students seeking employment and those affected by job loss due to COVID-19. Starr offered three Job Search Boot Camp series over four months, each with four sessions focused on addressing challenges of job search during the pandemic. Collectively, approximately 300 students attended one or more Job Search Boot Camp workshop. Survey results indicated that participants' knowledge of where to find companies hiring during COVID-19 increased from 3.5% before the first workshop to 43% after the workshop. Student survey responders' self-reported confidence in finding a job or internship during this time also increased from 17.5% before the first workshop to 60% post-workshop, which is a powerful statistic to motivate students during a time of perceived disempowerment and lack of control. Finally, student responders agreeing or strongly agreeing that they know the steps necessary to find employment during this challenging time increased from 17.5% pre-workshop to 66.7% post-workshop. As a result of the aforementioned assessment, and the extraordinary challenges due to COVID-19 and the economic downturn, Starr has secured donor funding to run Job Search Boot Camps all year round and to add a job developer to identify more job leads and post them on our electronic career management system.

Additionally, Starr offered 50 in-person workshops in the spring and 26 new virtual workshops between March 16th and June 30th. All of Starr's Professional Development Programs pivoted to 100% remote operations including: Financial Leadership Program, Rising Starr Sophomore Program, Passport to Partnership Program, Max Berger Pre-Law Program, Peers for Careers, Bridge to Baruch, and CUNY EDGE. Since the COVID-19 crisis forced Baruch/Starr to operate remotely, the Center added 40 new programs and services for our students and alumni. Starr added new ways of reaching students through an Ask the Expert series on Instagram featuring alumni, recruiters from RSM and PwC, as well as some of Starr's career counselors. Starr increased our capacity for online programming by inviting professors to run specialized industry programs, like Professor Kenneth Abbott's two part program on Careers in Finance. We also leveraged our resources and outstanding alumni to offer a five-part series on financial literacy which saw an uptick in participation, after transitioning to remote operations.

*Marketing and Online Initiatives:* Starr staff also successfully streamlined the alumni newsletter and pre-law listserv onto the Starr Weekly newsletter portal, where the average open rate for these newsletters was 27.7% of the 14,139 students who received it. Starr's marketing team added 40 ADA compliant videos on YouTube that are now part of the Center's virtual career library. We also expanded use of Facebook, Twitter and Instagram and added an Instagram Live Series. Last but not least, the Center launched a new website with increased video content and tutorials, more extensive outcomes reporting, and information on Starr's newly launched Technology Leadership Development Program and its longstanding CUNY EDGE Program.

## Student Disability Services

On January 14, 2020, Student Disability Services (SDS) hosted “*Windows 10 and Office 365: Accessibility Features*” which was attended by 28 CUNY staff members. The training explored resources in Office 365 for making the digital and classroom environment more inclusive. An assessment of this training demonstrated that 100% of participants said their skills and knowledge improved because of the training; 96% of participants said their knowledge of accessibility resources improved. SDS continues to promote Office365, which has gained relevance in this remote work setting.

On a bitterly cold day in February, SDS staff and students headed to Albany to participate in *CUNY Legislative Day*, unaware that this would be the last large gathering the group would attend for quite some time due to the pandemic. Additionally, on February 3, the director of SDC participated in the inaugural meeting of the *Presidential Advisory Council on Diversity and Inclusion*. SDS is proud to represent the disability community on this Council, and will ensure the voices of students with disabilities are heard.

*SDS transitions to Distance Learning:* On March 17<sup>th</sup>, SDS began the transition to working remotely and supporting the distance learning. Fortunately for students, faculty, and staff, our team’s transition to working remotely was seamless. Using Baruch laptops with VPN’s installed, we had access to all student records, and our desktop files. We immediately communicated with every student, and started Zoom student office hours in April. Switching from in-person sign language interpreting services to remote services in a matter of days was no easy feat, however, but the SDS team did it. The average GPA of our Deaf students is a 3.7. Additionally, from March through June, SDS captioned 30 videos used by faculty. In late March, in collaboration with CTL, SDS wrote *Tips and Guidance for Faculty Teaching Remotely*, and *Study Habits for Students in Distance Learning*.

In April, Enrollment Management agreed to the request to ask if a disability question could be added to the transfer student questionnaire. We registered 15 new students because of this, and we thank our colleagues for their collaboration with SDS during such a tumultuous time. Regarding WordPress Migration, SDS collaborated with BCTC’s Web Services team to review, edit, update, and migrate our SDS website to the WordPress platform.

In May, the College hosted the 11<sup>th</sup> Annual CUNY Accessibility Conference via Zoom which 860 participants attended. There were 13 virtual sessions over a 4-day period. Based on our expertise, Baruch was invited to be part of the CUNY Accessibility Conference Committee during the planning stages for this virtual event.

*CUNY LEADS (Linking Employment, Academics, and Disability Services)* is a unique individualized career development program which empowers students with disabilities to acquire skills and confidence to define their path and launch successful, fulfilling careers. The number of LEADS students SP20 was 139, a 19% increase from SP19 (116). Sixteen are graduate students. In SP20, seven LEADS students graduated. Students who started part-time employment and internships in SP20 were able to successfully complete them. One student obtained a virtual summer 2020 internship; however, other students had offers rescinded or received alternative start dates. Students attended Baruch’s Diversity Career Expo, but many other student-centered disability related events outside of Baruch were cancelled due to the pandemic.

*Assistive Technology (AT)* was front and center this semester as we all transitioned to distance learning. CUNY Central consulted with Baruch’s SDS on accessibility issues with iPads & Chromebooks. Our AT Manager presented to the New York State Commission Rehab Council on our transition to providing

accommodations remotely to low vision students. The *Academic Adjustment Form* now posted on our webpage and is fillable, it does not have to be printed. A list of *Commonly Used Assistive Technologies* is also on the webpage.

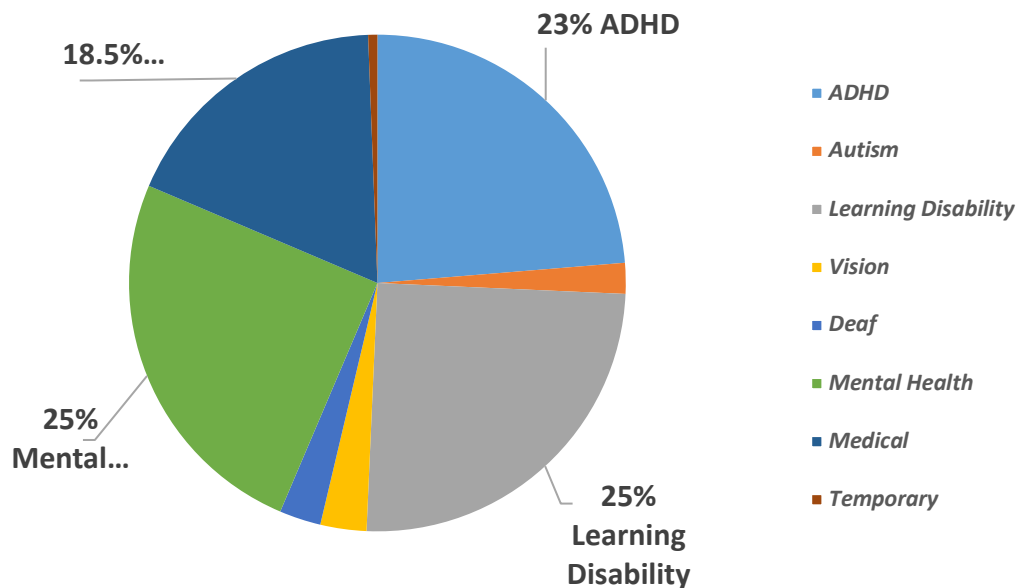
There was a decrease in AT trainings SP20 as compared to SP19 due to the move to Distance Learning. We had to immediately switch gears to address new accessibility issues for all our students given the remote environment. SP20 AT loans had a slight decrease (9.6%) compared to SP19 because students could not borrow physical devices.

*Intakes, and miscellaneous services:* Professors were advised in adjusting Blackboard to accommodate students. SDS coordinated with the Mathematics, Economics, and Law departments to identify all students who needed extended time for finals. SP20 intakes were up by 34% (from 66 to 89). We attribute that to students recognizing that while they may not have needed accommodations in an in-person environment, they now did. All interviews are conducted using Zoom.

This period, 3 students were matched with classroom note takers, and one student had a reader. For the past few years, we have transitioned away from personal note takers and toward AT. This model was successful during this time because the majority of our students use AT to take their own notes. 95 faculty members reached out to SDS for guidance on accommodating students in a remote environment. This was a 200% increase over SP19, again because of the pandemic. SDS worked with three students on Appeals.

SDS continues to apply to the NYS State Readers Aid Program to obtain sponsorship for all low hearing and visually impaired Baruch students. Given the current budget crisis in NYS, unfortunately we are still awaiting our spring reimbursement of \$31,000.

*Students Registered with SDS:* 545 students are registered with Student Disability Services. This is an 11.7% increase from FA19 (488). Learning Disability (25%), Autism (2%), ADHD (23%), Mental Health (25%), Medical Conditions (18.5%), Vision (3%), Hearing (3%), Temporary (.5%).



## Office of Student Life

During the SP20 semester, the Office of Student Life (OSL) was composed of 13 full-time staff members, one graduate assistant, and 10 student assistants. After going remote in March, the office had to adjust programming, operations and leadership development to move to a virtual platform.

Upon going remote, OSL developed the Bearcat Bridge, a programming portal designed to bridge the in-person experience with the newly introduced remote environment. Signature events such as Bearcat Bootcamp and T.E.A.M. Baruch were quickly converted to adapt to the remote learning experience. Other events were cancelled and new programming was developed to assist students in staying connected with the on-campus co-curricular experience. Events hosted by student clubs and organizations had greater success than departmental initiatives and as a result after the first 3 weeks of programming, OSL focused on supporting and amplifying student led initiatives.

*Student Activities and Student Activity Fee:* The Student Activity Advisors met with 104 clubs and organizations to support the transition to the remote learning environment. The sessions focused on adjusting planned programming and reconciling outstanding bills and vendor contract and payments. Advisors had to work closely with student to prepare for the FY20-21 budget season while assisting student with personal and professional difficulties associated with the pandemic.

In order to support the most pressing needs of the student population, the Undergraduate Student Government (USG) and the Graduate Student Association (GSA) worked with BCTC to provide \$54,000 in funding to purchase laptop and devices for students who did not have access to the technology needed to succeed in a remote learning environment. In addition, USG reallocated their programming funds to provide \$20,000 to the student emergency funding requests handled by the Office of the Dean of Students.

In response to moving to a remote learning environment, The CUNY Board of Trustees rescinded 25% of the Student Activity Fee for SP20. As it has been consistently promoted by CUNY, the activity fee was budgeted to be spent on the current students who paid this year's fee. The 25% decrease left many clubs and organizations without the proper funding to cover their expenses prior to going remote. This left USG and GSA to deplete their reserved funding to cover their outstanding bills. In addition, the decrease in funding left OSL in a budget deficit, which resulted in the furloughing 3 full-time staff members in order to balance the budget. The decision to cut the funding did not take into account the timeline and funding already spent and has proven to have a negative impact on the budget for AY20-21.

*Virtual Commencement Experience:* Due to the uncertainty of public gathering guidelines, the College opted to have a virtual Commencement Experience. This decision took into account that the likelihood of gathering 20,000 people within the following year to celebrate Commencement was unlikely. OSL quickly identified a vendor, Marching Order, to assist with moving the Commencement activities to a virtual platform. The virtual Commencement Experience consisted of a ceremony for all graduates on the originally scheduled date. Following the ceremony, all 3 of Baruch's schools had individual celebrations which included virtual diplomas for each graduate. Each graduate was given the chance to personalize their virtual diploma with a photo and message. Additionally, students were allowed to submit the proper pronunciation of their names for the reading of the virtual diplomas. The virtual diplomas gave the option to personalize the experience for the graduates in ways not previously available, and if the budget allows, will be a permanent feature to Commencement activities.

OSL also worked closely with campus partners to do an extensive social media campaign surrounding the virtual Commencement experience. This included highlighting graduating seniors and the Student Achievement Awards recipients, messages to the class of 2020 from various campus departments, a cap and gown decorating contest, and virtual watch parties. The social media campaign worked to get students actively involved in the virtual Commencement Experience and allowed members of the campus community to engage students in the Commencement Experience.

*Community Development:* SP20 not only brought the pandemic and all its associated trauma, added to that the death of George Floyd and the assault on black lives sparked important discussions on-campus. In response to the distress of many members of the Baruch community and an open letter to campus leadership from a black student, OSL spearheaded a town hall surrounding the Black Lives Matter movement and the topic of Racial Injustice. The town hall was well attended by students, staff, and faculty and proved to be cathartic and informative for those who attended. The town hall provided attendees with practical information and a safe space to discuss issues of importance in the community and specifically at Baruch. It helped to shape the conversation about campus culture and belonging and sparked many additional formal and informal conversations and initiatives.

*Operations:* Due to the sudden nature of the campus moving to a remote environment, there was not time to adequately clean out the student spaces. Once the furloughed OSL team members returned and campus reopened for in-person scheduled visitations, OSL worked directly with Public Safety to set-up a system to allow students leaders to clean out and check out of their club suites and offices. Once students retrieved their personal belongings, the spaces were adequately cleaned and organized.

*Submitted by Annie Virkus-Estrada, PhD  
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