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Athletics and Recreation

Academics: During this period, 228 student-athletes participated in thirteen sports during an unprecedented year when all seasons of sports were cancelled due to the COVID-19 pandemic. Of those student athletes, 138 were male and 90 were female which is a dramatic increase in female student-athletes. Fifty-eight percent of the spring student-athletes were named to the Athletic Director’s Honor Roll (with cumulative GPAs of 3.4 or higher). Of the 228 student-athletes, 52 graduated. One of these student-athletes graduated with a masters in information systems with concentration in data analytics. Unfortunately, due to the pandemic none of the graduating student-athletes exhausted their four years of eligibility. Also during the period of pre-advisement, 79% of student-athletes met with and were advised by an academic advisor.

Facilities:

- Main Gym floor repair from plaza water damage was completed. Section of hardwood was torn up and replaced, repainted and sanded in affected areas.
- All rentals and events remained postponed during the spring.
- Fitness center remained closed.
- DASNY pool project repairs were delayed.
- Athletic recruiting visits resumed.

The pool and pool chemistry continued to be maintained during the Baruch College shutdown. Aquatics has also been working with American Red Cross Certifier on new procedures to accommodate COVID-19

guidelines and to ensure the safety and well-being of staff, students, and paid members. Aquatics has also been in contact with rental groups to keep them updated with the latest news on plans to reopen. This includes pool capacity, sanitizing procedures, and new protocols. The athletics department has continued to work with the Buildings and Grounds and the pool technician to maintain the upkeep of the pool and to make sure everything is running smoothly.

Sports Information

Student-Athlete Awards: The minimum cumulative GPA of 3.3 is required to be selected for the Athletic Director's Honor Roll. This period, the Bearcats had a record of 127 student-athletes named to the Spring Athletic Director's Honor Roll. Overall, student-athletes posted a combined 3.426 GPA. The women's tennis team was tops again with a team GPA of 3.657. The Bearcats' academic success also went national with senior Stella Chung (4.0 GPA, Computer Information Systems) of the women's volleyball team named a CoSida (College of Sports Information Directors of America) Third Team Academic All-American. Chung is on a list with 21 of finest academic women's volleyball players in the entire NCAA Division III. Further, Amanda Lee, a two-sport athlete in swimming and cross country, was nominated as NCAA Woman of the Year. Lee graduated with a 3.85 grade-point average as a Mathematics major and was a member of Baruch's Student-Athlete Advisory Committee. She was also a member of the College's Undergraduate Student Government, and was one of 4 nominated to CUNYAC.

The Athletic Department, in conjunction with the office of Student Life, also conducted an online campus poll to name the Bearcats mascot, and Bernie was selected as the winner. The Athletic Department then created a video to introduce the name to the Baruch community.

SAAC (Baruch Athletic Council): The Student Athlete Advisory Committee (SAAC), composed of three or more team leaders from each of the 13 varsity sports teams, was unfortunately unable to plan or attend in-person events during the shutdown, but they maintained engagement via Zoom, planning monthly meetings. The committee hosted the National Girls and Women in Sports Day honoring female athletes, Meet and Greet Bearcat Alumni, Early Learning Center Show and Tell, and an end of the year Poetry Contest between all of the sports teams.

Sports Medicine: The Head Athletic Trainer was/is staying up-to-date with best practices via the NCAA Sports Science Institute. Both the Head Athletic Trainer and the college's two Team Physicians worked collaboratively within the CUNYAC Medical Advisory Committee, which met throughout the course of the semester developing return-to-sport COVID policy recommendations for the conference. Baruch specific COVID policies are continuously being developed and updated to reflect current CDC and NCAA guidelines. In order to keep to these recommendations and to ensure social distancing, relocation of the Athletic Training Room to one of the racquetball courts is being explored. Aside from COVID Return to Sport policy development, the Baruch Athletics Concussion policy was updated to ensure compliance with the NCAA Arrington Settlement. The Head Athletic Trainer has been a part of the ongoing CUNY-wide Concussion Protocol Team, working to develop recommendations and best practices for all CUNY campuses. Virtual programming for student-athletes has been ongoing throughout this period.

Intramurals and Recreation: Intramurals and Recreation continued its virtual programming during the term. Programming was focused on physical and mental health during the challenging year. Bearcat Bootcamp was deemed the unit's signature program. Held in collaboration with the Office of Student Life, the program was again a success. The 10-week program is designed to improve physical, mental and nutritional health. The program engaged over 30 students, who were given a personal trainer/mentor to guide them through the transformative journey. Intramurals and Recreation brought

back its Sweatheart fitness challenge as part of its offering. The Spring Shamrock 5K Virtual Run was offered as part of virtual 5K series planned throughout the year.

Assessment #2:

Athletics & Recreation is continuing to assess the Bearcat Bootcamp program. As the program had to switch to fully virtual platform, there were many challenges associated with carrying out the program in a full online format. To better service the participants, we shipped fitness equipment personally to participants and ran an orientation prior to the start of the program. The results of the assessment survey collected from the students after the program was overall positive. 70% of participants strongly agreed that the program helped them reach their fitness goals. 48% believed they reached their nutritional goals, 44% agreed with the statement that their nutritional goals were met. The overall satisfaction with personal trainer Dean was high with all the responses yielding 90%+ satisfaction with how he conducted the program from technical and professional points of view. As most of the students indicated that most of their motivation for being in the program was to help them with such issues as self-esteem and confidence, we plan to implement a mental health aspect to the program to help students bridge the gap between the physical and emotional improvement.

Locker Rentals and Memberships: The review of locker rental protocols was assessed, along with the pricing guidelines and new strategies for marketing upon the reopening of the campus. Campus reopening plan considerations were also discussed in the areas of social distancing to ensure adequate distance between individuals was upheld. Current membership applications for the ARC and pricing guidelines were reviewed. A report on the membership categories, based on data collected from previous years, was used to review the memberships available to the Baruch and community members. Facility reopening protocols have been reviewed in preparation for reopening.

Counseling Center

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

Counseling Center by the Numbers:

- 3,493 appointments were attended, including:
 - 2,670 individual therapy appointments
 - 241 triage appointments
 - 299 group therapy appointments
 - 140 case management/consultation appointments
 - 69 psychiatrist appointments
 - 12 crisis appointments
 - 58 psychological testing appointments
 - 4 hospitalizations
- 60 outreach events were provided to 1,403 students and 265 faculty/staff targeting:
 - International students
 - Student struggling with the impact of the COVID-19 pandemic
 - Black, African American, Latinx, and Asian/Asian-American students facing racial violence and stigma in their communities
 - Female students in the Women of Color Leadership Program
 - New faculty and staff

Demographics of Students receiving Counseling Services:

- The ages of the students served ranged from 17 to 56 years old.

- 77% of students seen for individual or group services were students of color (40% Asian/Pacific Islander, 23% White, 20% Hispanic/Latino, 12% Black/African American/Caribbean, 2% Middle-Eastern/North-African, and 2% Multiracial).
- 66% of the students seen for individual or group services identified as women, 32% as men and 2% as non-binary/gender non-conforming/transgender/other.
- 76% of the students identified as straight, 24% as non-heterosexual (e.g., gay, lesbian, queer, bisexual, pansexual, questioning), 0.4% as asexual.
- 26% were graduate students, 28% were seniors, 23% were juniors, 13% were sophomores, and 10% were first years.
- 63% of the students were from Zicklin, 24% from Weissman, and 13% from Public Affairs.

Trauma Grant: The trauma screen was conducted with all students seeking services at the Counseling Center and 81% reported a history of trauma:

- 38% reported childhood emotional abuse
- 25% reported childhood sexual abuse
- 28% reported childhood neglect
- 18% reported childhood physical abuse
- 0.4% reported being the perpetrator of violence
- 47% reported other traumatic experiences, such as witnessing violence/homicide, traumatic loss, immigration trauma
- 43% reported adulthood emotional abuse
- 26% reported adulthood sexual abuse/assault
- 12% reported adulthood physical abuse/interpersonal violence

Depression Screen: All students seeking services at the Center complete the Patient Health Questionnaire - 9th edition (PHQ-9), which is a reliable and valid measure of depression severity. Based on the PHQ-9 data during this period, the Center learned that 66 percent of the students seeking services at the Center suffered from moderate to severe depression and an additional 22 percent suffered from mild depression. The data also revealed that 36 percent of the students triaged during this period reported having thoughts that they would be better off dead or of hurting themselves at least several days over the previous two weeks.

Outreach Services and Staff Training: Trainings and workshops provided by the Counseling Center staff included, but were not limited to: 1) Performance Enhancement Consultations and Biofeedback, 2) Psychopharmacology and Its Use in the College Counseling Setting, 3) Emotional Freedom Technique, 4) Mindfulness, 5) Imposter Phenomenon, 6) Black Mental Health Matters, 7) DEI Listening Sessions for Various Student/Faculty/Staff Groups, 8) Self-Care in the Workplace Workshop for Women of Color, 9) Anti-Asian Violence, 10) Microaggressions in the Workplace, 11) Suicide Prevention, 12) Healing Circles following student losses, and 13) Trauma-Informed Yoga.

Three workshops focused on the impact of the pandemic, including 1) Isolation and Barriers to Connecting in a Pandemic, 2) the Mental Health Impact of COVID, and 3) Anxiety and Stress Management in a Pandemic.

Accomplishments: In March 2021, President Wu charged Baruch's first Suicide Prevention Task Force (SPTF), co-chaired by Art King, VP for Student Affairs & Dean of Students, and Counseling Center Director, Teresa Hurst, PhD. The SPTF accomplished two goals during this period, namely partnering with the JED Foundation to conduct a baseline assessment of current mental health initiatives and partnering with the Healthy Minds Network to conduct a mental health survey at Baruch. A total of

1,278 undergraduate and graduate students completed the survey, providing critical information about the mental health needs of the Baruch student body at this time.

Through CARES Act funding, the Counseling Center was able to sponsor two online courses for staff and faculty across the campus; namely 1) Janina Fisher's Level 1 Certified Clinical Trauma Professional Training: Working with the Neurobiological Legacy of Trauma, and 2) Kognito's At-Risk Mental Health for Faculty and Staff. In addition, two additional courses were provided to the Counseling Center staff, namely 1) Janina Fisher's Integrative Trauma Treatment Masterclass, and 2) Telehealth Certification Course. These courses helped prepare staff and faculty to respond to and support students coping with trauma and mental health symptoms associated with the COVID-19 pandemic and increased racial violence.

Challenges and Opportunities: Through CARES Act funding, the Counseling Center was able to hire three temporary positions to support students impacted by the COVID-19 pandemic: a suicide prevention counselor, a trauma specialist, and a part-time mental health counselor. This increase in staffing significantly decreased the number of students referred out for weekly individual therapy. The challenge was that two of the three counselors left the College in the summer due to the timeline of the grant.

Counseling Center Assessment Results: Students receiving at least 3 sessions of individual therapy were invited to complete a Wellness Survey to assess how well counseling was helping to address issues interfering with academic performance and their overall well-being. Of the 69 who completed the survey, 86% reported their overall well-being improved after counseling and 55% reported their personal problems were interfering less with their academic performance after counseling. The top five reasons students reported seeking counseling were anxiety (78% endorsed), stress (72%), depression (46%), self-esteem issues (39%), and relationship issues (30%). Students identified learning how to better manage and cope with anxiety, how to recognize and manage negative emotions and thoughts, how not to blame themselves for the abuses they experienced, how to cope with their depression, how to better take care of themselves, and how to improve their relationship with themselves and family members, including how to manage cultural differences between parents and themselves.

Dean of Students

Student Conduct: In SP21, there were 20 reports of alleged violations submitted to the Office of the Dean of Students (DoS). 15 of the 20 occurred in the residence hall, while the remaining 5 occurred on campus. There were no suspensions related to conduct this period, neither was there student removal from the residence hall because of residents' conduct concerns. Of the 20 reported incidents, after the meeting to address the incident and after the completion of educational sanctions, four of 19 students involved in these incidents had a second incident indicating a 79% success rate in addressing policy violations with students.

Campus Intervention Team: Also in SP21, 101 students were reported to the Campus Intervention Team (CIT) as experiencing some difficulty as defined by the reporter, 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 94, or 93%, of the students reported with services that have helped to resolve the issues. The remaining 7 students were either nonresponsive to outreach or withdrew from the College, but were minimally provided a personalized list of resources to address the situation.

Student Emergency Fund: DoS administers the Carroll and Milton Petrie Student Emergency Grant, which enables students to remain in school, rather than being forced to take a leave of absence or drop out. 189 applications were received this period – a 63% decrease from SP20, at the height of the COVID-19 pandemic. Of the 189 applications, 124 were approved (65%). As the college was closed for in-person activity, previously used supports like Metrocards and Food Vouchers were not used. The 124 student recipients listed themselves as either parents, undocumented, international, transfer, or first-generation. Housing was the greatest need for students this cycle, as \$27,595 was allocated, with food aid as a close second at \$27,050 allocated. The Robin Hood Foundation provided grant funding that added to the amount of student support available, helping an additional 47 students with \$20,380.

Eugene Lang Immigration Grant: There were 15 applications for the Eugene Lang Immigration grant. Of those application, 12 were approved. Those approved required assistance with attorney fees associated with obtaining a path to citizenship. The total amount allocated was \$30,810.

Food Insecurity: Food Insecurity was addressed through the following initiatives: the creation of an online food pantry, using Amazon Fresh delivery as an option to provide food directly to students, making it available during campus closure. This has replaced the Pop-Up Pantry and Grab & Go bags provided on campus, as the department continues to navigate the COVID-19 protocols. The free, catered hot lunches were also put on hold during this time.

Medical Withdrawals: The DoS responds to requests for emergency withdrawals from students via walk-in appointments or through referrals from on- and off-campus partners. Students may choose to drop their classes before consulting with the DoS, however; many other students work with the DoS to coordinate their medical of emergency withdrawals. A number of students may select to do partial withdrawals – dropping some of their classes and staying in others – through guidance by staff members in the DoS. In SP20, there were 15 medical withdrawal requests and all were approved. Of the 15, 12 were also approved for tuition refund appeals. Medical withdrawals happen for a variety of reasons, such as medical or mental health reasons, a medical emergency, as well as surgery.

Academic Integrity: In the SP21 semester, a total of 216 cases of academic integrity violations were reported, an increase of 441% from previous the previous year. Of those reported, 106 or 49.1% were allegations of cheating, 63 or 29.2% were allegations of plagiarism, and 43 or 19.9% were for obtaining an unfair advantage. Less than one percent were cases of fraud or falsification of documents.

Out of these 216 cases, 163 (75.5%) were found to be responsible and 29 (13.4%) were found not responsible. Of those students who are found responsible, the sanctions assigned may include admonition, warning, probation, suspension and expulsion. Once a student has been found responsible for violating academic integrity policies, a faculty member is able to determine the sanction within the classroom and/or the student's grade. These sanctions have ranged from loss of points, failure on an assignment/exam, failure in a class or receiving a D in class.

Office of Health & Wellness

During SP21, 43 health and wellness programs and presentations were offered. This represents six less programs and presentations offered in FA20. An estimated 1,500 students participated in the programs and presentations offered. Many of the outreach offerings were done with various departmental student orientations, First Year Seminar (FYS 1000), Bodies in All Sizes (BIAS) Black Male Initiative (BMI), SEEK Transfer Program, and co-sponsorships with student organizations. These all contributed to the

stability and continuity of program offerings and student participation. During the shift to online education, students continued to be given support on this transition with presentations, resources, and services which assisted in supporting and managing the challenges students faced. These activities included: balancing nutrition, stress and time management, and dealing with emotions and other COVID-related concerns. Students requested programs to connect them live virtually with peers. All programs and presentations were held live virtually due to campus closure, and some programs and class presentations were offered in pre-recorded format, such as the *Bring the Virtual Balance* podcast. The programs, such as *chair yoga*, continued to emphasize and instill healthy boundaries in shared living spaces and promote mind-body connections. Other additional program offerings this term included sleep hygiene, gaining financial literacy, recognizing social justice issues, body positivity, and the popular newly launched *pet cam*.

Student Health Care Center: During SP21 of the pandemic, the Student Health Care Center (SHCC) was one of two student service units that remained physically open. The unit provided free and highly subsidized services to 188 student patrons. These services included:

- Women's health comprehensive exams and focus visits
- Testing and treatment for sexually transmitted illnesses
- Physical Exams
- Flu and immunization vaccines
- Phlebotomy

In addition, 105 laboratory tests were provided at a reduced student fee, and 5 student patrons were referred for specialty off site-care. Some services were provided as in-person medical visits and others were executed via telehealth medical visits. Students who utilized the services of the SHCC were drawn from all five boroughs of New York City, as well as from Long Island and New Jersey.

The SHCC staff also participated in a combination of 7 virtual presentations, which included health presentations to SEEK Transfer students and a Health Disparities in the African American Community event in collaboration with the Black Male Initiative. Additionally, the department welcomed Tamara Jones who joined as its new administrative coordinator.

Residence Life

The Residence Life opened this semester with one Resident Assistant (RA) and two senior RAs. 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.

During this time, there were 74 residents in the 1760 Residence Hall each with their own room due to social distancing resulting from the pandemic. OF these 74 residents, there were 43 males and 31 females. Sixty-one of the residents were from the NY/NJ area, seven were from out-of-state, and the remaining six lived internationally. Twelve of the residents were Honor students and three were involved in athletics. Each RA oversaw a floor with an average of 24 residents. Also during this term, the Residence Life staff facilitated over 22 programs. The majority, over 75%, were educational. There were 135 total attendees who participated in Residence Life programs throughout the semester.

During SP21, there were 15 conduct incidents reported, each resulted in a sanction with 60% for

prohibited items. Of those incidents, 14 were unique residents and three residents who were involved in two or more incidents. Out of the entire residential community, about 19% of residents were involved in some type of documented incident.

To provide awareness and safety during the pandemic, CUNY provided in-hall, bi-weekly COVID-19 testing through Bio-Reference Laboratories for all Baruch hall residents.

Substance Abuse Prevention

This New York state grant-funded program helps address and prevent problematic substance misuse through diverse outreach, screenings, referrals and education. This period, 419 students were screened in alcohol and drug behaviors. Further, 3,000 students were educated on substance misuse through classes, workshops, and programs. Screenings take place through conduct, resident life, first year seminars, and via the student health care center.

Early Learning Center

At the beginning of SP21, a total of seven children were registered into the program for in-person, hybrid, and virtual programming. Of those, 6 attended regularly for in-person programming and one child attended virtual only. Further, instructional packets to connect classroom curriculum with children's home and virtual learning experience were created and distributed to families before the semester began. Materials that target developmental domains of language and literacy, science and math, and the arts, to name a few, were included in said packet. Additional, virtual programming for the child who needed extra interactions with classmates were included during in-class sessions. This child participated in theater sessions alongside the children at the center. Lunch session was held where the child was zoomed in during the children's lunch time for unstructured interaction while they "eat together."

February was Dental Health Awareness Month and a pediatric dentist offered presentation on oral care via zoom. The children had a lively interactive session with the dentist who has offered in-person presentations prior to the pandemic.

Regular interactive zoom sessions for the children were held with athletes from Athletic & Recreation that showcased the athletes' individual sports and ways they prepare for their games. The children asked questions and mirrored their exercises to learn about the various sports.

New Student & Family Programs

The **First Year Seminar** (FYS 1000) 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 each 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. FYS 1000 continued to be offered through distance learning during this term due to COVID-19. This period, 146 students enrolled in 5 sections of FYS 1000, and all sessions were taught virtually via zoom and Blackboard. Students read Bridgett Davis's *The World According to Fannie Davis: My Mother's Life in the Detroit Numbers* as the selected first-year text.

Of the 1,738 first-year students who entered the College in FA20 and participated in regular sections of FYS 1000, 90% were retained and enrolled in SP21 – an increase of 3% over the last period.

Students enrolled in FYS 1000 in SP21 attended enrichment workshops and presentations to complement and expand their knowledge beyond what they learn in the classroom, supporting the College's [Strategic Plan: 2018-23](#), Goal 3.4.1: Expand student's opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.

Goal 3.4.1 was supported by FYS 1000 learning outcome: FYS 1000 provides a safe, supportive, and educational space to allow students to maximize networking, communication, and learning, assist students with setting academic and personal goals that will act as a blueprint for the duration of their time at the College, and ensure students are aware of the resources available to them at the College to maximize their success. Participants: 90, Response Rate 89%, N= 80. Of the 5 sections offered, 3 were selected to assess the students' level of involvement in leadership opportunities, professional development and participation in career development. Hypothesis: FYS students who attend and participate in the enrichment workshops will be aware of the resources available to them at the College to maximize their success. Student indicated in their reflection papers, their FYS sections allowed them to learn of many services and employment and student leadership opportunities.

Transfer Student Network: This new initiative, the Transfer Student Network (TSN) peer mentor program, is an inaugural program that provides opportunities for new incoming transfer students to connect with current transfer students. New transfer students are provided a peer mentor who will help them in their transition to the College through meaningful relationships that foster engagement, learning, and community building. The aim of the initiative is to promote transfer students' personal growth, help them embrace diversity and inclusion, and connect and network them with their new Baruch community. During this period, outreach was conducted to transfer students via newsletters, e-mail communications, and other student support services. The TSN initiative will become fully operational in FA21.

Family Network: Parents and families of new first-year FYS students were engaged through various workshops and activities to support their student transition to college. These activities included having parents write a letter of encouragement to their respective students, community workshops on mental health presented by ThriveNYC & NYC Department of Health and Mental Hygiene, and additional support services and resources were also offered to parents and families to keep them engaged.

Starr Career Development Center

The ongoing pandemic and CUNY hiring freezes in SP21 presented many challenges, but the Starr team devised strategic initiatives to leverage its staff, programs, grants and collaborations to help Baruch's diverse students to become career ready and land opportunities. In addition to offering career advisement and recruiting activities, Starr collaborated with Alumni Relations to activate its alumni network to source more jobs and internships. The Center worked closely with CUNY on Upskilling initiatives that allowed students free access to online courses to gain skills desired by employers. Through a collaboration with McKinsey, students gained access to an artificial intelligence system that evaluated their skills to both match them with jobs and online resources to gain missing skills desired in target jobs. Additionally, corporate sponsors allowed students to take free branded asynchronous courses to gain valued skills (e.g., KPMG's Data Analytic Virtual Internship, Citi Global Banking Virtual Internship, Google Analytics web-based course). Featured below are some of Starr's new and existing initiatives aimed at helping Baruch's diverse undergraduates prepare for and obtain internships and jobs.

By the Numbers

| Starr Activity January 1, 2021- June 30, 2021 | | | | | |
|--|------|-------|--------------------------------------|--------|-------|
| Career Development Activity | | COUNT | Online Recruiting Activity | | COUNT |
| Career Consultations | 1870 | | New Employer Accounts | 549 | |
| Vocational Tests | 160 | | Internships Posted Online | 2978 | |
| Resume Reviews | 681 | | Jobs Posted Online | 3863 | |
| Mock Interviews | 149 | | Student Logins | 133072 | |
| Unique Student Visits | 816 | | Discrete Student Users Who Logged In | 6909 | |
| Student Virtual Office Visits | 1749 | | Applications Submitted Online | 27334 | |
| Virtual Career Fair 1 on 1 chats* | 1119 | | On-Campus Interviews | 205 | |
| Virtual Career Fair group chats* | 999 | | | | |
| Events Posted (262 info sessions, 150 workshops) | 412 | | | | |
| Students Signed up for Events | 2502 | | | | |
| Virtual Walkins | 327 | | | | |
| Unique Student Walkins | 233 | | | | |

Employer Relations and Recruiting Initiatives: While many schools across the country either cancelled their job fairs or scaled them down to much smaller events last spring, Starr hosted a large-scale virtual job and internship fair. The SP21, Virtual Job and Internship Fair featured 48 employers and attracted 600+ undergraduate students. While this was smaller than past years' in-person events, it was well attended for a virtual career fair. Despite the pandemic the Virtual On-Campus Recruiting (OCR) available positions remained steady at 49 unique positions. However, the number of Virtual OCR Interviews was down from 251 the prior spring (which included in-person interviews) to 205 virtual interviews offered by 14 unique companies. Actually, job postings, were up to 71% from 2,598 to 7,047 from January 1st to June 30th 2021. In addition, 1,067 employers were vetted and approved, which is up from 627 last spring.

Starr hosted 36 virtual information sessions in the spring with 326 students in attendance. This is down 26% from last spring. While it appears that student attendance in spring was down 41%, it is critical to note that this number represents only a portion of the events where attendance could accurately be captured. Due to COVID-19 and the virtual landscape, many employers opted to host external company-sponsored information sessions open to many schools in place of campus-specific events. In fact, Starr promoted 209 external company sponsored information sessions, which was a 222% increase compared to last spring. In total, Starr promoted 454 employer events.

In addition, Starr held its 5th Annual Diversity Career Expo which was adapted for Zoom, and divided into three components: a keynote speaker, followed by 4 simultaneous panel discussions with 12 company reps, and a networking session. The keynote address was presented by Bank of America's Global Head of Campus Recruiting and Program Management, Sonnia Shields. This event drew 24 companies and 230 students. Starr also co-sponsored professional development activities for all of Baruch's spring heritage months: Black, Women's, and APIDA (Asian, Pacific Islander, Desi American) history months.

Because of COVID-19, the economic crisis and the growing awareness of institutional racism, Starr actively worked with an increased number of organizations who recognized the need to boost the hiring and support of diverse candidates. While Starr has always been engaged in advocacy to level the playing fields, organizations in marketing, financial services, accounting and many other industries were particularly eager to increase their selection and retention of diverse students. Specifically, employers

like RSM, Enterprise, BNP Paribas, EY, Wells Fargo, Grant Thornton, PwC, MUFG, and Bank of America, became Starr Employers and/or program sponsors.

For the 15th year, Starr organized a six-part online Career Weeks Series of panels on topics including: Real Estate, Arts and Sciences, Marketing and Advertising, Government and Non-Profit, Careers in Sports, and Technology. The series was reimagined and delivered virtually via Zoom. Forty-three industry professionals including recruiters, professionals, and alumni participated. Around 400 students attended one or more Career Weeks sessions. Starr held 16 group/1:1 meetings with club leaders, co-sponsored 11 career events with clubs, and two Baruch and Beyond Industry Roundtables (Data Analytics, Social Justice) with Alumni Relations and the graduate career offices.

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. Mock interviews increased by 65% from last spring, as Starr provided 149 virtual mock interviews to prepare students for their mostly virtual interviews. Starr offered walk-in services three days a week, resulting in approximately 327 individual sessions. As reported above, staff provided 2,860 individual advisement consultations, and coached 816 unique students. In terms of group career advisement, Starr promoted 150 workshops. A total of 1,616 students attended these spring workshops. One program featured Professor Ken Abbott leading a discussion on Careers in Consulting with over 55 attendees.

Marketing Initiatives: One critical component in our strategy to reach students during the pandemic was to enhance Starr's marketing initiatives. In SP21, Starr recruited 17 Work Study interns to support the Center's marketing and operations, created, transcribed six videos for the Center's YouTube channel, and strengthened our marketing effort through various social media platforms, which increased student and employer engagement on all three channels including Facebook, Twitter and Instagram. The marketing team created 11 new ADA compliant videos. A total of 6,000 new users viewed Starr's Facebook page content in the spring, with an average of 36 new people added daily. In addition, Starr's blog added 16 unique career articles over the course of the year. Starr also sent a weekly e-newsletter to 32,602 active recipients and had a 26% open rate.

Starr's New Professional Development Initiatives and Accomplishments: *28 CEOs Initiative:* A team of 10 Starr staff collaborated with CUNY and 28 CEOs Staff to develop and deliver orientations to CUNY's Micro Credentials Program offered throughout winter and spring of 2021. The Starr Team delivered three 90-minute workshops to 300+ students from across CUNY including a large percentage from Baruch. These prepared students to participate in consulting, cybersecurity, data science, project management and software engineering micro credentialing programs.

Preparations for Success Amplified sponsored by Bank of America: Also during this term, Starr staff collaborated with staff from Success Network, Enrollment Management, New Student & Family Programs, the Office of the Dean of Students, and College Advancement to lay the foundation for a four-year partnership with Bank of America to help move the needle on the retention and ultimate employment of Black and Latinx students into living wage positions. Starr developed a program for sophomores, entitled *Success in your Career*, which launched in FA21. The foundation is being set to enhance employer partnerships, outcome tracking and ultimately hiring outcomes for these diverse populations.

Project Starr: Get Hired (PSGH): Project Starr: Get Hired! was launched to target 2020-2021 graduates seeking employment and those affected by job loss due to COVID. Starr offered three PSGH series over three months, each with five sessions focused on providing tools to address the challenges of job search during a pandemic. The PSGH program served over 253 unique students, and each session averaged 33 attendees. Assessment results taken at the end of the 5-part series indicated that 97% of participants from the first two series reported feeling more prepared to successfully land a job as a result of PSGH. Job outcomes are still being collected from participants.

Recovery Corps: Starr participated in an unprecedented initiative to help identify employers in government, non-profit, or Higher Ed sectors affected by the COVID crisis and economic fallout and provide them with paid Baruch/CUNY interns who were most affected. Funding was provided by New York City Department of Youth and Community Development. Starr outreached to 2,000+ employers, 490+ students and ultimately matched 257 students to approximately 45 employers. This was part of a massive CUNY-wide initiative, in which over 4,100 CUNY students, got placed in 888 employer sites for a six-week paid internship. Employer feedback was overwhelmingly positive and many students were offered opportunities to extend their employment.

Technology Leadership Development Program (TLDP): The Technology Leadership Development Program (TLDP) graduated its first cohort of 16 undergraduate student tech leaders in May 2021. Over fall, winter, and spring, the students participated in 44 virtual programs facilitated by 20 organizations from various industries. The organizations ranged from JP Morgan Chase, Credit Suisse, Google, Amazon, Facebook, Deloitte, EY, Accenture, Hearst Corporation, Metropolitan Transportation Authority, Memorial Sloan Kettering, to name a few. Six tech professionals facilitated tech skill development workshops on Big Data, Power App, GitHub, Looker, Cyber Security, Programming and Coding. In the winter, students participated in a two-week long virtual tech internship with the Metropolitan Transportation Authority (MTA). In addition, all students were paired with tech mentors.

Funding for Unpaid or Underfunded internships: Thanks to the generosity of donors, Starr offered five Sydney and Laura Gilbert Internship awards ranging from \$615-\$900 per award to students doing underfunded or unpaid internships in SP21. Since the program's inception two years ago, 39 students received Gilbert Internship Awards. Sixteen students received the Wendy Heyman Public Interest Fellowship of \$3,000 for completing an unpaid internship in a non-profit serving the public good.

Starr's Professional Development Programs: Peers for Careers: Peers for Careers continued to expand opportunities for the cohort to enhance their communication and leadership abilities in 2020-2021. Due to the pandemic, participants conducted 167 online résumé and cover letter reviews, 40 mock interviews, and career advisement via Zoom as well as presented/assisted at 17 different virtual workshops and employer events. Another addition this year was a partnership with Baruch's College Now Program, spearheaded by the efforts of the Peer Philanthropy Committee, whose members facilitated events on choosing a college and selecting a major. The Alumni and Professional Outreach Committee organized and facilitated a Peer Alumni panel event each semester, open to the Peers cohort as well the Tier 1 Trainees in the spring.

Bridge to Baruch Program: The award winning - Bridge to Baruch Program (B2B) made it possible for transfer students to understand critical recruitment timelines, create professional career documents, and increase engagement with Starr through pre-semester career development workshops. After

translating the course to an online format, the 199 B2B transfer students connected with other transfer students and career services staff, which helped instill hope about the job market and confidence in their ability to land internships and jobs. Nine B2B ambassadors shared their experience of both Baruch College and the B2B program at a panel discussion for potential transfers students. These B2B Ambassadors not only exercised their public speaking skills but they also mentored the next generation of transfer students from CUNY community colleges. B2B students were invited to apply for a \$500 stipend if they obtained an internship or part-time job after attending the B2B workshops. This year there were 10 full stipend recipients and two runner ups, who received a partial stipend.

Financial Leadership Program (FLP): During this term, FLP completed its 15th year of success with 100% of the participants obtaining front office internships in organizations such as: AT&T, Barclays Bank, BNY Mellon, BMO Capital Markets, Brean Capital, Canadian Imperial Bank of Commerce (CIBC), Chernyy Law, Deutsche Bank, Hudson Bay Capital, I Squared Capital, Mizuho, New York Federal Bank, New York State Comptroller, Nomura, and NuVerse Advisors. This cohort was unique in that for the first time had equal numbers of sophomores and juniors. This decision was made in 2019 in response to the urging of financial services organizations seeking talent earlier in the academic timeline. These 20 students participated in extensive experiential learning to boost hard and soft skills, such as a two-day technical training on Corporate Evaluation and Financial Modeling, a half day of Advanced Excel, and sessions on PowerPoint, Emotional Intelligence and more. Approximately 25 FLP alumni engaged virtually in panel discussions, mentoring, and/or served as jurors in a stock pitch competition, Asset Trade Idea Presentations or Trade Simulations. FLP receives support from MUFG, the Shulman Family Foundation, and several FLP Alumni.

Max Berger Pre-Law Program (MBPLP): In spring, 44 students came for pre-law advisement, 33 students were selected to become Pre-Law Fellows, seven students attended all five days of the Virtual Pre-Law Winter institute. The four-day virtual Pre-Law Summer Institute involved five virtual presentations with 25-30 students attending each, and 14 students receiving certificates of completion for attending all four presentations. The MBPLP planned and hosted nine events in the spring with over 200 students in participating. One highlight was the Alumni in Law event featuring Max Berger interviewing the Honorable Rolando Acosta, Presiding Justice of the New York Appellate Division of the Supreme Court, First Judicial Department. The MBPLP distributed four stipends (totaling approximately \$7,140) to students interning in spring or summer with nonprofit/government legal employers. During 2020-2021, 14 Pre-Law LSAT reimbursements totaling over \$18,930 were approved and submitted, which was the highest amount distributed since the program's inception in 2016. In terms of admissions data, Baruch students and alum were accepted into the following top 30 law schools: Cornell, George Washington University, Fordham, Boston University, Harvard and other local schools like NYU, Hofstra, Cardozo, Rutgers, and St. John's.

Rising Starr Sophomore and Passport to Partnership Programs (RSSP and P2P): These programs helped enhance the career readiness of 23 sophomores and 4 accounting students by offering 13 different workshops over the course of the spring as well as several experiential learning, public speaking and written reflection papers. Students participated in a Target Case Competition, employer-led mock interviews, financial literacy workshops by the FWA. Current participants served as panelists for a College Now Panel on Navigating College, and former participants, participated in a Senior Week entitled, "You Graduated, Now What?" RSSP and P2P programs collaborated with FLP, MBPLP, Peers and TLDP to offer, "Intersection of Accounting, Finance, IT and Law" event open to all students.

CUNY EDGE: Last spring Starr hired Naeema Hernandez to serve as program director of the College's grant-funded CUNY EDGE Program, servicing students on public assistance, and shortly after Starr welcomed Tuba Hadid. Both were on-boarded virtually after the COVID pandemic stay at home orders began and quickly adjusted to their new roles at a crucial time when some of the neediest Baruch students required advocacy to get the technology and assistance to transition to online learning. Through the EDGE program, they supported students' academic, financial and personal needs through advising, fellowships, tuition stipends, and regular communications. Baruch's EDGE team provided four workshops, weekly office hours and serviced 75 students. In fact, Baruch was one of only two CUNY schools to see an increase in the number of students served over the past three semesters.

Additional Information: For more information about Starr and our annual [career outcomes](#) visit our [website](#).

Student Disability Services

Distance Learning Improvements

- Added an *Alternative Format Electronic Textbook Request Form* to webpage
- Consulted with faculty on how to create captions using the YouTube platform
- Provided written instructions on how to enable captions/transcripts in Zoom.
- Wrote an AT Tutorial Guide for use in training students in Assistive Technology remotely
- Monitored and updated all Student Disability Services (SDS) website content to better support students accessing services remotely

Outreach

- Albany - Student Day of Empowerment Feb 25 - 447 registrants participated
- April 30, 2021 - CUNY Disability Awareness Month, Disability Rights Advocate and Artist Lawrence Carter-Long, keynote speaker, led the discussion on Identity First language and Disability Culture. *SAY the WORD: DISABILITY!*
- SDS presented to Academic Alliance: Neurodiversity in HE
- SDS presented to Graduate program staff
- SDS staff offered live study support in virtual study sessions during finals week
- Director of Student Disability Services continued in her role as member of the *Presidential Advisory Council on Diversity, Equity, and Inclusion*
- Director is recipient of award from CUNY Coalition of Students with Disabilities in recognition of support and exceeding expectations in encouraging student leaders during COVID-19 pandemic
- COSDI: SDS director Chaired COSDI Math Waiver Guide Subcommittee
- COSDI: SDS director, along with Dr. Chris Rosa, presented at CUNY's Chief Diversity Officers' monthly meeting
- Worked with Enrollment Management to reach incoming transfer students who had disabilities; SDS registered 15 students through this effort
- SDS conducted two trainings for SACC tutors to promote best practices
- Edited our Demographic Form to better reflect a social (not medical) model

During Distance Learning, exceptional Professional Development opportunities were made available (free!) by AHEAD, Baruch, and other HE organizations. The SDS team took full advantage. A few of the trainings we attended:

- AHEAD Person First Language; Higher Education and the ADA; Clinical Trauma Professional Training Level I; Neurodiversity and the Autistic Community; Disability Services in the Age of COVID-19 – Conference; Section 504 and Auxiliary Aids; Intersection between Race and Disability; Navigating Reasonable Accommodations and Workplace Discrimination in the Time of COVID-19; Text Accessibility on Mobile Devices; Advancing Social Justice-Hastings Center; SDS Staff - When you have to say NO; The Hybrid Campus-A Post pandemic Vision of Higher Education; Full and Flexible Participation of Students with Psychological Disabilities; Vispero Assistive Technology and Accessibility Showcase

Assessments: Students reported on assistive technology (AT) trainings (n=16), 100% reported the length of the training was just right. Students reported on the Interview experience (n=96), 100% reported that they felt welcome and heard during the session; 98% felt that the amount of time spent on the interview was just right; additional comments: found the sessions to be informative and detailed.

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. During this term:

- There were 128 LEADS students who sought services/support. 90 SDS students graduated.
- One student obtained a virtual summer internship with The Ford Foundation.
- Baruch's LEADS program co-hosted an event for CUNY's Disability Awareness Month in April that was centered on accessibility in the workplace during the pandemic.
- LEADS students attended monthly CUNY LEADS Online Learning Workshops. The average attendance per workshop was 70 students.

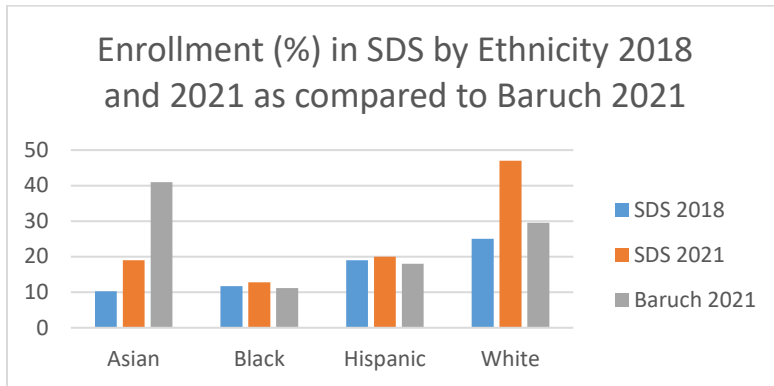
Assistive Technology (AT)

- SDS met with graduate students who were interested in designing an app to help visually impaired students at Baruch with in-door navigation.
- An accessibility evaluation was completed on Factbook data and detailed feedback was provided to Baruch's office of Institutional Research & Analysis.
- SDS consulted with other CUNY schools regarding accessible PDFs and Braille translation.
- Assessed CUNY's LD Project Distance Learning Toolkit (PDF file) and provided feedback.
- SDS met with Pearson Publishing to discuss accessibility improvements on MyLab Math platform.
- In the past year, SDS upgraded all student computers (PCs & MACs), which will allow the latest assistive technologies to operate using the latest upgrades and features. The department also purchased new Android & Apple IOS tablets, whose native assistive technologies are improved.
- SDS purchased new LiveScribe Pens for students to take class notes; as well, SDS purchased new models of the UbiDuo. This device is used to communicate with persons who are deaf, hard of hearing, or those who have difficulty communicating by speech.
- Glean software licenses were acquired. This software allows students with disabilities to record their notes on a computer and link type-written notes to the audio recording.
- SDS also purchased CommonLook PDF remediation software to assist in making PDF files accessible, and outreached to various departments whom we believe would benefit from having a CommonLook PDF license.

Other Services

- 103 new students registered with SDS SP21. This was a 13.5% increase over last semester.
- 34 students reached out to SDS for guidance related specifically to their academics.

- SDS filed for and received \$10,000 from the NYS Reader’s Aid Program for sponsorship for low hearing and visually impaired students.
- All students use Assistive Technology to take notes; no in-person note takers at time of COVID.
- Sign language interpreters provided services via Zoom to Baruch’s deaf students.
- 18 SDS students requested tutoring and were paired with a tutor at SACC
- SDS confirmed registration for seven students who applied for Disability Scholarships
- Collaborated with the Mathematics Department and verified 52 students’ individual accommodations for Math finals administered on Blackboard.



During this period (2018 to 2021), SDS enrollment increased by 9.7%. As illustrated by this chart, from 2018 to 2021 enrollment of Asian Pacific Islander (API) students in SDS doubled (from 10% to 19.5%). Given that 41% of Baruch students identify as API, we are encouraged by the growth of this population which more closely reflects the population of Baruch as a whole.

Office of Student Life

During SP21, the Office of Student Life (OSL) composed of nine full-time staff members, one part-time staff member and one graduate assistant. Due to the continuation of remote-learning, OSL did not hire student assistants to assist in the front desk operations and event support. OSL continued programming, operations, and leadership development on a virtual platform. Due to the continuation of remote-learning, OSL held its T.E.A.M. Baruch Bootcamp and leadership training virtually. OSL was unable to host monthly civic engagement opportunities and in-person events and instead focused on the continued development of cohort-model leadership development programs.

Student Activities

- 111 active student organizations
 - 97 undergraduate organizations
 - 14 graduate organizations
- 31 programs across 3 Heritage celebrations
 - 14 Black History Month Heritage Month programs
 - 12 Women’s History Month programs
 - 5 Asian Pacific Islander and Desi American Heritage Month
- 3 media groups

The Student Activity team supported 111 clubs and organizations and developed electronic fiscal procedures to support the transition of the Baruch College Association budgets into the CUNY First system. OSL worked in conjunction with the two student governments and the media groups to hire and budget for a part-time CUNY First budget manager to assist in processing the paperwork for all clubs and

organizations. There were 181 reimbursements processed for 33 clubs and organizations, showing a return to club engagement and programming.

In addition, OSL worked with the three heritage month committees to host 31 virtual events and robust social media campaigns to educate and engage the campus community. This was up from 11 events held in the SP20 semester. Also, OSL worked with various offices to hold a virtual Commencement Experience (graduation ceremony) in which 6,302 students had virtual diplomas and 1,361 students personalized their diplomas with videos or photographs.

Leadership Development

- 73 T.E.A.M. Baruch interest and applications
- 56 T.E.A.M. Baruch acceptances

Also during this period, the T.E.A.M. Baruch application process was online and included virtual information sessions. OSL, also offered Bearcat Bootcamp in response to an increased student concern regarding their physical health and safety while being quarantined.

Operations

Due to the continuation of remote learning, OSL has collaborated with other departments to offer safe study spaces to students. Additionally, the department is continuing its work with Facilities to finalize the approval for the new Aaronson Student Center – expected to open to the students shortly.