

Division of Student Affairs
General Faculty Report
Fall 2022

This report highlights Fall 2022 programs and services presented to enhance the students' out-of-class experiences and promote their success at Baruch College.

Athletics & Recreation

During this period, 76 student-athletes participated in five sports. Of those, there were 42 male and 34 female participants. One hundred and ten (110) student-athletes were named to the Athletic Director's Honor Roll; they had a cumulative GPA of 3.3 or higher. For SP23 pre-advisement, 63% of student-athletes had met with an academic advisor.

The Student Athlete Advisory Committee (SAAC), made up of 3 or more team leaders from each of the 13 varsity sports teams, resumed meetings via Zoom and in person once a month as an entire group. SAAC hosted five in person events: Burnout session with Student Success staff member Catherine White; SAAC Holiday Party; Ball Out with Bernie; and Dig Pink and Ball Out with Bernie II. Baruch SAAC elected its 2022-23 Executive Board. This board meets once a month prior to the full committee meetings. Some members of the E-board created a game attendance initiative in which student-athletes earn Bernie Bucks for attending other team's home and away competitions.

Additionally, the department used CUNYfirst's procurement system to administer the athletics department's expenditures, as well as a ledger system designed to keep track of all requisitions, purchase orders, receipts, invoices, and payments for all athletics accounts. For better tracking and payment, the ARC has migrated all membership and locker rental applications to an online platform. The use of the Baruch Drop Box for the organization of electronic distribution of human resources papers has offered a secure repository for electronically storing documents.

The swimming pool opened to faculty, staff, and students this period from Monday to Friday. The pool continued to be open for the Swim Team during their 2022-2023 season. Certified lifeguards were on duty to ensure the safety and well-being of patrons. Further, the athletics department has continued to work with Buildings & Grounds to maintain the upkeep of the pool and to ensure everything is running smoothly. The Swim Team jumpstarted their regular season with their first official practice on Columbus Day followed by their home opener against William Paterson Pioneers on Friday, October 28th, in which the Men's Team secured its first win.

Michael Maczko was hired as the ARC and Fitness Center Coordinator on a part-time capacity. The Main Gym floor was refinished with light screening and polyurethane coating. Facility rental contracts for external groups resumed and Fitness Center was reopened to students and staff, and after a two-year closure due to Covid, Fall Student Convocation was held in the Main Gym on August 23, 2022.

Also this period, the Intramural program ran a series of events including a 3-on-3 Basketball tournament, Open Gym Badminton, and Soccer League. The program was designed to engage over 100+ students in sports activities, fostering a healthy and active lifestyle while promoting teamwork,

leadership, and sportsmanship. 3 on 3 Basketball Tournament was a one-day event with over 40 students participating. Badminton and Soccer League were continuous multi-week events that engaged approximately 100 students.

The results of the intramural program assessment are overwhelmingly positive, with a total of 39 respondents providing feedback. The majority of respondents, 31 in total, reported being either extremely satisfied or satisfied with the program. Moreover, the program appears to have had a positive impact on participants in several ways. Over half of the respondents reported that the program provided them with stress relief and a sense of community. A significant number of respondents also reported that the program provided them with opportunities for networking, physical activity, and improved outlook on school.

The Athletics Sports Medicine program was responsible for the safe athletics participation of 122 student-athletes across 9 different fall and winter season sports. Partnership with Professional Physical Therapy was developed to allow student-athletes to complete their rehabilitations at one of their many locations with a staff physical therapist. With the help of funding from Student Affairs, the athletic training room was updated with two new treatment tables and two new taping tables. These 4 tables replaced the previously outdated ones, allowing for the sports medicine department to better service the student-athletes. The department continued to maximize the services of per diem athletic trainers to ensure that all home athletic events have medical coverage.

Written by Heather McCulloch, MS | Director, Athletics & Recreation

Counseling Center

During the period from July 1, 2022, through December 31, 2022, the Counseling Center helped students achieve their academic and personal goals through trauma-informed and culturally-responsive psychological services.

By the Numbers:

- 3,242 appointments were attended, including:
 - 2,258 individual therapy appointments
 - 509 triage appointments (up from 328 the previous year)
 - 258 group therapy appointments
 - 106 case management/consultation appointments
 - 88 psychiatrist appointments
 - 21 crisis appointments
 - 51 psychological testing appointments
 - 2 hospitalizations

- 51 outreach events were provided to 2,388 students and 62 faculty/staff targeting groups such as:
 - International students; LGBTQI+ students; Black students impacted by ongoing systemic racism and race-based violence; Students impacted by intergenerational trauma; SEEK students; Success Amplified students; Honors students; and First-year students.

Demographics of Students receiving Counseling Services:

- The ages of the students served ranged from 17 to 49 years old.
- 81% of students seen for individual or group services were students of color (29% Asian/Pacific Islander, 19% White, 28% Hispanic/Latino, 15% Black/African American/Caribbean, 3% Middle Eastern/North-African, and 6% Multiracial).
- 66% of the students seen for individual or group services identified as women, 31% as men, and 3% as non-binary/gender non-conforming/transgender/other.
- 75% of the students identified as straight, 25% as non-heterosexual (e.g., gay, lesbian, queer, bisexual, pansexual, questioning).
- 16% were graduate students, 23% were seniors, 23% were juniors, 17% were sophomores, and 20% were first years (up from 13% the previous year)
- 60% of the students were from Zicklin, 37% from Weissman, and 3% from Public Affairs.

Trauma Informed Care: The trauma screen was conducted with all students seeking services at the Counseling Center and 84% reported a history of trauma:

- 48% reported childhood emotional abuse
- 40% reported adulthood emotional abuse
- 22% reported childhood sexual abuse
- 20% reported adulthood sexual abuse/assault
- 23% reported childhood neglect
- 10% reported adulthood physical abuse/interpersonal violence
- 20% reported childhood physical abuse
- 53% reported other traumatic experiences, such as witnessing violence/homicide, traumatic loss, immigration trauma

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 63 percent of the students seeking services at the Center suffered from moderate to severe depression and an additional 23 percent suffered from mild depression. The data also revealed that 29 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) Ethics and Legal Standards of Clinical Care, 2) Suicide Risk Assessment and Safety Planning, 3) Culturally-Responsive Mental Health Care, 4) Trauma and Resilience, 5) LGBTQI+ Competence, 6) Psychopharmacology and Its Use in the College Counseling Setting, 7) Creative Arts Therapy, 8) Breaking the Cycle of Intergenerational Trauma, 9) Imposter Phenomenon, 10) Mental Health, Masculinity, and Community Engagement for Men of Color, and 11) Stress Management.

Accomplishments: In October 2022, the Counseling Center partnered with Undergraduate Student Government (USG) to host an in-person Depression Screening Day, and it was a huge success. Around 95 students were screened, and those with elevated scores were connected to services.

Further, the Counseling Center applied for and was awarded \$40K from the CUNY LGBTQI+ Consortium to host a series of events and trainings aimed at students, faculty, and staff to support Baruch's LGBTQIA+ community.

The Counseling Center also rolled out its first Instagram account (@baruchcounseling), which allows the team to more effectively share information with students and promote upcoming mental health workshops. During this period, several of the Center's staff contributed to the field of psychology. For example, Dr. Jairo Fuertes edited and published a book entitled, "The Other Side of Psychotherapy: Understanding Clients' Experiences and Contributions in Treatment." Dr. Fuertes also received a certificate from the Harvard Medical School, entitled "training to teach in medicine", after completing a year-long program that prepares professionals to teach in medical schools, residencies, and fellowships. Dr. Elizabeth Merrick was interviewed on a podcast called "Buddhability" about anxiety, therapy, Buddhism, and how they all connect (<https://buddhability.org/podcast/anxiety-self-trust-and-psychology/>).

Challenges: Student mental health needs at Baruch continue to be at an all-time high. These needs are exacerbated by the ongoing COVID-19 pandemic, institutional racism, heterosexism, and other forms of systemic trauma. Due to staffing constraints, the Center had to refer at least 85 students to individual counseling outside of the Center after their initial triage assessment.

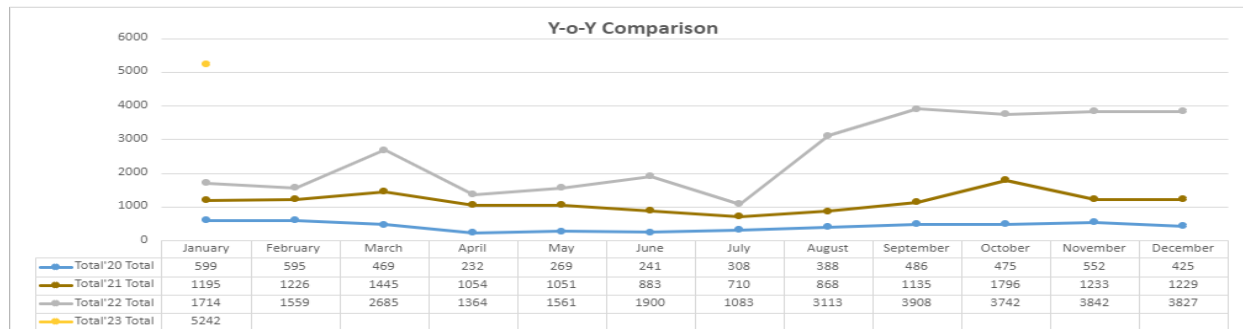
Assessment Results: Students participating in Group Therapy were asked to provide feedback through an anonymous survey. The anticipated learning outcomes were to help students learn: 1) how to communicate more effectively, 2) interpersonal skills that could be applied to life outside of group, and 3) how to be receptive to support from others going through similar experiences. Sixty-seven percent of the students who responded to the survey stated that they "agreed" or "strongly agreed" that they were able to make progress on the personal goals they had set for the group, 67% reported they learned usable skills that they were able to apply to their life, 67% said the group helped them learn how to communicate more effectively, 89% "agreed" or "strongly agreed" that it had been supportive to know that others shared similar experiences, and 78% felt their contributions were helpful to other members of the group. When asked "What were the most valuable aspects or meaningful moments of the therapy group?" students shared responses such as "Connecting with other members and sharing my thoughts in a judgment-free zone", "The sense of liberation when I finally shared something I'd been holding onto for a while", and "The other member's experiences and their willingness to be vulnerable and the groups response with empathy. That can create a sense of healing." Two improvements suggested by group members included the facilitators choosing some topics to lead and adding an in-person weekly therapy group.

Written by Teresa Hurst, PhD | Director, Counseling Center

Starr Career Development Center

One of the department's biggest accomplishments since July 2022 was the transition from *Symplicity* to *Handshake*. Since then, Starr witnessed an increase in information sessions, increased employer engagement (up to 100 employers per Job/Internship Fair), and more equity for students wanting to meet with employers. In fact, students attending the virtual career fairs had more opportunities to

meet with employers than in the past. On average students competed in two 1:1 sessions, but some students met with as many as 20 employers during a career fair which was impossible with in-person fairs. The numbers of jobs also increased exponentially. From July 2022 to December 31, Starr processed 19,535 jobs, which is a 180% increase from the previous fall. During the same period, 3,865 employers were vetted and approved. Starr Search added 298 new employers.



Another accomplishment was the increased integration of the National Association of Colleges and Employer (NACE) Career Readiness Competencies into more realms within Starr Programs/Services, Classes (e.g., First Year Seminar, Communications), Success Amplified, Bridge to Baruch, Ring Starr Sophomore Program/Passport to Partnership Program. NACE encourages the promotion of career readiness competencies across campuses via career services, class curriculum, and campus organizations. To help achieve this goal, Starr launched new and expanded [faculty and staff services](#) which include consultations with faculty to incorporate career readiness into the curriculum.

Another new initiative co-sponsored by Starr and CUNY Central is the launch of CUNY Spring Forward. Baruch serves as the hub responsible for helping CUNY students find spring internships in marketing. From Baruch alone, 165 students were selected to intern 15 hours per week between February and May 2023 at a rate of \$20 an hour. Baruch’s Spring Forward team engaged approximately 93 employers. To maximize students’ training and onboarding, given the limited number of staff, the Spring Forward team developed an online training program called Starr’s Training for the Intern eXperience (STIX).

Career Advisement and Counseling: This period saw increases in student usage over the last semester. General Inquiries were up from 663 in the spring to 794 between July and December. Walk-in sessions were up from 169 in the spring to 400 in fall 2022 (with 179 virtual sessions and 221 in person sessions). In terms of appointments, Starr hosted 2,146 scheduled appointments (1,540 virtual, 606 in person). Vocational testing was also on the rise since assessments were introduced to First Year Seminar students. Specifically, students completed 1,662 Career Choice Readiness screening forms, which is up from 66 last semester, and 66 Career Anchors. For the first time, Starr surveyed students after their career advisement appointments. The survey yielded 109 respondents who ranked their experiences on a 5-point scale. Results indicated that 1) career concerns/questions were addressed by career advisor (4.96), 2) students felt more prepared to achieve career goals after their advisement/career counseling session (4.57) and 3) next steps were clearly identified as a result of their session (4.73).

Group Advisement/Outreach: Starr staff offered 102 workshops compared to 88 in spring. Through our Starr Speaker Series, staff facilitated 65 presentations (compared to 21 in spring) for 17 academic departments 21 FYS classes, 9 new student orientations, 8 Transfer Week Tabling events, 8 SEEK First Year Student presentations, and two Success Amplified presentations. To better serve nonbusiness majors Starr, in conjunction with Baruch's Psychology club, launched a series entitled "From Psychology Student to Professional" which encompassed four different workshops. In addition, Starr offered at least 6 workshops on applying to graduate programs in psychology and I/O psychology. The newly launched Co-Starr Program (a program that partners with campus club leaders to facilitate student career development and employer engagement) organized and/or co-sponsored 23 career-related events. Co-Starr accomplishments included reaching 897 students, training 35 club Co-Starrs, and engaging 38 companies, 7 campus student programs and 11 alumni.

Employer Relations: Since the transition to Starr Search powered by Handshake, employer engagement with students has been on the rise in most of Starr's programming. Specifically, the Accounting Fair in September 2022 featured 52 employers, which was a 53% increase over the prior year. Employers created 45 group sessions and 1,345 1:1 session. While 650 students registered, 337 checked in, 306 unique students had 1:1 employer sessions and 224 unique students attended group session. To help students prepare for the fair, KPMG staff facilitated a Career Fair Preparation workshop for 103 students. Similarly, Starr saw a 58% increase in employer attendance over last year, with 114 employers participating in the Fall Virtual undergraduate Job and Internship Fair. Employers offered 171 group sessions and 2,824 individual sessions. Over 1,731 students signed up for 1,162 sessions, and a total of 1,948 sessions were filled, as some students attended multiple 1:1 interviews. In total, 4,080 unique employer connections occurred. To ensure students came prepared, the Peers for Careers hosted a Career Fair Preparation Workshop for over 210 students.

Another area of increased employer/student engagement involved Information Sessions. Starr staff facilitated 73 information sessions on campus/virtually. In addition, Starr promoted 366 external information sessions, 42 external networking events, 31 other external events, 142 external speaker/panel events, four employer tabling events, and site visits for the first time since COVID-19.

While most employer activities were on the rise, On Campus Recruitment (OCR) declined, as employers recruit more heavily virtually through their platforms and various campus engagements. Starr hosted a Recruiting Kick-Off and Handshake Training in early fall, and 98 students gained critical knowledge needed to successfully navigate recruiting timelines and processes. Compared to last fall, there was a 34% decrease in virtual campus interviews (143 interviews), a 28% decrease in unique companies attending (23), and a 78% decrease in unique positions (25 total, 9 internship, 6 full time, 10 networking/office hours). The OCR program is strongest in the following fields: accounting (8), finance (10, insurance (2), tech (2), and consulting (6)). For information on student outcomes, visit [Starr's Website](#).

Marketing Accomplishments: Starr increased its reach on FB from 3,954 to 4,291 followers, increased its reach on Instagram from 3,642 to 4,188 followers. Starr also increased the number of [LinkTree](#) clicks from 1.06 to 1.57. The Starr Weekly has an open rate of 31.7%. The department also had 3 press releases in the last 6 months: the NewsNation article: "How Colleges Can Help Low-Income Students

Succeed” (interview with Dr. Ellen Stein), and two Baruch News Briefs: “Career Services Earn Top Honors at CUNY Conference”, and “Record Number of Company Recruiters attend Baruch College Fall 2022 Fairs.”

Diversity Initiatives: Focused on leveling playing fields for Baruch’s diverse student body, Starr hosted the Annual Fall Diversity Pipeline Career Program & Networking Event in collaboration with 6 campus diversity partners and 13 student clubs. This program featured the following eight organizations: America Needs You, COOP Careers (a new addition), Inroads, ModernGuild, MAIP, Management Leadership for Tomorrow, Sponsors for Educational Opportunity, T. Howard Foundation, and Diversity in Media Program. The program attracted 278 student participants.

Starr is deeply involved in Success Amplified and hosts the 2nd year initiative called Success in Your Career (SiYC). As part of the program, 10 peer coaches engaged 52 students. SiYC students participated in 10 workshops. Six employers including Grant Thornton, Google, EY, Target, Bloomberg, and BNY Mellon offered programming for SiYC students. Another accomplishment was the successful launch of the Success Amplified Employer Advisory Group, featuring nine employers representing a variety of industries, non-profits, whose purpose is to provide guidance on Success Amplified Programming specifically, and diversity recruitment more broadly.

In addition to these programs, Starr collaborated with Student Life, Alumni Relations, and other offices. Specifically, Starr contributed to the LGBTQ+ “You Better Work” Panel, which attracted 29 students. Starr also contributes to the CUNY-wide LGBTQ+ Hub to better assist this population of students to obtain mentoring and employment opportunities.

Starr-Run Professional Development Programs: While Starr operates nine professional development programs designed to serve unique populations on campus highlights from a few are shared below. The Peers for Careers Program is a multidisciplinary program that trained 13 students to assist students with resumes, mock interviews and more. This fall peers conducted 400 resume reviews, 65 mock interviews and 38 walk-in advisement sessions. They also facilitated or assisted with 17 workshops or events. Twelve percent of all incoming transfers participated in Bridge to Baruch including the first three students from the Baruch BMCC Business Academy. Longitudinal data on the program showed that student engagement/outcomes of B2B participants were higher than non-B2B transfer students, with B2B students having higher graduation rates, more internships, and more jobs. Another new program, the Technology Leadership Development Program (TLDP) celebrated its third year by increasing admission by 47% and admitting 31 students from a variety of majors. The Financial Leadership Program, in its 16th year, prepared 12 sophomores and 12 juniors for front office positions on Wall Street. Of the 24 students, 20 have received internship offers for summer 2023, and five have received offers for summer 2024. All are likely to have offers by spring 2023.

This year, the Max Berger Pre-Law Program collaborated with Baruch’s Pre Law-Society in presenting 11 weekly events covering law school application preparation, admission, curriculum, and legal careers, attracting over 300 attendees. Over 115 applicants applied to law school during the 2021-2022 cycle, gaining admission to top law schools including Harvard, UPenn, Boston University, Cornell, University of Texas, Vanderbilt, and Washington University. Finally, Tina Coco, the MBPLP advisor,

recently received the 2022 AALS Section on Pre-Law and Admission to Law School's Excellence in Pre-Law Advising Award.

Written by Ellen Stein, PhD | Director, Starr Career Development Center

Office of the Dean of Students

Staff members in this unit provided a variety of programs and services to support the wellbeing of students. These include the following:

Student Conduct: this period, there were 23 reports of alleged violations submitted. Of those, 4 occurred in the residence hall, while the remaining 19 occurred on campus. There were no suspensions related to conduct. There were no students removed from the residence hall during this timeframe.

Campus Intervention Team: also, during this period, 104 students were reported to the Campus Intervention Team (CIT) as students of concern – those experiencing difficulty such as danger to self or others, academic challenges, and those with concerning behaviors. CIT provided 87 or 84% of the students reported with services that helped to resolve their issues. The remaining 17 students were either nonresponsive to outreach or withdrew from the College, but they were minimally provided a personalized list of resources to address their situations.

Student Emergency Fund: The Carroll and Milton Petrie Student Emergency Grant enables students to remain in school, rather than being forced to take a leave of absence or drop out. 208 applications were received and reviewed during this period. Of those, 110 were approved (53%), 20 were denied, 74 did not respond to set up an appointment. Housing was the greatest need for students this cycle, as 30% of funding distributed went to housing (\$20,800) and 28% to food with \$19, 275 allocated. Also, this period, there was the *soft opening* of the Bearcat Food Pantry, located in the BOSS (on the ground floor of the NVC). To stock the Pantry, food was purchased from the Food Bank of NYC and those students who applied to the Student Emergency Fund were invited to pilot the program. The grand opening for the Bearcat Food Pantry will be on February 7, 2023.

There were 8 applications for the Eugene Lang Immigration grant, an increase of 63% from the previous semester. All eight applications were approved. Those approved required assistance with attorney fees associated with obtaining a path to citizenship. The total amount allocated was \$7,850.

Medical Withdrawals: in FA22, there were 22 medical withdrawal requests approved. Student medical withdrawals occur for several reasons: medical, mental health, or medical emergencies.

Academic Integrity: a total of 92 cases of academic integrity violations were reported. Of those reported, the most common infractions continue to be cheating and plagiarism. Out of these 92 cases, 74% were found to be responsible and 8% were found not responsible. 17% have yet to be heard due to the students' failure to respond. Of those students who are found responsible, the sanctions assigned may include admonition, warning, probation, suspension, and expulsion. Most sanctions are a warning (82%), followed by probation at 15% and two students were suspended.

Student Grievances: there were 79 student complaints filed (a 34% increase from Spring 2022). Of those 79 complaints, 56 were complaints regarding faculty, 10 complaints about staff or administrative departments, and 3 complaints about another student. Most faculty received 1 or 2 complaints in total, with the most complaints towards one individual being 9. All complaints were investigated and when possible, a resolution was provided to the student.

Office of Health & Wellness: This office remains committed to creating and providing robust programs and services to address health from a holistic perspective for all matriculated undergraduate and graduate students. This is achieved through in-person and virtual program offerings, presentations, trainings, student orientations, co-sponsorships with active student organizations, campus departments, and the Peers Advocating for Wellness Services (PAWS) Peer Mentors. The PAWS promote healthy lifestyle choices for students through a wide range of health and wellness events and resources. The programs utilized the Wellness Wheel Model (Hettler, 1976), which focuses on student development, and expanded into other wellness dimensions such as sexual and environmental wellness.

With many social restrictions lifted during the Covid-19 pandemic, students stated they felt at ease to participate in in-person activities and sought both in-person and virtual health and wellness services to as they continue to navigate college life during and beyond the pandemic. During this period, 70 events were presented in comparison to 27 offered in SP22. The 70 events drew 700 student participants.

High in demand, requested programs from students focused on reproductive health, disease prevention and management, sexual health education, physical wellness, substance use awareness and building a community to interact with and get to know each other. A platform that yielded student high attendance and participation was use of Instagram. Through the podcast *Bring the Virtual Balance* many of the topics discussed were presented by a subject expert or via in-person interactive workshops. *Bring the Virtual Balance* podcast, now in its 6th consecutive year, tackles wellness topics impacting today's college students.

Additionally, *Wellness Wednesday's*, a newsletter focused on medical and wellness topics, was expanded to include the creation of videos. Attendance at *Mindful Monday Reset*, a half-hour weekly virtual gathering that provides an opportunity to slow down, get present, and be intentional about the coming week in a safe space, co-sponsored by OHW and CUNY DEI Incubator, had an increase in attendance averaging 5-10 participants weekly in SP22 to 15-25 participants during FA22.

Student Health Care Center (SHCC): 238 student patients used the services of SHCC this period in comparison to the 165 student patient visits in SP22 – an increase of 73 student patient visits. There was an increase of 593 medical services rendered for a total of 864 medical services provided, compared to 179 offered last period. In-person and tele-health appointments were provided, and the medical staff created a diverse library of video recorded medical or medically related topics relevant to current national trends and medical issues that student present when meeting with medical staff at the center. Some of the video recordings included: Sleep hygiene, Prep & PEP, Sexual Transmitted Infections (STI's), Tobacco Use/Vaping, Alcohol Use, Domestic Violence and Vitamins & Supplements.

Further, services from the health care navigator were offered again this term to assist students in enrolling for health insurance.

COVID-19 by the Numbers:

- The following Covid-19 reported cases were received via the HR Corona Virus Liaison, student self-reports, and third-party advisement:
 - A total of 450 Positive COVID Cases were reported this period:
 - 113 students tested at a CUNY Cleared4 Testing Site
 - 243 students tested with an At-Home Rapid Test
 - 94 students tested at a PCR/Rapid Test at a Testing Site

Residence Life: this semester, 288 students moved into the new residence hall, leased through FOUND Study and located at 569 Lexington Ave. At the beginning of the term, all beds were filled and there was a wait list of 129 students. The position of Assistant Director of Residence Life remains vacant with the hope of being filled shortly.

Student Veteran Support: The nearly 150 student veterans on campus received a monthly newsletter with information about upcoming events, services, and job opportunities. They were encouraged to utilize the Office of the Dean of Students for student veteran support and services. To celebrate Veterans Day 2022, 23 student vets participated in an event in which they received gift bags and cookies. A Baruch student was selected to participate in the *Veteran Intern Program (VIP)* established by CUNYCentral. The selected student-veteran will serve as a peer mentor to fellow veterans. The Assistant Director for Veteran Student Services position remains vacant. The search committee recently met to narrow down the applicant pool to hire for the position.

Written by Annie Virkus-Estrada, PhD | Associate Dean of Students

Early Learning Center

To prepare the center's opening in this period, staff worked diligently to get the classrooms up and running by unpacking, setting up classrooms, and redesigning curriculum to reflect the expanded capacity. Given that the center was not operational in time to enroll children of student-parents for the fall, the director reached out to individual CUNY childcare centers, on behalf of each student-parent, to arrange for childcare in the interim. This enabled said student-parents to continue their studies without interruption. Once ELC staff realized that the center would not be ready for opening at the start of FA22, they refocused to plan more meticulously for the long-term. This included the physical organization of each classroom to delineate workspaces for various developmental age groups. In addition to traditional toddler and pre-school classrooms, staff have now created designated rooms to include an Art/Theater Room, a Building Room with a variety of blocks and building materials, and a room to serve as a Lending Library.

The Art/Theater Room will enable teaching artists to design long term, age-appropriate projects for seamless extensions that will bridge the arts with classroom curricula. The Building Room is designed

for large hollow-block play, unit-block play, and various fine motor building. All ages can peer mentor and collaborate in this new building room. All books and materials in the Lending Library have been catalogued and inventoried through a database for ease of use and cross-referencing. This newly designated space will enable staff to continue to plan the curriculum with more ease and efficiency. The library also will enable parents to borrow books that support their parenting journey. Also, the library will have educational materials available for families interested in extending their children's learning at home.

Written by Lorraine Mondesir, MS | Director, Early Learning Center

New Student & Family Programs

In FA22, 2,185 students enrolled in 81 regular sections of the First Year Seminar (FYS 1000). One special online, asynchronous section (Section TBA) ran for students who previously failed FYS 1000 and needed to make up the requirement. Of those enrolled in regular sections, 95.5% (N=2,087) passed FYS 1000. Sixty-one students (2.8%) received an R, and 20 students (0.9%) withdrew from the class. In total, including the TBA section, 117 students did not receive a passing grade. The department sent emails and made phone calls to all students who did not pass FYS 1000 in FA22. Of those, 39 registered for FYS 1000 in SP23. Of the remaining 78 who did not pass and did not register for FYS 1000 in SP23, 44 did not return to Baruch. There are 34 students who should have registered for FYS 1000 in SP23, but despite outreach, did not register. Feedback from the phone call campaign suggests that these students might intend on transferring.

Out-of-Class Engagement: at the end of this period, students enrolled in FYS 1000 were asked to respond to a survey measuring their participation in academic, professional, and leadership opportunities outside of class. In total, 508 students responded to a survey which represents a 23% response rate. Among all respondents, 96% reported participation in at least one academic, professional, and leadership opportunity outside of class. Students were able to select specific activities under each broader topic and report additional experiences not listed. The most popular academic activities reported were: (a) preparing for exams by reviewing course material with peers (62% of respondents), (b) attending a workshop related to their major (44% of respondents), and (c) meeting with a professor during office hours (36% of respondents). The most popular professional opportunities students reported were: (a) attending a career fair (55% of respondents), (b) attending a workshop related to their career (42% of respondents), and (c) applying for an internship (18% of respondents). The most popular leadership opportunities reported were: (a) participating in the TEAM Baruch student leadership recruitment process (10% of respondents), (b) joining the leadership team of a club (8% of respondents), and (c) participating in a college-wide planning group (e.g., Strategic Plan, College Association) (6% of respondents). In general, students enrolled in FYS 1000 were more likely to engage in academic and professional development opportunities.

On Tuesday, the office held a First Year Seminar Welcome event. Fifty students learned about the First Year Seminar and the different resources available at Baruch. Students also heard from their peer mentors and representatives from Undergraduate Advisement & Orientation and Financial Aid.

Introducing a New Curriculum: in late October 2022, campus stakeholders were invited to share their

input on potential learning outcomes as part of the reimagining of the First Year Seminar (FYS 1000). Colleagues were asked to pick five learning outcomes from a broader list of 16 curated by the First Year Experience Working Group. The list of outcomes was inclusive of the then current outcomes and additional outcomes generated by the First Year Experience Study Group. The survey was sent to department chairs, deans, associate deans, members of the Learner Success Lab, current FYS instructors, and executive peer mentors leading a section of FYS. In total, 141 colleagues were invited to participate and 89 submitted a response, representing a 63% response rate. A smaller group of staff and faculty reviewed the results and developed new learning goals for FYS 1000 based on the feedback received.

In SP23, 4 sections of FYS 1000 are piloting a new curriculum based on the new learning goals outlined below:

By the end of FYS 1000, students will be able to:

- Build a sense of belonging through relationships with peers, instructors, and staff;
- Demonstrate critical thinking in their course work and communicate that skill through writing and speaking;
- Apply academic success strategies such as time management and strategic note taking;
- Understand and demonstrate academic integrity; and
- Know when and how to seek help from campus resources.

A working group of students, staff, and faculty are meeting regularly throughout the spring semester to develop curricular materials and sample lesson plans with the intention of introducing the new curriculum across all regular sections in Fall 2023.

Transfer Student Week & New Transfer Website: several departments across Baruch collaborated to host a series of events for National Transfer Student Week in late October. There were 10 engagement opportunities scheduled throughout the week that highlighted the achievement of our transfer students and showcased the resources available to support transfer students.

In preparation for National Transfer Student Week, NSFP debuted a [new webpage for transfer students](#). The webpage provides important information as well as opportunities/resources to help transfer students engage and succeed academically, socially, and professionally at Baruch. This site builds on much of the great work done in departments across Baruch to support and connect our transfer students. The goal of the page is to serve as a starting point for our new transfer students as they explore some of what's available at the College.

Transfer Student Network: The Transfer Student Network peer mentor program continued to grow in FA22. Twenty-seven volunteer mentors supported 192 mentees. Students were invited to participate in monthly workshops to engage with the network and learn more about Baruch resources. All but one mentee started their journey at Baruch in Fall 2022. An analysis comparing outcomes of students matched with a mentor through TSN to all other entering transfer students from Fall 2022 showed that the Transfer Student Network continues to have a positive impact on students' academic outcomes. In general, Transfer Student Network mentees enrolled in the following semester at higher rates, earned higher cumulative GPAs, earned higher term GPAs, earned more credits, and registered

for more credits than transfer students not matched with a peer mentor.

Family Engagement: at the end of FA22, the department partnered with the Student Academic Consulting Center (SACC) to host a workshop for parents and family members on “Helping your Student Prepare for Finals”. The workshop highlighted the final exam process at Baruch and key resources students might find useful as they head towards the end of their semester. In total, 27 family members registered for the event and nine participants joined the live session. A recording of the webinar, along with links to resources was sent to all registrants following the event.

Written by Robert Kunicki, PhD | Director, New Student & Family Programs

Student Disability Services

- SDS joined Enrollment Management for 3 New Student Orientations (7/27, 8/4, 8/22)
- SDS participated in the Family Orientation Fair (8/23)
- Assistive Technology Manager provided a training for Student Life staff on the new Ubi Duo Model, a device to accommodate deaf and hard of hearing students (7/27)
- Collaborated with the Writing Center to host 2 workshops for students with disabilities (8/30 & 10/6)
- 2 SDS staff members taught FYS; attended FYS trainings in August 2022
- SDS participated in the Fall Open House (10/15)
- SDS participated in the Transfer Resource Fair (10/18)
- Baruch hosted CCSD (CUNY Coalition of Students with Disabilities) BOD meeting

Professional Development: staff members participated in the following professional development offerings this period: Reasonable Accommodations in Applied Learning Programs; Study Abroad Accommodations Under the Law; Practical Application of the ahead Guidance on Disability: Documentation Practices, a Presentation and Panel Discussion; A Guiding Framework for Decision Making: A 3-Question Process for LD & ADHD Related Accommodation Decisions; Braille Literacy

SDS Assessment: SDS noticed on CF that many SDS students (n=178) were taking summer classes, and the office wanted to assess if SDS students taking summer classes had anything to do with their disability. SDS conducted a survey and 25 out of 178 students responded, and based on the responses received, data indicated that most students did not take summer classes because of their disability. 40% of respondents indicated it made no difference. 56% of respondents took summer classes to graduate in a certain timeframe, and 32% responded that the class taken was a prerequisite for another class.

CUNY LEADS (Linking Employment, Academics, and Disability Services): this 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. In FA22, there were 59 LEADS students. Five students graduated at the end of the term. Also, Baruch’s LEADS students participated in NDEAM events with employers such as The Federal Reserve Bank of NY and JPMorgan Chase & Co. LEADS students also attended monthly CUNY LEADS Online Learning Workshops that were offered throughout the semester.

Student Life

The Office of Student Life (OSL) comprised 15 full-time and one part-time staff member(s). The department was fully staffed for the first time since 2018. OSL hired sixteen student assistants to assist in the front desk operations and office support for the VC office and the Aaronson Student Center (ASC). OSL allowed student governments and clubs/organizations to return to in-person events and programming.

The office held the first in-person Leadership Weekend since 2019, taking 68 students to Mont Lawn Camp in Bushkill, PA. OSL extended the retreat to offer the Undergraduate Student Government (USG) an opportunity to host a leadership development retreat for their members. Based on the post-assessment, 100% of students who participated in the retreat felt that their relationship with their peers improved; 97.3% of respondents planned to get involved in club life, and 95.24% felt they could express themselves freely throughout the weekend. In addition, and for the first time, OSL, USG and the Office of the President hosted Homecoming activities in the main and auxiliary gyms. The event was successful with over 600 faculty, staff, and student attendees.

OSL by the Numbers

- 114 active student organizations
 - 96 undergraduate organizations
 - 14 graduate organizations
 - 4 media groups

- 17 programs across 2 Heritage Month celebrations
 - 7 Latinx Heritage Month programs
 - 10 LGBTQ History Month programs

- Visits
 - Office of Student Life – 1,425
 - Aaronson Student Center – 16,990

- Leadership Development
 - 8 TEAM Baruch information sessions
 - 261 TEAM Baruch interest attendance and/or applications
 - 28 TEAM Baruch acceptances

The Student Activity team registered 114 clubs and organizations and trained over 250 student leaders, showing a 15% increase in registered clubs from the FA21 semester. This increase was due to

organizations reactivating since the return of in-person activities stalled due to Covid-19.

OSL continued working with USG, GSA, and student clubs to navigate the transition to CUNYFirst. To increase club membership, clubs and organizations held 356 tabling events in the NVC 2nd floor lobby. The FA21 club fair had over 3,000 attendees, significantly more than any pre-pandemic attendance. Due to this overflow, many students could not get into the club fair, so OSL increased lobby tabling opportunities allowing students to familiarize themselves with the available club engagement opportunities.

During the FA22 semester, Leadership Development returned to the in-person Leadership Weekend experience, which included participation and workshops with the Vice President & Dean of Students, Art King and President of Baruch, David Wu in attendance. The TEAM Baruch application process remained online and included virtual information sessions.

OSL returned to in-person operations in the FA22 semester. The office returned to pre-pandemic hours of 9 am-8 pm to accommodate the in-person operations and evening programming. OSL student presence significantly increased from 305 student visits in FA21 to 1,425 visits in FA22. Clubs and organizations were allowed to return to their club offices and utilize the NVC third-floor club suites. However, the game room and some event spaces remained offline due to mold issues. OSL hopes to have all the damaged furniture and carpeting replaced in the SP23 semester, so the clubs have more event space.

Written by Damali Tolson, MA | Director, Student Life

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