



**Division of Student Affairs
Spring 2017 – General Faculty Report**

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

During this period, the inaugural *Very Inspirational Professional (VIP) Awards* were presented to three outstanding team members in the DSA for their significant contributions to the College community. To qualify for this recognition, nominees demonstrated commitment to the division's [Standards of Service: Academic Excellence, Inclusion, Integrity, Leadership, and Safety](#). At the division-wide Professional Development Day event, the *VIP Award for a Key Player* was presented to Elizabeth Ruggieri, Administrative Coordinator in the Counseling Center; the *VIP Award for an Emerging Leader* was given to Christina Diggs, Associate Director for Student Conduct; and the *Ronald Aaron VIP Award for a Distinguished Leader* (named in honor of Dr. Ronald Aaron, former Associate Dean of Students and Professor, who recently retired from full-time employment after serving the College for over 43 years) was granted to Dr. Ellen Stein, Deputy Director in the Starr Career Development Center.

Following are FA16 highlights of the out-of-class initiatives as presented by: Athletics & Recreation, Counseling Center, Early Learning Center, Starr Career Development Center, Office of the Dean of Students (The Carroll and Milton Petrie Student Emergency Grant Fund, Academic Integrity, Community Standards (Student Conduct), Campus Intervention Team (CIT), Health & Wellness, and Residence Life), Office of Disability Services, and Office of Student Life.

Athletics & Recreation

At the conclusion of a national search for a new director of Athletics & Recreation, Heather MacCulloch, former Athletics Director at SUNY Maritime, was appointed in August 2016 as Director for Athletics & Recreation. Ms. MacCulloch replaces Ray Rankis who recently retired. The new director was quickly and busily at work as the Bearcats fielded 5 varsity sports teams in their traditional season while 3 teams participated in their nontraditional season. This report reflects the 5 teams participating in their respective traditional season as reported to CUNYAC.

Also this period, Professor of Law, Marc Edelman was appointed Faculty Athletics Representative (FAR). As FAR, Professor Edelman will work closely with faculty and administration to enhance the student-athlete experience, support institutional control of intercollegiate athletics, promote academic integrity, and facilitate the integration of the athletics and academic components of the collegiate community. The FAR is appointed by the President of the College with advice and consultation provided by the Vice President for Student Affairs.

Sports Information —The women's tennis team won its second straight CUNYAC Championship, defeating Lehman 5-2. The team will compete in the NCAA Tournament during the weekend of May 11-14, 2017. In preparation for the NCAA, the team will play three spring matches. The team had three total players voted as All-Stars. The women's volleyball team finished as the CUNYAC Championship

Runner up. Stephanie Cornwell was voted the CUNYAC Volleyball Rookie of the Year, along with three other players voted as All-Stars: Marisa Bou, Alessandra Chavez and Akilah Meulens. Meulens was also named to the All-Sportsmanship Team.

The women's cross country team posted a 3rd place finish at the CUNYAC Finals and had four runners voted as All-Stars: Asimina Hamakiotes, Leslibeth Romero, and Cristina Andrade. Gabrielle Huezo was named to the All-Sportsmanship Team. The men's cross country team finished in 4th place at the CUNYAC Finals and had two runners voted as All-Stars: Alexander Wang and Brian Michalak. Pete Aragon was named to the All-Sportsmanship. The men's soccer team completed the fall season in 6th place and reached the CUNYAC Semifinals. Also during this period, the men's and women's teams in basketball and swimming each began their 2016-17 schedules. The men's tennis team also started its 2016-17 schedule and played one match at SUNY-Oneonta that also included the women's tennis team in a group trip. The sports of softball and baseball also competed in their one-allowed day of fall ball in preparation for their 2017 spring schedule.

Intramurals — For AY16-17, Baruch Athletics expanded the intramural program to include handball and chess tournaments, as well as a triathlon competition. Each competitor received Baruch branded intramural t-shirts, and the winners of their respective competitions were offered Baruch branded intramural hoodies and trophies. The winners are recognized on the BaruchAthletics.com website. Furthermore, Baruch Intramural is partnering with WMBM Radio Station to co-sponsor the first-ever Neon Dodgeball Tournament. Much of the intramural program for next period will focus on the expansion of the intramural brand, which will also include assessment figures via the IMLeagues Digital platform as well as in-house satisfaction surveys.

Academics — During Fall 2016, 71 student athletes participated in 5 sports. Of these, 35 were male and 36 were female; 58% of the fall student athletes were recognized as CUNYAC Scholar Athletes (with cumulative GPA of 3.2 or higher). Of the 71 fall student athletes, 14 have exhausted their eligibility of 4 years and applied for graduation. Twelve of these student athletes graduated within 4 years—some using intercessions—while two athletes graduated within 5 years. Of these 14 student athletes, 7 were transfer students who competed at Baruch College for 2-3 eligibility seasons. During fall registration, 100% of student athletes met with an academic advisor for course registration.

The Student Athlete Advisory Committee (SAAC) — This committee, made up of 3 or more team leaders from each of the 13 varsity sports teams, worked together on numerous community relations projects. To kick off the fall activities, SAAC volunteered at the Special Olympics softball tournament held at Randall's Island in September. SAAC and some of their teammates participated in the Breast Cancer Walk in Central Park in October. The committee raised \$900 for the American Cancer Society. Prior to fall finals, SAAC sponsored a 3-on-3 basketball tournament with 10 teams participating. They raised \$200 from the event which was donated to the Special Olympics Polar Plunge. Three student athletes participated in the freezing cold plunge in January on Staten Island.

Starr Career Development Center

Employer Relations and On-Campus Recruiting (OCR) Activities — Prior to the start of the fall semester, Starr staff conducted training for new staff, career counseling interns, and student staff. By September, the Starr Career Development Center (SCDC) was immediately bustling with programs, workshops, and student appointments in preparation for the busy fall on-campus recruiting (OCR) season when employers post jobs, visit the campus to provide information sessions and set up interviewing schedules

for full-time and internship positions. Starr's Annual Senior Start-Up attracted over 200 students and helped to launch their preparation for OCR. The program featured a representative from Moody's, who presented on how to prepare for the job search process and another presentation on guidelines for participating in OCR. Since the CPA Fair and Fall Career Day fell early in September, 237 students showed up for 3 Career Fair preparation workshops two of which were facilitated by corporate speakers (one from Target and the other from PwC) and two were facilitated by Peers for Careers.

In the month of September alone, SCDC staff conducted over 620 resume reviews to prepare students for the Fairs and OCR season. The CPA Fair was a great success with 494 students and 36 accounting firms in attendance, including the Big Four and most of the large and mid-size CPA firms in New York. Seventy-five companies registered for the fall 2016 Career Fair and over 1,109 students attended. The Diversity Pipeline Panel and Networking Event, co-sponsored by Starr, SEEK, UMLA, ALPFA, NABA, Success Network, Student Life, and several diverse student groups, showcased eight organizations and drew 254 student attendees. Feedback from student attendees and Diversity Program Managers was overwhelmingly positive and included comments such as:

This program gave me the confidence to feel comfortable within my own skin. – Upperclassmen/Fellow

This program let me talk to representatives one-on-one before I submit my application and I got to learn more about what they look for in the application to increase my chances. – Baruch Student

I am always very impressed with the level of attendance, engagement and quality of talent that I see from students. Your school is a very important recruiting partner for my program and Baruch fellows are very successful in the program. – Diversity Program Manager

It's empowering to give back since I've been able to take advantage of these programs and now we can help others too. – NABA President/Fellow

Additionally, 55 unique companies posted 179 jobs and conducted 1,021 on-campus interviews. There were 33 employer information sessions with 1,299 students in attendance to learn about employment opportunities. From July through December, 5,365 jobs and internships were posted into the Starr Search database, the department's online career services management system. Starr added 1,191 new employers to the system. There were a total of 9,324 discrete students using Starr Search who, together, logged in 201,723 times. The department began collecting career outcomes for the class of 2015/16 just before the May 2016 graduation and continued this activity through to December 31, 2016. The data is currently being assessed and results are forthcoming.

Career Counseling and Vocational Assessment — 1,834 students visited Starr to meet with a career counselor about choosing a major, obtaining an internship, getting advice about graduate or law school, or to ask about other career-related issues. In addition, there were 1,679 resume reviews (nearly twice as many as last fall) and 83 recorded mock interviews. A total of 389 users logged in over 862 times to Focus 2, an online vocational assessment program that gives students immediate access to research their results. Career counselors provided Focus 2 assessment interpretations for 44 students. Another 29 students took either the Strong Interest Inventory (SII) or the Myers Briggs Type Inventory (MBTI). Students also completed 56 self-report assessments on their accomplishments, skills and/or values. Further, 1,001 students requested brief consultations about resumes, job searches, or recruiting questions during walk-in hours from 3-5PM on Tuesdays, Wednesdays, and Thursdays. The SCDC trained

and supervised 3 graduate interns to provide career counseling to Baruch students. They were drawn from Hunter College, New York University, and Fordham University.

CUNY EDGE Program — This program, formerly known as COPE, underwent several changes. CUNY EDGE is a collaboration between The City University of New York and the City of New York Human Resources Administration (HRA). It provides information and support services to CUNY students receiving public assistance. The program widened its scope to become more career and academically focused. The CUNY EDGE began providing financial incentives to encourage students academically. In addition, a new four-part seminar series was launched for EDGE participants. A total of 63 students qualified for EDGE. Two EDGE Counselors met with them 223 times for career guidance and support, which is nearly double from last semester. EDGE students submitted a total of 576 applications for On Campus Recruiting (OCR) and Non OCR positions. Sixteen EDGE students received Internships through HRA Work Study.

Special Programs — Starr recruited students into its 5 special programs that provide intense job search preparation and career development. These special pre-professional programs include Peers for Careers, the Financial Leadership Program (FLP), the Max Berger Pre-law Program, and the Rising Starr Sophomore Program, which contains a second track exclusively for accounting students called the Passport to Partnership. The intense training students receive in these programs contributes to making them competitive candidates for employment or acceptance into graduate or law school.

Peers for Careers — Sixteen peer career advisors were available to work in Starr during the fall and they provided 562 resume reviews, made presentations at 20 events including Parent Orientation, College for a Day, and Majors and Minors Fair, as well as facilitated two workshops on resume writing and career fair strategies. The Peers also co-sponsored and assisted with eight Starr events including Career Days, Resume Rushes, Dining Etiquette, and the Annual Diversity Pipeline program among others. For the first time, they sponsored a Peers for Careers EY Alumni event, featuring a former Peer alumna and recruiter from EY. Further, the Peers contributed 12 submissions for the SCDC page in the Ticker, and are currently spearheading the annual Suit Up for Success event, expanding their efforts by not only partnering with SEEK, Honors and five student clubs and organizations, but for the first time ever, they partnered with the Office of Alumni Relations. This new partnership will enable alumni in the five boroughs of NYC to donate gently used business attire for this charitable event/fundraiser.

Financial Leadership Program (FLP) — The 2016/17 FLP cohort of 22 students participated in a variety of workshops, campus events, and company field visits this period. There were at least 15 guest presentations on diverse topics such as Corporate Valuation and Financial Modeling by Training The Street; Finance 101 and 201 to cover all of the products lines included in Finance. There were also presentations by executives on Macroeconomics, Investment Banking, Equity Research, Fixed Income, Real Estate and Asset Management, Professional LinkedIn Site, Wall Street Career in a Turbulent World, NYSSA, Sales and Trading, and Product Lines within Investment Banking. FLP participants also conducted research for an S&P 500 Equity Research Report followed by a PowerPoint pitch presentation to a jury of Wall Street executives. The FLP made site visits to JP Morgan, Bank of Montreal and Royal Bank of Canada, and was proud to welcome TD Bank who came on campus to visit FLP for the first time. By the end of the fall term, of the 22 FLP participants, 18 students obtained front office summer internships with several top companies including Bank of America, BMO Capital Markets, Credit Suisse, Goldman Sachs, JP Morgan, Mizuho, Morgan Stanley, TD Bank, and Royal Bank of Canada.

The Rising Starr Sophomore Program (RSSP) is a pre-professional preparation program mainly focused

on sophomore students. Passport to Partnership (P2P) is a second track in RSSP and is focused on soft skill preparation for accounting majors. There are 27 students in these programs and they are mentored by EOC mentors or advanced accounting students. The program included student presentations on research from Focus 2, corporate sponsored resume preparation intensives, personal pitch presentations, a speech competition, Excel training conducted by former FLP students, case studies preparation with the Writing Center, and case competitions judged by representatives from Target and UHY. Passport to Partnership also featured a UHY company visit and an information session with accounting faculty on the Integrated Accounting Program.

Moreover, the Max Berger Pre-law adviser met with the Pre-law Society and assisted them in planning eight student events. Three students, who completed unpaid legal internships in the summer and one in the fall, received stipends in the amount of \$2,500 each. These included internships with the following offices: NYS Attorney General, King's County District Attorney, and Queen's County District Attorney, and US Department of Labor. A record 24 students applied and were accepted to the 2017 Winter Pre-law Institute held Jan. 3-6, 2017 and included LSAT Prep courses, a tour of the NYC Bar, Fordham Law School, a law school fair and panel presentation by current law students, as well as recent graduates, and a full-day diagnostic LSAT exam sponsored by Kaplan. Attorney mentors were provided to 14 Pre-law Fellows. Private law school visits were made to Yale Law School, New York University Law School, Columbia Law School, Cardozo Law School, and CUNY Law School, while the Max Berger Pre-Law Adviser launched the LSAT Reimbursement Program to incentivize students to take LSAT prep courses to improve their scores.

Marketing, Communication, and Social Media — The SCDC updated all office handouts, publications and presentations to reflect its new logo. SCDC staff produced a newly updated Resume and Cover Letter Guide that is now accessible on the department's website. SCDC also increased its subscription rate on Facebook from 1,040 to 1,353 followers and its Twitter following by 100 to 1,822, including a 10% jump in engagement with employers. The office also launched the second annual #BaruchAtWork Photo Contest with 15 submissions. The SCDC continues to provide the Starr Weekly to a 20K readership of faculty, staff, and students. This is the Center's online newsletter which includes information about current events, job opportunities, scholarships, and much more. Starr has also launched a new SCDC Snapchat account and is developing new content for the spring. SCDC staff along with the Peers for Careers published 12 weeks' worth of career-related content for the Ticker Weekly Newspaper.

Alumni — The Professional Volunteer Program consists of professional alumni who volunteer to provide brief consultations with Baruch students. In the fall, a total of eight professionals provided 211 consultations with undergraduates over a 13-week period. This represents a 50.7% increase over last period. Starr hosted three Alumni Career Seminars in the fall with 21 alumni in attendance. These included: Brand YOU: Developing Your Personal Brand; Effective Networking and Job Search Strategies; Strategies to Ace your Interview; and Land Your Next Job.

Professional Development — The in-house Starr Professional Development Committee provided training sessions for team members on topics such as: Vocational Assessment, Overview of VAULT and Its New Features, Counseling Muslim Students, etc. In addition, two SCDC employees, who serve on the division's Professional Development Council, collaborated to co-sponsor monthly professional development events to include: Working with Students in Emotional Distress and two sessions of Mental Health First Aid USA Training. Moreover, the Campus Career Consortium, made up of staff from Starr, the Graduate Career Management Center, the Weissman Graduate Career Center, the Marx School of

Public and International Affairs Graduate Career Services Center, the Alumni Relations Office, EOC, and the Weissman Center for International Business, hosted Frank Siano, Associate Director of University Sales at VAULT.com, who presented on Effective Job Search Strategies in Today's Global Job Market.

Personnel – During this period, a number of personnel changes took place as well. Dr. Patricia Imbimbo, who ably served for over two decades as director of Starr, was appointed Associate Dean of Students in the Office of the Dean of Students. For continuity of service to students and a seamless transition in Starr, Vice President Art King appointed Dr. Ellen Stein as Acting Director and Ingrid Tineo as the Acting Deputy Director. The appointment of a full-time, permanent director for Starr is forthcoming.

Counseling Center

The Counseling Center provided 3,745 hours of overall service this period. Direct counseling services accounted for 74% of total Counseling Center service time or 2,770 hours; an increase of 13% or 322 hours from fall 2015. Counselors conducted 370 triages (81% of triaged students became psychotherapy clients), provided 2,214 hours of individual psychotherapy and consultations appointments for 351 clients (an average of 6.3 sessions per client), assisted 32 students in crisis (including 2 resulting in hospitalization), performed 70 hours of psychiatric services for 61 clients and 37 hours of testing batteries were administered to 8 clients. Data reflect increases of 4%, 5%, 100%, 30% and 10% respectively from fall 2015.

Of the 370 triages (initial session) performed in the fall, 7% of the student clients identified as African American/Black, 15% identified as Anglo American/Caucasian, 27% identified as Asian American/Pacific Islander, 14% identified as Hispanic American/Latino, 2% identified as Multiracial, and 35% opted to not respond. Of these, 67% were females and 29% were males; 4% opted to not respond. The class year of the triage clientele is as follows: 11% freshman, 18% sophomore, 28% junior, 36% senior, 6% masters and .5% identified as doctoral students. Of these, 77% reported being full-time students, while 22% were part-time students. One percent opted not to respond.

The increase of hours dedicated to direct counseling services can be attributed, in large part, to our newly established partnership with Mental Health Service Corps (MHSC). The MHSC program is a key initiative of Thrive NYC, a New York City based plan to improve accessibility to mental health services in the city's five boroughs. The partnership has yielded the site placement of three full-time, fully-funded mental health counselors whose focus is on increasing the visibility and awareness of mental health resources on and off campus. The MHSC counselors consist of Alexander Levine, a licensed psychologist, and Jnee Hill and Trista Chiu are licensed master social workers. Their presence has resulted in the increase of triage and psychotherapy hours made available to students, as well as contributed to a decrease in wait time for case assignments.

The noteworthy increase in crisis care from 16 students in fall 2015 to 32 students in fall 2016 is partly the result of the recent Presidential election. The day after the election, 32 appointment requests were submitted online of which 22 were scheduled and 4 opted for walk-in services. Consultation was provided over the phone for an additional 3 students. While not all students who requested appointments after the event were considered for crisis intervention, there were instances where a number of students, particularly those in the DACA program, LGBTQ community, as well as students of color and/or Muslim faith, felt particularly vulnerable and required more than the usual psychotherapeutic care.

Enhancing the outreach program has been a long-term goal for the Counseling Center. The department continuously seek out opportunities to collaborate across campus. The fall 2016 presentations allowed the center to reach audiences that included students in the Honor's program, international students, and Contemporary American Business Practices Program students. This period, 420 student participants attended. The center also participated in a community crisis *Safe Space* program in response to the Orlando Night Club shooting tragedy. Students were able to stop in, speak to a counselor, share their feelings about the turn of events, and sign a banner in support of the victims. Rather than reacting to an event, the Center wants to focus on providing more preventative care. Hence, the development of the *Community Outreach Psychological Education Series*, a suite of workshops and presentations on a variety of topics such as *Mind-Body Wellness*, *Safe-Zone Ally Training*, and *Coping with Depression*. The series of presentations are designed with these goals in mind:

- Provide specific psychoeducational information, training, and resources directly to campus community members
- Increase the visibility and awareness of mental health resources on campus
- Normalize and destigmatize mental health services
- Develop programming that can be presented regularly
- Connect services to targeted campus entities with students at higher risk for mental health problems and staff who frequently work with students in need of support

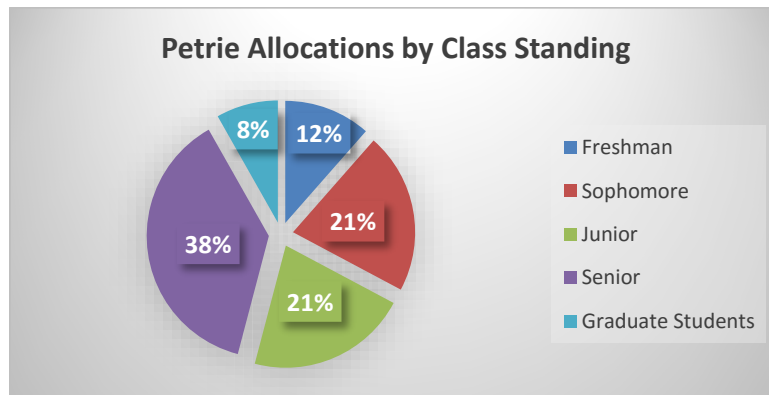
The overarching plan is to streamline the presentation process by developing a diverse library of workshops that focuses on the routine scheduling of mental health promotion programming. The student population will benefit from the series if mental health providers successfully raise awareness of mental health issues as well as normalize and promote help-seeking behaviors.

Office of the Dean of Students

The Office of the Dean of Students oversees the following programs: The Carroll and Milton Petrie Student Emergency Grant Fund, Academic Integrity, Community Standards, CIT, Health & Wellness, and Residence Life. On October 11, the office welcomed a new team member – Brandy Peer became the Associate Director for Community Standards. She previously worked at Hostos Community College in a similar capacity.

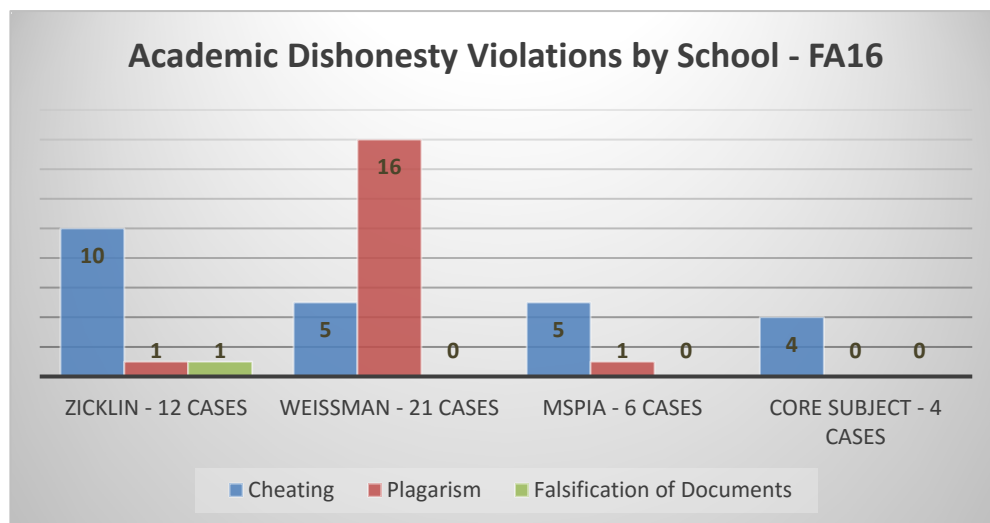
The Carroll and Milton Petrie Student Emergency Grant Fund

This initiative is created to provide quick response emergency financial assistance to students in good academic standing, who experience short-term financial emergencies. The grant enables students to remain in school, rather than be forced to take a leave of absence or drop out. This period, 93 Petrie applications were submitted by 91 students, resulting in 61 grants being awarded totaling \$62,340. The 61 diverse group of award recipients (40 females, 21 males) included those who identified as student veterans, student-parents, transfer students, undocumented students, and first-generation students; their needs included housing and living expenses (utilities bills), books and school related expenses, food, medical bills, transportation expenses, and childcare. The Petrie grant does not cover college tuition. From interviews conducted with award applicants this period, food insecurity emerged as a growing concern on campus. A significant number of student applicants cited this as an urgent need, and were awarded food vouchers to local area restaurants and cafes. As such, \$4,000 were purchased on food vouchers. Of that amount, \$1,685 worth was allocated to 16 student recipients, an average of \$105 per student. Below is a breakdown of award allocations based on recipients' class standings.



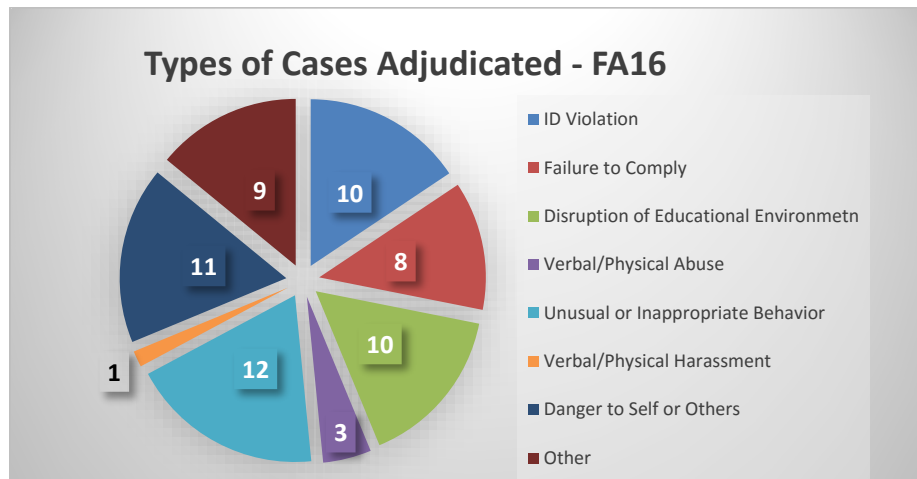
Academic Integrity

There were 43 reported cases of academic dishonesty this period; for the same period last year, 65 cases were reported. Of the 43 reported cases, two investigated for Cheating were withdrawn as students were found not responsible. Of the 41 cases adjudicated, 20 were for Cheating; 22 were for Plagiarism; and one was for Falsification of Documents. Students from Weissman recorded the highest number of academic dishonesty violations (21). Of those 21 cases, 16 were for Plagiarism. The following diagram illustrates the number and types of academic dishonesty violations per school:



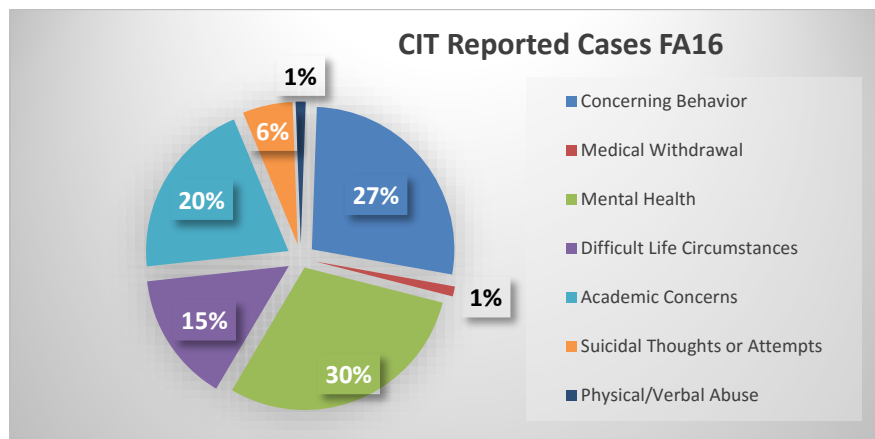
Community Standards

This office is charged with providing a fair and educationally based system for administering the University's Student Conduct system. The process includes responding to alleged violations of the Baruch Code of Conduct as outlined in the CUNY Bylaws, Article XV. These violations can range from ID violations to verbal/physical abuse. Some of these violations are reported under the umbrella of the CIT, the support system in place to provide assistance to students whose behavior is perceived to be harmful to the student or others. This term, there were 64 reports of alleged violations, as outlined in the following diagram. A small number of cases fell under "Other" (unusual absence for medical or mental health reasons). Outside of ID violations, many of these categories are combined with another. The captioned reported violations do not include low level incidents that occurred on the residence hall – minor infractions such as noise and guest policy violations.



Sanctions — These are usually determined by the level of the violation or severity of the incident and the history of the respondent (whether this is his/her first incident or not). Sanctions can range from written warning to suspension. For this period, there were two students suspended for either a Title IX or fighting violations. Also during this period, there were 9 *No Contact Agreements* issued to students for matters related to conflict; three students were placed on probation. This is a decrease from the previous semester due to a shift in the review process for incidents. More students are presented with educational sanctions for low level incidents. This approach is in keeping with the student development model of providing guidance and life skills education to increase students' self-awareness and accountability with the aim to shape them into responsible adults at Baruch College and beyond.

Campus Intervention Team — Per the diagram below, some of the reported cases were initially recorded as student conduct issues but should have been coded under CIT investigations. For instance, *Unusual or Inappropriate Behavior* and *Danger to Self or Others* mentioned above are categories that require further investigation to determine the appropriate action. During CIT investigations, students are interviewed regarding the expressed concerns and (at most times) connected to resources on and off campus. For FA16, there were 76 students of concern cases reported. Below is a breakdown:



Health & Wellness

In September 2016, after undergoing a national search, Joy Allison was hired as Associate Director for

Health & Wellness. Ms. Allison, who previously served for 4 years in a similar capacity at Morgan State University, has been hard at work enhancing the department's commitment to providing programs and services focused on promoting and influencing the health and wellbeing of students. This is achieved through program offerings, presentations, workshops, co-sponsorships with active student clubs, and partnerships with a health care navigator and health insurance provider, as well as with the Baruch College Student Health Center.

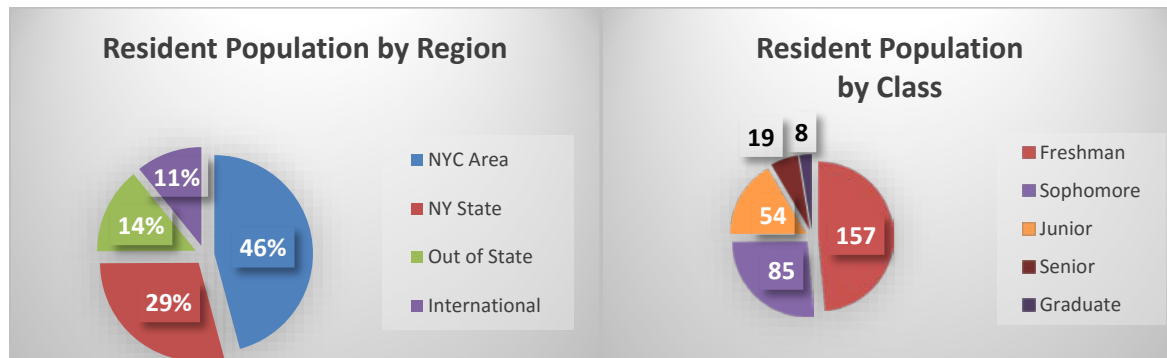
There were 26 programs, presentations, and workshops executed this period. These offerings ranged from weekly yoga, health and wellness education presentations in freshmen seminar classes, meditation techniques (to help navigate the stresses of visiting family and friends during various holidays), the CUNY Blood Drive, to finals relaxation (which provided a spa day and oxygen bar). Workshops this period included topics on nutrition: eating healthy while on a budget, stress management, mental health training and awareness, and aromatherapy. Several of these events were co-sponsored by Peers Advocating for Wellness Services (P.A.W.S.) – a peer mentor health group program that works to develop health and wellness initiatives on campus.

The health care navigator visited weekly for 90 minutes. Students received the opportunity to learn about their health insurance options and receive assistance with the insurance enrollment process. The health care navigator is provided through Health Insurance Provider- Metro Plus Health. Planned visits were made for 8 hours weekly. Students received the opportunity to learn of health insurance options provided in the New York City boroughs of Bronx, Brooklyn, Manhattan, and Queens. 58 students enrolled during this period compared to 52 student enrollees for spring 2016.

Furthermore, the Baruch College Health Center provided a range of free and highly subsidized services to enrolled students during this period. These services were administered by Mount Sinai Beth Israel Medical Center and Continuum Health Partners Inc. via an annual renewable contract with the Baruch College Association and paid for by student activity fees. A total of 1,684 students visited the Student Health Center this period – an increase of 108 or 6.85% visits over last period. Of these visits, 568 were seen for focused exams (including, but are not limited to, knee pain and lab results); 469 visits were information based, these visits are categorized as non-clinician; 171 visits were for physical examinations; 148 visits were for phlebotomy; 118 of the visits were women health focused; 69 visits were triage; 67 visits were for immunizations; while 41 visits were for examinations of sexually transmitted illnesses. Additionally, 107 students were referred for specialty off-site care and 406 students received laboratory tests provided at a reduced rate for students.

Residence Life

The Residence Life program kicked off the fall 2016 semester with seven Resident Assistants (RAs). The RAs participated in a week of RA training provided by the Baruch Residence Life Coordinator and also took part in a one-day CUNY RA training. These trainings focused on crisis management, Title IX, student engagement, and program planning and execution. The semester opened with 323 students residents (157 freshmen, 85 sophomores, 54 juniors, 19 seniors, and 8 graduate students). The residents were from a variety of areas: 11% international, 14% out of state, 29% NY State, and 46% NYC area. Each RA oversees a floor comprising an average of 49 residents.



Residence Life welcomed residents to their new living space with a “bag of swag” including grocery tote bags for shopping, water bottles for use during a gym workout, calendars and notepads to increase planning and communication between suitemates and laundry bags for the task of laundry. During the 1st week, Residence Life implemented 8 programs intentionally focused on community engagement, including the *Welcome Back Bash* in collaboration with Educational Housing Services (EHS).

The Residence Life staff, mainly RA-led programs, facilitated over 48 programs, a slight increase of 6 programs over the previous semester. The majority, over 70%, were educational programs. There was a total of 729 residents who attended hall programs throughout the semester. For the similar period last year, 293 residents attended programs. Departmental programming, planned and executed by the entire staff, are normally the highest attended events. This semester included such programs as *What Not to Wear*, where the RAs modeled casual, business casual and business attire and the appropriate occasions for each. The next was *Omniphobia Haunted House*, where students learned about different phobias. The entire multi-purpose room was turned into a haunted house and RAs along with volunteers played different characters to give residents a “good” scare. *International Night* was a collaboration with the Office of Global Strategies. Four select residents presented about their country, culture, and food. The last departmental program that was held was *Summer in December*. Residents were able to attend the beach-themed program with games and food, as well as learn about seasonal affective disorder.

Throughout the semester, the Residence Life staff provided tours of the residence hall for Admissions and Enrollment Management events including Open House and Information Sessions. Residence Life staff gave tours to over 100 potential students and their families.

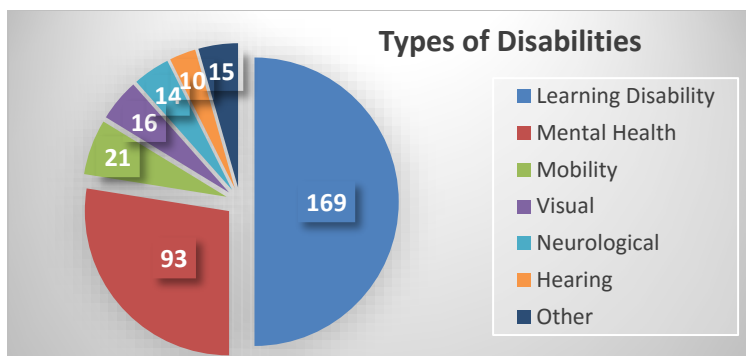
Office of Disability Services

A new Director was hired in October 2016. Patricia Fleming became the Director of Disability Services replacing Barbara Sirois. A licensed mental health counselor, Ms. Fleming worked in a similar capacity for 8 years at Bronx Community College. With this new appointment came a number of important changes in the department. In partnership with BCTC, an electronic record keeping system, Titanium, replaced the department’s outdated filing system. A reception area was created to better serve students, and new signage was installed to locate and promote the office. These changes allowed for more intentional and enhanced service delivery to students, faculty, and staff. The office instituted new procedures for procuring textbooks in alternative format and introduced an Exam Proctoring Request form for students. There were also updates to the website, office brochure, and intake forms. The department continued to enhance its outreach services and partnerships with various College stakeholders.

Also housed in the Office of Disability Services is the CUNY LEADS program, which serves students with disabilities where they most need assistance: internships, mentoring programs, resume writing and interview Skills. There are 58 students registered with LEADS. Of those, 11 students were placed in paid jobs or internships with major corporations (NY Life Insurance, UPS Corporate, and Northwestern Mutual). Three students graduated this period. 15 new students were added to the LEADS counselor's caseload. Of these, 12 were males and 3 were females.

Assistive Technology (AT) — During this period, 54 assistive technology items were loaned to students. Twenty-seven trainings were conducted in the use of LiveScribe Pens (recorders), Kurzweil (reader), and Dragon (speech to text). Baruch acts as an AT resource to other CUNY Colleges, where staff members trouble shoot and research areas of access for CUNY. Moreover, the department is consulted on the purchase, setup, and use of assistive technology, and its personnel serve as members of the Web Review & Audit Working Group, which monitors accessibility and makes recommendations for CUNY.

There were 340 exams proctored from September to November 2016, while 285 final exams were proctored in December 2016. Exam proctoring is an important service this office offers to students and faculty. Last year there was a 25% increase in this number of exams proctored (from 486 to 689), and this year's number has remained consistent with last year's increase (625).



The Office of Disability Services had 56 new intakes for a total of 338 students registered for services. Twelve students were matched with classroom note takers, while 37 textbooks were provided in alternative format, and sign language interpreters served two full time students who are deaf.

Early Learning Center

The ELC began the fall semester with 22 children and prospects for an increase in the following semester. ELC is designed to accommodate 36 children between the ages of 2.5 to 5 years old. During this period, two student-parents canceled their children's registration with ELC. One student-parent cited the trip from home to the ELC as too long for a 2.5 year old child; the other student-family registered with a universal pre-k program. As a result, the ELC was left with 20 children enrolled.

During this term, there was discussion about opening up admissions of the ELC to a limited number of children of staff and faculty of the College. As such, a needs assessment survey was devised and distributed to staff members to determine their interest in this service. The feedback received was encouraging. An estimated 175 staff and faculty members expressed interest in sending their children to the care of ELC. As a reminder, the ELC was primarily established to serve Baruch College student-parents. A limited number of children of faculty and staff may be able to enroll at the ELC pending

approval from CUNY. Also during this period, there was discussion regarding a fee increase. The fees at the ELC have remained unchanged for over 15 years. A proposed fee increase would keep families eligible for the federal block grant, but the sliding scale based on income would increase, pending approval by the childcare board.

The ELC continued the weekly scheduling of its specialty teachers in music and woodworking, as well as sessions with the family counselor twice a month. Alley Pond Environmental Center and The NYU School of Dentistry came in to work with the children. ELC finished out the semester with The Shadow Box Theatre's production of *How the Turtle Got its Shell*. Earlier, the annual Fall Ice Cream Social took place to the joy of those who attended. This family event allows attendees to have a special ice cream treat with their children in the classroom setting, while offering student-parents the opportunity to network with each other. For this event, 8 student-parents and an additional two family members attended. These parents expressed their appreciation for the opportunity to spend time with their children at school. This type of opportunity allows student-parents, who are otherwise running off to class, to spend some quality time with their children in school.

Additionally, a search committee was formed to appoint a replacement for Melanie Hague, the Center Administrator/Lead Teacher, who will retire at the end of February 2017. Ms. Hague has provided 24 years of superb and invaluable service to student-parents, staff, and children in the ELC. Her influence enlightened by her compassionate care will be sorely missed.

Office of Student Life

At the completion of a national search in August 2016, Damali Smith was appointed to the full time role of Director of Student Life. She previously served the office as Associate Director and Acting Director respectively. In her new role, Ms. Smith oversees large scale programming: Commencement, Freshman Convocation, New Student Programs & Leadership Development, Undergraduate Student Government (USG), Graduate Student Assembly (GSA), Freshman and Transfer Seminars, and Student Activities.

During the fall 2016 semester, the Office of Student Life (OSL) had 3,951 office visits indicating an increase of 7.5% visits when compared to fall 2015. OSL registered 112 chartered clubs and organizations and actively worked with 33 new clubs interested in becoming chartered organizations. OSL advisors trained 311 student leaders through participation in the Baruch Officers Leadership Training (BOLT), a mandatory training program for all clubs and organizations designed to assist student leaders with fiscal oversight and club management. Overall, OSL supported 1,079 student and departmental events during this period.

OSL oversees the sub-unit referred to as New Student Programs. This unit planned and executed the First-year Convocation, Baruch Beginnings, which featured an inspirational and relatable keynote speech by the author of the freshman text, *Everything I Never Told You*, Celeste Ng. During Convocation 2017, OSL hosted 55 sections of Freshman Seminar (FRO) with an enrollment of 1,097 students (632 were males and 464 were females). As part of College's comprehensive Title IX education and training, all freshman students were required to complete the *Haven-Understanding Sexual Assault* course during Freshman Seminar. In addition, introduction of the *Developing Cultural Awareness* session resulted in 86.50% of students responding they had explored their individual identities and cultural development in the session and 92.08% stated that they understood the definition of intercultural competency. Overall, 89.59% strongly agreed or agreed that FRO helped them adjust to the College, and 96.13% strongly agreed or agreed that FRO helped them better understand the campus resources available to them.

Moreover, OSL had 92 students who attended its 34th Annual Leadership Weekend Training held at Dingmans Ferry, PA. One hundred percent of attendees indicated they could describe the qualities that make them a leader, an increase from 85.56% on the pre-assessment. From participation in the workshops and activities, 98.55% of students strongly agreed or agreed that they could identify their talents, a 20% increase from the pre-assessment. According to one student, “If I could define it in one word it would be TRANSFORMATIONAL. It has been very instrumental in making me feel a part of the larger Baruch community.” Another participant stated, “This weekend pushed me out of my comfort zone and helped me to identify my strengths as a leader.” That sentiment was further echoed by another participant who wrote, “The best school experience in my life – every single person I met was genuine and nice and made me appreciate this school so much.”

In its efforts to support incoming freshmen, OSL developed the *TransferTuesday Workshop Series* to assist transfer students in their transition to the College. *TransferTuesdays* consisted of a series of 5 workshops focused on collaboration with other campus partners (such as Starr and Health & Wellness) to give said students immediate access to resources. 169 transfer students participated in one or more workshops and students who attended 3 or more workshops were eligible for priority advisement. Of the students who took advantage of this opportunity, 92% agreed that participating in one or multiple workshops aided in their transition to Baruch College.

OSL continued to provide robust campus-wide programming by presenting Homecoming to increase campus involvement and participation. Over 1,600 students participated in activities that included games featuring student organizations and athletic teams during club hours, a movie on the Plaza, a fall festival during the evening, and a Baruch volleyball game. OSL also actively worked with the USG on voter registration and partnered to hold a CUNY-wide voter registration event on the Plaza. The department also collaborated with USG President Daniel Dornbaum '17 and College President Mitchell Wallerstein to establish a monthly radio show, *Parkbench Philosophers*, where the two presidents discuss issues pertinent to the Baruch community and the world at-large.

An *Adventure Day* hiking and apple-picking trip was planned this period as well as civic engagement initiatives, including multiple “safe-space” events surrounding the U.S. Presidential elections and its impact on the Baruch community. Thirty-two students attended Adventure Day with 94% of those who attended agreed or strongly agreed that they developed relationships with their peers and that they were more confident in their skills and abilities having participated in the program. Students reported gaining the benefits of meeting peers, enjoying and experiencing nature, and 4 students indicated that a hike was a first-time experience for them. Additionally, robust and diverse programming was executed to celebrate Baruch’s rich multicultural heritage: Latino Heritage Month celebrated in September and LGBT History Month in October. OSL hosted a leadership trip during LGBT History Month that included taking students on a visit to the Gay Liberation Monument, snack stop at the Big Gay Ice Cream shop, and a guided tour of the Leslie-Lohman Museum of Gay and Lesbian Art. Student participation for heritage month activities varied with the trips outside of the tristate area having the greatest response.

Submitted by Art King
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