



**Division of Student Affairs
General Faculty Report
Fall 2016**

The Division of Student Affairs (DSA) exists to complement and support the academic mission of Baruch College. In so doing, the division creates innovative and engaging initiatives to supplement classroom learning, connect students to real world experiences, and promote their interpersonal, social, cultural, and emotional growth. DSA's talented, student-centered practitioners, professional, and para-professional team members are committed to student advocacy, success, and building of respectful and inclusive communities, promoting responsible citizenship, and advancing the holistic development of students. Departments and programs housed in the DSA are: Athletics & Recreation; Counseling Center; Starr Career Development Center; Office of the Dean of Students (Community Standards, Academic Integrity, Residence Life, Veterans Affairs, and Health & Wellness, including Student Health Center); Early Learning Center; Services for Students with Disabilities; and Student Life (Student Government, Greek Life, and New Student Programs). Following are highlights of program and service opportunities provided this period – designed to enhance the student college experience:

Athletics & Recreation

The Baruch College Athletics program continues to be one of the most successful among the nine senior colleges competing in the City of New York Athletic Conference (CUNYAC). During the Spring 2016 semester, the Bearcats fielded 8 varsity sport teams and one team participating in their nontraditional season. The men's basketball team placed second in the CUNYAC Championship with one player being named to the All Star team. The men's volleyball team finished their regular season as CUNYAC Champions but fell short in the playoffs to take second place in the CUNYAC Tournament. Three players were named to the CUNYAC All Star Team. The women's basketball team had 3 players named to the All Star Team. The men's and women's swimming and diving teams placed second in the regular season standings. The women competitors finished the CUNYAC finals in second place and the men finished second as well. The women's swim team placed 6 swimmers on the CUNYAC All Star team while the men's swim team named 4 swimmers All Stars. The women's swim team also had a team member participate in the Paralympics in Annapolis, MD. The men's team also had a swimmer named Sportsmanship Player of the Year. The baseball team finished in second place in the regular season standings and also placed second in the CUNYAC Championship. Four CUNYAC All Stars were named from this team. The softball team had four players named to the CUNYAC All Star team.

Also this period, 136 student athletes participated in 9 sports. Eighty-six were male and 50 were females; 39% of the spring student athletes were recognized as CUNYAC Scholar Athletes (with cumulative GPA of 3.2 or higher). Of the 136 athletes competing in the spring, 22 have exhausted their eligibility of four years and applied for graduation. Eighteen of these student athletes graduated within 4 years—some using intercessions—while 4 graduated within 5 years. Of these 22 student athletes, four were transfer students but did compete at Baruch for 2-3

eligible seasons. During Spring 2016 registration, 99% of student athletes had met with an academic advisor for registration with only one scheduled athlete not meeting with an academic advisor for personal reasons. Outside of varsity sports, Athletics & Recreation has provided numerous intramural offerings with a focus not only on competitive sports, but also on fun and competitive activities that included basketball league, wiffleball homerun derby, dodgeball, and a 3-pt basketball contest. CUNYAC also held the CUNY Volleyball Intramural Championships at Baruch prior to the CUNYAC Men's Volleyball Championship game. Many future leagues and tournaments are being planned for the 2016-17 school year. Additionally, the Student Athlete Advisory Committee (SAAC), which is made up of 3 or more team leaders from each of the 13 varsity sport teams, has worked together on numerous community relations projects. The committee sent letters to troops in a "February Feels 4 Troops" campaign through the Red Cross. Many student athletes participated in the CUNYAC Gateway to Gold Day for Paralympic Sports. The President of Baruch College's SAAC, who is also the CUNYAC SAAC president, will participate in the Goodwill tour that will travel to Cuba during summer 2016.

Also this period, the department conducted a search for a new Director of Athletics & Recreation. This national search is expected to conclude at the end of the spring semester with the hope of having the new director in place by the start of Fall 2016. Further, the Baruch College Athletics & Recreation department was involved in a NCAA Infractions case. A release of the NCAA decision had not been made public at the close of this period.

Starr Career Development Center

Employer Relations and On-Campus Recruiting Activities: The Spring 2016 semester began with several high profile signature programs culminating in our Spring 2016 Undergraduate Job and Internship Fair. Specifically, Starr kicked off the semester with two Career Fair Success Strategies Workshops with over 156 students attending and two Resume Rush Days with over 230 students coming in to polish their resumes for the unit's main event, the Spring 2016 Undergraduate Job and Internship Fair. This fair drew over 83 companies and 955 students. The Starr Career Development Center (SCDC) also collaborated with CUNY Central on the Big Apple Job Fair at Jacob Javits Center which featured 115 private and public sector organizations and drew hundreds of Baruch and CUNY students and alumni. In May, Starr sponsored the Spring Career Day with 35 companies and 300 students in attendance. The majority of these employers were looking for just-in-time hires.

During the spring On-Campus Recruiting season, 30 unique companies posted 60 positions and conducted 467 on-campus interviews. Starr hosted 19 company information sessions which drew over 300 students. The number of jobs posted continued to rise in the spring with over 5,700 jobs and internships posted online and over 1,115 new employers vetted and participating in the SCDC's online job posting system. The Center coordinated office visits at Macy's, JPMorgan and Bloomberg, where students received tours and learned about opportunities at the company. In addition, 22 companies participated in the following Career Weeks Industry Panels: Marketing and Advertising, Computer Information Systems/Entrepreneurship, Arts and Sciences, and Government/Non Profit Panels. These panels featured companies such as Huffington Post; Google; Time, Inc.; McCann World Group; ESPN; Macy's; BlackRock; The Met; MTA, and New York State Senate; among others and attracted 300 students in all.

Results of the 2014/2015 Post Graduate Outcomes were analyzed and published in spring 2016. Highlights include the fact that 62% of the graduating class completed the survey; 81% of graduates were either employed, attending graduate school or not seeking employment; over 850 companies hired Baruch students; and 92% of employers hired one student. The top 8 employers for undergraduates include: JP Morgan, Morgan Stanley, EY, Citi, Deloitte, Goldman Sachs, Credit Suisse, and BlackRock. Another noteworthy finding was the average starting salary for a Baruch undergraduate: \$48,717, a number that underscores Baruch's reputation for having an excellent return on investment. For more information on the Post Graduate Outcomes Data click [2014/2015 Post Graduate Outcomes](#).

Career Counseling, Vocational Assessment, and Career Programs: In the spring, 1,367 students came to Starr to meet with a counselor about choosing a major, securing an internship, getting advice about graduate or law school, or to ask about other career related concerns. This is a 24% increase from the fall semester. In addition, the Center provided 1647 Resume Reviews and 115 mock interviews, representing a 47% increase in resume reviews and a 24% increase in mock interviews over the fall. A total of 380 students logged on 1,078 times onto FOCUS 2, an online vocational assessment program featuring direct links to related online career information. Another 53 took either the Strong Interest Inventory (SII) or the Myers-Briggs Type Inventory (MBTI). Another popular service among students is the walk-in brief consultations from 3-5pm Tuesdays through Thursdays, with 1,007 students utilizing this service.

Starr also offered many workshops, events and group career programs. Specifically, Starr hosted over 134 events which were attended by 1,245 students. Starr also ran the SYNC program, a four week/four module career development program for sophomores, in which 24 of the 25 students successfully met all program goals. In addition, Starr team members offered two series of multi-session job search training groups (10 sessions in all) aimed at seniors and recent graduates, called Job Search Boot Camp, with 10-15 participants attending each session.

Special Programs: Starr is home to several special programs: Peers for Careers, Rising Starr Sophomore Program (RSSP), Passport to Partnership (a special track within RSSP), The Financial Leadership Program, and The Max Berger Pre-Law Fellows Program. While each has its own mission, all provide in depth pre-professional training to a select group of student leaders. Peers for Careers is a leadership program, under the umbrella of T.E.A.M. Baruch, in which students successfully complete 10 weeks of training to prepare them to conduct resume reviews and business letter critiques, and make career-related presentations. This period, 11 peers offered 484 resume reviews, 43 mock interviews. Five peers successfully completed training to provide mock interviews and 15 T.E.A.M. Baruch students trained to become Peers in Fall 2016. Other Peer activities included facilitating Career Fair Success Strategies Workshops, Resume and Cover Letter Workshops, making presentations at College for A Day, and co-sponsoring an Alumni Mocktail Career Panel featuring past participants from Peers for Careers, Rising Starr Sophomore Program and Passport to Partnership. In addition, Peers spearheaded the multi-club and multi-organization initiative involving donations of business attire from faculty, staff, alumni and corporate partners known as Suit Up for Success. Not only did the event help provide students with an inexpensive work wardrobe, it also raised over \$777 for Relay for Life and won 2nd Place for Best Practices among CUNY four year Colleges from the Career Services

Association of CUNY. Peers also continued to write articles for the award winning, Starrlights Blog, and weekly tips for the Ticker.

The Rising Starr Sophomore Program (RSSP) is a pre-professional preparation program primarily for sophomores. Passport to Partnership (P2P) is a second track in RSSP focused on providing accounting sophomores and juniors with soft skills training. In total, 29 students participated in these programs and received mentoring from either an Executive on Campus, The Fairy Godmother or advanced accounting students in the Integrated Accounting Program. Participants attended seminars on topics ranging from fearless interviewing to networking and internship etiquette. They also participated in case competitions sponsored by Target and UHY, and writing group sessions sponsored by the Writing Center. These programs focused heavily on soft skill development in which students made personal pitch presentations, competed in a speech competition, and networked at the Special Programs Alumni Mocktail Panel.

The Financial Leadership Program (FLP) is a two semester training program to prepare students interested in finance for competitive careers in financial services. The 22 FLP participants participated in a variety of trainings, workshops, group projects and SCDC Special Programs Events. Specifically, they attended nine career sessions on topics such as Global Leveraged Finance, Institutional Investment Sales, and Asset Management, which featured corporate representatives, FLP alumni and finance professors. In addition, they completed a two-day intensive training conducted by Training the Street on Corporate Valuation and Excel Modeling. Students sharpened their soft skills through training on communications and PowerPoint and group projects on Asset Classes and Buy Side Products. As a result of the FLP training and networking, 100% of the cohort members received internships with the following firms: BlackRock, Credit Suisse, J.P. Morgan, Macquarie, Mizuho Bank, Morgan Stanley, Standard & Poors, New York Federal Reserve, Moody's, Scotia Bank, Standard Chartered Bank, Whitehall, Quant Global Capital Advisors LLP and Proskauer Rose LLP.

The Max Berger Pre-Law adviser met with the Pre-Law Society and assisted with the planning for seven student events. Fourteen students were selected to participate in The Max Berger Pre-Law Fellows program, which is geared towards assisting high potential Baruch College students interested in a legal career to successfully prepare for entrance into and study in competitive law schools. Another major initiative of the Max Berger Pre-Law Program is the Pre-Law Stipend for Unpaid Legal Internships, which awarded two students \$2,500 stipends to work at the New York State Attorney's Office and the King's County District Attorney's Office. The Max Berger Pre-Law Program also ran a four-day Summer Institute from May 31st to June 3rd, 2016 in which a record 26 students attended a tour of Yale Law School and met with the Director of Recruitment, watched oral arguments at the New York State Appellate Division 1st Department, and completed a full-day LSAT diagnostic exam administered by Blueprint. Students who finished all four days received a complete three volume set of PowerScore's LSAT Bibles and a chance to win a Kaplan Test Prep Course (valued at \$1,300), defraying the cost of law school application requirements. Lastly, a new Pre-Law Graduate Assistant was hired to assist with Pre-Law counseling, event planning and updating the pre-law program's Facebook page.

Marketing and Social Media: The Starr Career Development Center continues to use multiple channels such as flyers, video monitors, Ticker Weekly Newspaper, The Starr Weekly Online

Newsletter, and Social Media Channels (Facebook, LinkedIn, Twitter, Pinterest) to communicate with its many constituents. In spring of 2016, the Facebook subscription rate increased from 859 to 1,040 followers. The SCDC also saw an increase in its Twitter following from 1,615 in January to 1,722 in May- including a 13% increase in employer engagement. The Center launched a Winter Break Tips Campaign with 15 postings on Facebook and Twitter that ran throughout the winter intersession. In addition, the Center redesigned the Starr Weekly Online Newsletter with an improved open rate from 23% to 25%. This newsletter goes out to a 20K readership consisting of all students, Deans, Directors and Department Chairs.

Alumni: The Starr Career Development Center provided the following: alumni career counseling, walk-in hours, alumni seminars and opportunities to engage as volunteers and mentors. Specifically, the Center ran seven workshops with a total of 99 attendees. The spring workshops included: Effective Job Search Strategies, Building Brand You with Social Media, Strategies to Ace Your Interviews & Land Your Next Job, Crafting an Effective Resume, Mastering the Job Interview, Salary Negotiation: What are You Worth, and Networking your Way into a Full-Time Career. In addition, several dedicated alumni and professionals volunteered their time to help students with resumes, cover letters and interviewing. From February to May, nine professional volunteers assisted 140 students with an average of four volunteers participating weekly, which is similar to the number volunteers and students served last spring.

Personnel: With the maternity leave of Adia Tucker in March, Ellen Stein assumed her responsibilities with the assistance of adjunct counselors Marion Viray and Kara Becker. Bethany Lilliquis and Nieves left the department. Alena Lygate took on the role as liaison to the Veterans' Club. In addition, Manfia Zaman was hired as the full-time Employer Relations Specialist. Ann Gerlock, was brought on board part-time to assist with job postings. The biggest staffing change came at the end of the spring semester when Patricia Imbimbo was asked to serve as the Acting Associate Dean. Subsequently, Ellen Stein was appointed Acting Director and Ingrid Tineo was appointed Acting Deputy Director. Having worked together for over 15 years, the transition to new leadership has been a smooth one.

Counseling Center

The Counseling Center provided 3,407 hours of overall service. Direct counseling services (individual, group, psychiatric services, testing and case management of direct counseling services) accounted for 72% of all Counseling Center service time. Individual personal counseling was provided to 258 students (in 1832 sessions) for an average of 7.1 sessions per student (54%) sessions per client. 265 triages were provided to 245 patients (7%). Nineteen psychiatric intake appointments were provided to 19 clients (.5%). 87 psychiatric consultation appointments (30 minutes sessions) were provided to 36 clients (1.2%). 138 hours of dialectical behavior therapy (DBT) were provided to a total of 9 clients (4%). 50 hours of process group therapy were provided to a total of 4 clients (1.4%). 2 clients received seven case management sessions (.2%). 18 clients received 27 consultation sessions (.8%). 45 hours of testing batteries were administered to 9 clients (1.4%). 7 patients received 6 hours of crisis intervention session resulting in one hospitalization (.2%). These numbers reflect significant increases from the same period last year (Spring 2015) in the following areas: 39% increase in triage appointments, 26%

increase in psychiatric intake appointments, 117% increase in psychiatric consultation appointments and a 50% increase in testing batteries.

Increase in triages can be attributed to the shift in policy in triage scheduling; whereby, based on previous reports, additional triage hours were added to the schedule to address the demand for appointments and decrease scheduling waiting periods. Psychiatric services increased as a result of earlier start date as well as additional psychiatric consultation hours made available to students as compared to the same period last year. Similarly, earlier start date coupled with longer sessions accounts for the increase in the DBT group sessions. The increase in testing batteries administered reflects the increase in trainees who took on testing cases.

Furthermore, the Counseling Center dedicated 952 hours towards indirect services which accounted for 28% of Counseling Center service time. The Center performed 8 outreach events (3%), 22 hours of outside consultation hours (mediation, observation and on-site consultation services) were conducted (2.4%), staff committed 38 hours towards college community activities and committees including Director's Council sub-committee, CUNY counseling standard emergency procedures, professional development committee and the Campus Intervention Team (CIT). Forty-eight hours of the Center's staff time was devoted to professional development activities (4.5%) and administrative activities including clinical supervision.

With the assistance of the department's internal partners, including representatives from the DSA; International Students Services; Center for Academic Advisement & New Student Orientation; The Honor's program; Services for Students with Disabilities; Starr Career Development Center; and the Office of Diversity, Compliance, and Equity Initiatives, the Counseling Center was awarded American Psychological Association (APA) accreditation. By participating in the department's site visit, the fact finding component and final step in the accreditation process, stakeholders provided the Center site visitors with a well-rounded perspective of the importance of the Center to the enhancement of the services each of their own offices provides. The benefits of achieving accreditation includes fostering excellence in postsecondary education through the development of guidelines and principles (G&P) for assessing educational effectiveness, increases the quality of the Center's services as it speaks to a sense of public trust, as well as to professional standards. Ultimately, APA accreditation will lead to the nationwide recruitment of a higher level of potential internship candidates and possibly to the increase of grant opportunities afforded to the Center's direct services programs all of which will contribute to the enhancement of services offered to students.

Additionally this period, the Counseling Center began the onboarding process for obtaining mental health corps partnership based on the Thrive NYC initiative spearheaded by New York City Regional Electronic Adoption Center for Health (NYC REACH). This initiative is part of the New York City's Regional Extension Center, a designation of the U.S. Department of Health & Human Services Office of National Coordinator of Health Information Technology. The Thrive NYC is designed to close the gaps in behavioral health services and facilitate the integration of behavioral health services into primary care. Mental Health personnel assigned to Thrive NYC will join the staff in the Center at the start of the fall 2016 semester.

In accordance with the DSA assessment objectives in preparation for Middle States Commission on Higher Education accreditation, new assessment activities were conducted that included a

Wellness survey, which was distributed to students who have had equal to or more than three individual psychotherapy sessions. The survey yielded positive results. Of the 30 surveys administered to 70% (21 students) reported that their symptoms affected their academic performance when before beginning treatment. Upon receiving at least 3 weeks of individual therapy, 81% (17 students) reported a decrease in their symptoms and an improvement in their academic focus. Their overall well-being also improved, with 66% (20 students) reporting that they were functioning either poorly or very poorly before treatment to just 0.03% (one student) reporting persistent poor functioning. Thirty surveys out of nearly 600 students in treatment over a calendar year reflects a 5% response rate. This preliminary data serves as a good starting point, but the Center hopes to increase the response rate by administrating surveys online, and potentially creating focus groups or exit interviews.

In addition, outreach coordinators created a survey that was distributed immediately following a workshop entitled “Working With Students in Emotional Distress.” Approximately 50 Baruch College staff and faculty members attended. The learning objectives assessment survey was designed to gauge the effectiveness of the presentation by testing the knowledge gained by participants. Approximately 50% of the audience members completed the survey. The survey outlined the learning objectives of the presentation and then asked five (5) questions relevant to those objectives. The questions were:

1. List three signs of depression or suicidality
2. Briefly describe two interventions when working with a student in distress
3. Give an example of when you would make a CIT Report
4. Give an example of when you would initiate emergency procedures
5. List two mental help resources available for a student in distress

Overall, the participants responded correctly to all of the questions in the short answer survey and also provided helpful feedback for future presentations. The Center will begin the process of streamlining outreach activities and implementing a survey component to our workshops, seminars, and presentation events.

Office of the Dean of Students

The Carroll and Milton Petrie Student Emergency Grant Fund has been created for the purpose of providing quick response emergency grants to students in good academic standing who experience short-term financial emergencies. The grant enables students to remain in school, rather than being forced to take a leave of absence or drop out. During the end of this period, there were 166 Petrie applications submitted by 140 students, resulting in a total of 124 grants awarded. These grants totaled \$100,000. The 124 grants, awarded to a diverse group of applicants including student veterans; student-parents; undocumented students; transfer students; and first-generation students, covered student needs such as housing and living expenses (utilities bills), books and school related expenses, food, medical bills, transportation expenses, and childcare. Through interviews conducted with close to 140 students, it was noted that food insecurity is a growing concern at Baruch College. A significant amount of student applicants cited this as an urgent need and were awarded food vouchers to local area cafes.

Health & Wellness

In the Spring 2016, the Office of Health and Wellness maintained its commitment to providing programs and services focused on influencing the health and lifestyle of students. This was achieved through program offerings and workshops, as well as partnerships with a health care navigator, and the Student Health Center. A total of 33 programs and workshops were provided; they ranged from weekly yoga sessions (yoga was offered 15 times), The Vagina Monologues (theater production), Tie Die to Save the Children, annual CUNY Blood Drive, finals relaxation, which provided a spa day and oxygen bar. Workshops included topics on body image, healthy dating, and sexual empowerment. Several of these events were co-sponsored by Peers Advocating for Wellness Services (P.A.W.S) – a peer health group that works to develop health and wellness initiatives among peers on campus. The health care navigator visited weekly for 90 minutes, during which time students received the opportunity to learn about their health insurance options and received assistance with the insurance enrollment process. Additionally during this period, there were 1576 student visits to the Student Health Center. These visits included:

- 626 focused exams (include but are not limited to knee pain and lab results)
- 337 information-based, categorized as non-clinician, inquiries
- 131 Women Health Focused activities
- 124 visits for phlebotomy
- 77 physical examinations were conducted
- 77 visits were for immunizations
- 76 visits were for examinations for sexually transmitted illnesses
- 53 were triaged appointments

Further, 141 students were referred for specialty off-site care and 558 students received laboratory tests provided at a reduced student fee.

Residence Life

The Residence Life program started the spring semester on the heels of a successful transition from OSL to the Office of the Dean of Students. In January 2016, six Resident Assistants (RAs) took part in a one-day CUNY RA refresher training and a two-day training provided by the Baruch Residence Life Coordinator. These trainings focused on Title IX, student engagement, and the introduction of the BEARCATS Resident Assistant Programming Model, which increased program offerings in the residence hall. The semester opened with 271 residents with each RA overseeing an average of 45 residents. The Residence Life staff handled 26 incidents, which is a 50% decrease from the previous semester. The most common types of incidents were noise and alcohol related. During this semester, the Residence Life staff facilitated over 42 programs (mainly led by RAs). The majority, over 70% of those programs, were educational. Some of these programs included: Puppy Therapy, Super Smash Brothers Tournament, and Restaurant 1760 – there were the most attended events by hall residents. The RAs were especially proud of the program Restaurant 1760 because not only was the program highly informative, they also prepared a full meal for the attendees from an appetizer to a dessert.

During the mid-semester, RA selection for the 2016-17 academic year was in full swing. Following TEAM Baruch training, students were able to apply for one of the seven RA positions. The robust RA selection process ended fruitfully after an intense round of interviews

conducted by two professional staff members. Of the 40 new applicants who applied, five new RAs were hired and two were selected to return. Throughout the semester, the Residence Life staff provided tours of the residence hall for Admissions events including Open House and Information Sessions. RAs gave tours to over 100 potential students and their families. Finally, at the end of a successful semester, two RAs graduated and both received awards at the Baruch Student Achievement Awards Ceremony. Miss Jacqueline Aquino received the Baruch Citizenship Award and Mr. Martin Schmid received the Joyce Brown Class of 1991 Award.

Veterans Affairs

The Veterans Integration to Academic Leadership (VITAL), a student veteran outreach program, is a partnership between the Veterans Administration New York Harbor Healthcare and local campuses. Through the program coordinator, Yvette Branson, PhD, VITAL provided the following outreach to student veterans this period:

- 94 referrals were made for student veterans, this included VOC Rehab, mental health, campus disability, medical, benefits (VBA) and employment;
- 250 services were provided, which included case management, individual therapy, and outreach via email;
- A total of 27 student veterans attended outreach events which included tabling, Veterans' week film showing, job development, and a ribbon cutting event for the Home Depot \$8K grant awarded to the Baruch Student Veterans Association;
- Nineteen student veterans received enrollment services, which included liaison services to VA Medical Center.

The Early Learning Center

This period, the Early Learning Center (ELC) began its search for a new lead teacher. Yanil Rosa, who worked for 7 years on a part-time basis in the center, was hired in the full-time role. She held this role during the fall semester before taking up another position off campus closer to her home. As a result, the ELC conducted another search and appointed Wendy Lee, a well-qualified and impressive candidate with a Master's degree in Early Childhood Education from Queens College; Ms. Lee also has all the appropriate credentials to work in a childcare center.

The ELC served a total of 22 families this period including the summer session. The total number of children served for Summer Session 1 was 14 (a mixed-age group of 2.5 to 5.0 years old). This was a larger group in comparison to previous years. In terms of special events for student-parents and families, the ELC invited Dr. Jill Fernandez from NYU's School of Dentistry to provide an informative presentation to student-parents regarding dental health. Fernandez also presented a special session on dental hygiene for children. Sharon Peters, a family counselor, came in twice a month during club hours to counsel student-parents. Student-parents consider Peters a valuable resource and often express their appreciation for her services.

In May, the CUNY Childcare Council held its annual Student-Parent Achievement Awards, and Baruch student-parent Georgie-Anne Getton was awarded for her commitment to continuing her education, developing her own business, and for being co-founder of a student club at Baruch for computer savvy individuals who want to explore the future of the world wide web and its connection to helping people build independent businesses. Getton does this while raising her

son and going to school full time. She graduates in December 2016 and lauds the assistance of the ELC as a safe, educationally sound environment for her son as she completes her degree.

The year ended with the ELC's annual picnic at Hudson River Park attended by student-parents and their extended families.

Services for Students with Disabilities

Services for Students with Disabilities (SSD) continues to provide appropriate accommodations to all students with disabilities to ensure equal access to the college's programs and services. During this time, the SSD serviced 117 students, 88 of whom were registering with the office for the first time. SSD accommodates students with disabilities ranging from ADHD, mobility, visual, hearing, learning, speech, and psychological impairments to substance abuse, traumatic brain injury, chronic medical conditions, and pregnancy. Of the 88 newly registered students, 33 were diagnosed with ADHD - Inattentive Type. This continues to be the largest population of students who register with the office. Fourteen students visited the office with various learning disabilities, such as difficulty with math, reading, and writing, as well as 7 new students with psychiatric disabilities, varying from generalized anxiety disorder, depression, and schizophrenia. SSD continues to see an increase in unique and complex issues.

The CUNY LEADS program, a unit within SSD, currently serves approximately 51 students. During this period, CUNY LEADS students participated in two events created to celebrate Disability Awareness Month. The events focused on career readiness and included representatives from financial services companies such as Ernst & Young, Deloitte, Bank of America, Barclays, PwC, and JP Morgan Chase. Students were able to network with professionals and attend interactive sessions that covered topics highlighting resume and interview preparation, personal branding and social media. During this time, 8 students gained employment or internship opportunities at companies such as JP Morgan, Credit Suisse, Guardian Life Insurance of America, NYC Dept. of Transportation (Finance Dept.), UPS, and the National Organization on Disability, while one student participated in a study abroad program in Japan.

Students who register with the SSD office increasingly relying on assistive technology to achieve academic success. Students who have impairments in concentration, focus, memory and processing utilize assistive technology to record lectures and retain information. During this semester, 45 students visited the office for assistive technology training. 87 pieces of assistive technology equipment were loaned to students, with the majority of students utilizing the Livescribe pen and Kurzweil 3000 software. 689 exams with appropriate accommodations were administered this period. Appropriate accommodations for these exams include auxiliary aids, such as readers, writers, and assistive technology. Compared to the previous semester, an additional 173 exams were administered, which demonstrates that faculty continue to rely on the office to proctor exams for students with varying disabilities. The office continues its work on outreach and education to faculty and college stakeholders regarding how best to accommodate students with disabilities.

Student Life

The Office of Student Life (OSL) develops co-curricular college experiences for students through a rich array of educational programs, opportunities for leadership and civic engagement, club and organization development, and community building. Through its varied program opportunities, OSL contributes toward the physical, emotional, and spiritual development of students.

In the Spring 2016, OSL was staffed by 9 professionals, 2 graduate assistants, and 11 student assistants. OSL received 2,553 office visits that covered an array of services from advisor meetings to movie ticket purchases, and executed 1,090 on-campus student events, including 44 large-scale events in the Baruch Performing Arts Center, Athletics Recreation Center, or Conferencing Services spaces. OSL also partnered with 34 campus stakeholders to support program initiatives to enhance the student experience.

The OSL Activity Team successfully advised 130 registered graduate and undergraduate student clubs and organizations and helped 7 new student organizations complete the new club process and chartering by the Undergraduate Student Government (USG) and the Graduate Student Assembly (GSA). This period, leadership training was also developed and implemented for all on-campus media groups, which led to improved performance that resulted in increased membership and the groups successfully meeting deadlines and established goals.

OSL also increased its large-scale programming and usage of the Plaza by hosting 2 student organization events – *The Faces of Israel* and *Holi*. OSL also held its annual Spring Fling which attracted over 600 registered student attendees, as well as participation from the surrounding community. Additionally on May 27, OSL planned and executed a successful Commencement ceremony at the Barclays Center amid unprecedented logistical challenges. The year's Commencement proceedings amassed a record 2,924 graduates and approximately 16,000 student families and guests.

Also this period, OSL increased its online and social media presence through targeted social-media campaigns, contests, and a detailed social media plan. The unit's Twitter followers increased 25.18%, Instagram followers were up 199%, and Facebook likes increased 15.73% over last period. OSL also successfully launched its Snapchat account and designed Baruch specific snapchat filters for events such as Commencement in an effort to increase student engagement. In addition, a soft-launch of the new club management system – MyBaruch – was introduced to enable club leaders, USG, and GSA to work out all issues prior to a full launch in the Fall 2016.

There were 9 sections of Transfer Seminar during this period. Transfer students select to participate in the Transfer Seminar; it is not mandatory. The Seminar began with 169 students and 134 students remained enrolled at the end of the semester. 89.48% of enrolled students

reported that the Seminar helped them in their adjustment to Baruch College; 82.46% indicated that it helped them develop relationships with classmates; and 94.73% strongly agreed that the Seminar helped them to better understand the variety of resources available at the College.

T.E.A.M. Baruch is a student leadership development program that affords students the opportunity to develop their leadership potential; students who complete the T.E.A.M. Baruch training program become eligible to apply for peer leadership positions on campus such as the Freshman Seminar Peer Mentor, Transfer Seminar Peer Mentor, Peers for Careers, Orientation Leader, PAWS Peers Advocating Wellness Services, Peer Academic Advisors, and Resident Assistants. This period, the T.E.A.M. Baruch process (recruitment, selection, and training) was modified to include a mandatory one-day Leadership Bootcamp that equipped students with the appropriate tools to apply for vacant peer mentor positions. Only students awarded on-campus positions were eligible to attend the retreat in April 2016. Of the 210 students interviewed, 125 were selected to participate in Leadership Bootcamp. At the completion of Leadership Bootcamp, 123 students were eligible to apply for the T.E.A.M. Baruch Peer Mentor positions. The 56 students who were newly hired to peer mentor positions were then invited to attend the T.E.A.M. Baruch Retreat in March 2016. Further assessment of the training revealed that of the 123 students who attended the one-day Leadership Bootcamp, 98.94% stated they plan to get more involved in Club Life, an increase of 27.63% from the pre-assessment. 96.84% agreed that they could identify their talents, an increase of 10% from the pre-assessment, and 96.85% reported that they could describe qualities that make them a leader, an increase of 4.22%. Of the 56 students who participated in the Retreat, 96.08% agreed that understanding the Strengths language will help them work better as peer mentors and with other student leaders, and 98.08% agreed that they are aware of the impact of their actions in the Baruch community.

The OSL continued the newly developed Heritage Month Leadership Series this period. During Black History Month, OSL hosted *Back 2 Black Community Edition: Community Service in NYC*, where 9 students volunteered at BedStuy Campaign Against Hunger (BSCAH) alongside Student Affairs educators and community members. *Celebrating Women's Rights: A Day Trip to Philadelphia, PA* was planned during Women's History Month in March, where 25 students visited the National Constitution Center, the Liberty Bell, and the Betsey Ross House to learn more about the role women played in American history. In April, to honor Asian Pacific American Heritage Month, OSL coordinated an *Art Supply Drive for the New York Asian Women's Center*. At this event, students donated bags of supplies to support community events.

*Submitted by Art King, Vice President for Student Affairs & Dean of Students
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