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Introduction
The Division of Student Affairs oversees the areas designed to provide services and activities to support and enhance the academic mission of the College. The broad range of responsibilities within the Division are shared by approximately 150 dedicated full- and part-time team members, who help to influence the retention and overall satisfaction of students throughout their college experience.

In an effort to assess how students learn and benefit from the services and activities of Student Affairs, Vice President Art King directed his Assessment Team to engage the Division in the process of self-assessment which yielded the following initial outcomes.
BY THE NUMBERS
2016-2017

9,945
Student Life Office Visits

$100,000
Petrie Grants Distributed to Students in Need

11,086
Jobs & Internships Posted in Starr Search

Children enrolled in the Baruch College Early Learning Center

22

225,237
Online Job Applications

878
Exams Proctored by Student Disability Services

95
Health & Wellness Programs

13
Varsity Sport Teams

766
Students in Counseling

100+
Educational & Social Events in the Residence Hall
BY THE NUMBERS

ALL IN

Overall 8,923 unique students interacted with one or more of the nine units assessed at least once and, in some cases, multiple times. 7,559 of those students who engaged in activities and services were representative of the general population of the College and included:

![Academic Degree Chart]

### ACADEMIC DEGREE

#### BY THE NUMBERS 2016-2017

#### YEAR IN SCHOOL

- Senior 47%
- Graduate 13%
- Freshman 10%
- Sophomore 11%
- Junior 19%

#### ETHNICITY

- Asian 43%
- Hispanic/Latino 20%
- African American/Black 12%
- White 21%
- Not Specified 3%
- American Indian 1%
LEARNING OUTCOMES
In order to more accurately assess progress and demonstrate the impact of the work done within the Student Affairs, student learning outcomes were evaluated for several areas during the 2016-2017 academic year. Three overarching Student Affairs Student Learning Outcomes were developed that encompass the student learning intended through the variety of programs and services provided in the division. Each area measured the student learning outcomes that most closely aligned to its mission.

2016-2017 Student Affairs Student Learning Outcomes:
- Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.
- Students will be able to demonstrate positive leadership skills.
- Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.

The following report outlines the mission, services and programs, student learning outcomes and results for each area represented in Student Affairs that participated in this assessment undertaking. Additional consideration will be given to the degree to which outcomes were achieved and implications for future practice.

“If I could define it [Leadership Weekend] in one word it would be TRANSFORMATIONAL. It has been instrumental in making me feel a part of the larger Baruch community.”

- Student Survey Response on Leadership Weekend 2017
Mission
In partnership with various campus stakeholders, the Office of the Dean of Students (DOS) supports students in navigating their academic, social, emotional, and financial needs. DOS promotes and advocates for integrity, accountability, safety, wellbeing, and equity of students.

Activities and Programs
The DOS handles matters, often of a confidential and personal nature, that include student requests for monetary, academic, or emotional support; DOS also adjudicates disciplinary matters and responds to troubling behaviors reported to the Campus Intervention Team (CIT).

DEAN OF STUDENTS BY THE NUMBERS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>820</td>
<td>Visits to the Office of the Dean</td>
</tr>
<tr>
<td>99</td>
<td>Petrie Grants totaling $100,000 were provided to students in need</td>
</tr>
<tr>
<td>94</td>
<td>Cases of academic Integrity violations were adjudicated</td>
</tr>
<tr>
<td>98</td>
<td>Cases of conduct violations were adjudicated</td>
</tr>
<tr>
<td>90</td>
<td>Cases presented to the Campus Intervention Team (CIT)</td>
</tr>
</tbody>
</table>

Intended Student Learning Outcomes
- Students, faculty, and staff who come to the DOS will be able to access resources, to obtain information, and/or to gain assistance on solving a problem.

This aligns with Learning Outcome 1 which states:
_Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals._

Evidence of Progress
1. The Petrie Grant of $100,000/year for each of three years was renewed based on the report of grants dispersed in 2016-2017.
2. The Eugene Lang Foundation provided a grant of $20,000 to assist immigrant students.
3. 186 out of 200 Pending (PEN) cases of violations of academic integrity were resolved.
Mission
Student Disability Services (SDS) provides appropriate accommodations to students with disabilities to promote equal access to the college’s programs and services. SDS staff advocates for and creates an accessible college environment for students with disabilities, supports faculty in the classroom, and provides assistive technology that empowers students to self-advocate and develop the skills necessary to succeed academically.

Activities and Programs
SDS registers students with disabilities for services and provides accommodation letters, assistive technology, career counseling, and referrals. This year, Titanium was implemented for tracking of student, staff, and scheduling. Staff proctor exams, coordinate services with New York State agencies, and act as the campus disability liaison for faculty, staff and administration.

DISABILITY SERVICES BY THE NUMBERS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>878</strong></td>
<td>Exams proctored</td>
</tr>
<tr>
<td><strong>125</strong></td>
<td>Loans to students of Assistive Technology</td>
</tr>
<tr>
<td><strong>123</strong></td>
<td>New students registered</td>
</tr>
<tr>
<td><strong>70</strong></td>
<td>Graduates in Spring 17</td>
</tr>
</tbody>
</table>

Student Disability Services Student Learning Outcomes:
- **Exam Proctor Form:** Students taking exams with SDS will utilize the new Exam Proctoring Form which will enhance academic integrity and streamline proctoring by creating a loop connecting faculty/student/SDS
- **Workshop:** SDS will educate the campus community by providing an experiential workshop on Service Animals and Emotional Support Animals
- **20% of LEADS students (Linking Employment & Disability Services) will obtain summer 2017 internships**

These outcomes align with Learning Outcome 1 which states: 
*Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.*
Evidence of progress towards Learning Outcomes:

1. Exam Proctor Form: In May 17, a student focus group reported the following:
   a. Form was easy to use and straightforward
   b. Some difficulty for visually impaired
   c. Form should be available online
   d. Would like to be able to submit electronically instead of visiting the office

2. Workshop: The workshop hosted by SDS was an experiential workshop on Service Animals and Emotional Support Animals. 20 staff members were in attendance. There was a 15% increase in positive learning outcomes for 4 out of 4 categories/questions.

3. Summer Internships: Based on data collected, 16% of LEADS students have summer internships. Students without internships reported the following difficulties: need to remain in current jobs, taking summer classes, GPA too low, and giving up after not obtaining the desired internship.

Implications of Assessment Results for 2017/2018:

- Based on the 2016-2017 assessment results, SDS will explore making the Exam Proctor Form available to print from the SDS home page as well as work with BCTC to develop the creation of a mobile app that would house the form.
- The office will continue to educate Student Affairs staff members by hosting additional disability trainings in the upcoming academic year.
- SDS will work more closely with LEADs students regarding summer internships including biweekly follow-ups that establish internship goals and encourage applications.
Mission
Through culturally sensitive counseling and psychological services and outreach, the Counseling Center assists students in achieving their academic, professional, and personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom.

COUNSELING CENTER BY THE NUMBERS:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>766</td>
<td>Unique students seen for individual counseling services</td>
</tr>
<tr>
<td>5,757</td>
<td>Individual counseling service appointments were provided</td>
</tr>
<tr>
<td>671</td>
<td>Triage counseling appointments were conducted</td>
</tr>
<tr>
<td>4,566</td>
<td>Individual therapy sessions were provided</td>
</tr>
<tr>
<td>223</td>
<td>Psychiatric medication appointments were provided</td>
</tr>
<tr>
<td>192</td>
<td>Case management/consultation appointments were provided</td>
</tr>
<tr>
<td>66</td>
<td>Crisis appointments were provided</td>
</tr>
<tr>
<td>38</td>
<td>Psychological testing sessions were conducted</td>
</tr>
<tr>
<td>7.6</td>
<td>Average number of individual appointments</td>
</tr>
<tr>
<td>33</td>
<td>Group therapy sessions were provided</td>
</tr>
<tr>
<td>43</td>
<td>Students attended group therapy</td>
</tr>
<tr>
<td>27</td>
<td>Outreach events were delivered</td>
</tr>
<tr>
<td>691</td>
<td>Baruch students, staff and faculty attended outreach events</td>
</tr>
</tbody>
</table>

Activities and Programs
Counseling and psychological services to students include assessment or triage during first visit, internal and external referrals to other services, consultations to faculty, staff, alumni, and students, individual and group psychotherapy, psychiatric consultation and therapy, emergency and crisis intervention, outreach, and psychological testing.
Student Learning Outcomes for Individual Psychotherapy

Students who are actively engaged in counseling (>3 sessions) will be able to:
- Identify and address personal issues that interfere with academic success
- Develop coping mechanisms to navigate through stress, conflicts, and crisis situations
- Identify and work toward more effective personal, interpersonal, and group functioning

These outcomes align with Learning Outcome 1 which states:
*Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.*

Evidence of progress towards Learning Outcomes:
The Counseling Center Annual Wellness Survey was distributed to 78 students who have had equal to, or more than, three individual psychotherapy sessions. Survey participation increased 160% from last year.

Of the 78 surveys administered, 63% (a total of 49 students) reported that their presenting symptoms affected their academic performance either extremely or very much before beginning treatment, and 37% reported their symptoms had neutral or very little effect on their academic performance.

Well-being was reported to have improved after actively engaging in at least three therapy sessions with an 81% decrease in poor or very poor functioning, and an 87% increase in good or very good functioning.

56 of the 78 surveys administered provided ID’s of which, class standing based on CUNYfirst student records are as follows:

Average GPA for the fall 2016 semester was 3.1 and for the spring 2017 semester was 3.4. On average, the survey participants with ID’s showed a .3 improvement in their semester GPA post treatment over the previous semester.

The gender of the 56 participants who provided ID’s are as follows: Female 63%. Male 37%.
Mission Statement
The Department of Athletics & Recreation aims to enhance the development of each individual student-athlete and intramural participant by providing competitive intercollegiate and recreational sports programs. At the core of each of its distinctive programs, the department strives to reflect a commitment to academic excellence, and engages the larger community in teaching athletes the tenets of leadership, sportsmanship, and teamwork through sports.

Activities and Programs
Athletics & Recreation offers 13 varsity sports for both men and women and intramural activities throughout the academic year to engage the general student population. The department offers faculty, staff, and the local New York community memberships to its fitness facility and pool. Athletics facilities are rented to external campus constituents with space needs. The NCAA DIII Student-Athlete Advisory Committee (SAAC), composed of student representatives of each of the 13 sports, annually conducts several community service projects to build relationships across the greater New York area. Each summer, the department coordinates an 8-week summer camp that services about 75-100 campers from the surrounding community.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Varsity sports hosted for both women &amp; men</td>
</tr>
<tr>
<td>39</td>
<td>Athletes participated in the Student Athlete Advisory Committee (SAAC)</td>
</tr>
<tr>
<td>7</td>
<td>Events hosted by SAAC, raising approximately $4,250 in charity donations</td>
</tr>
<tr>
<td>12</td>
<td>Student-athletes received tutoring resulting in their achieving at least one letter grade higher in their course than they obtained prior to tutoring</td>
</tr>
</tbody>
</table>

ATHLETICS & RECREATION BY THE NUMBERS

Intended Departmental Student Learning Outcomes:
- Student-athletes will choose to participate in opportunities for community service, civic engagement and leadership.
- Student-athletes will demonstrate academic excellence.

These outcomes align with Learning Outcomes 2 and 3 which state:
2. Students will be able to demonstrate positive leadership skills.
3. Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.
Evidence of progress towards Learning Outcomes:

- 13 teams had 3 representatives each who participated in SAAC.
- SAAC participated in 7 events with outreach on average to 50 student-athletes per event. This resulted in raising approximately $4,250 donations towards targeted charity organizations.

Implications of Assessment Results for 2017/2018:

This year was the first year that the Department of Athletes & Recreation began to collect data about its area. In order to increase the numbers of students taking part in SAAC and tutoring the following outcomes will be addressed:

- In 2018/2019 greater emphasis will be placed on the development of SAAC including a formalized nomination process for representatives as well as avenues for voluntary participants.
- A student-athlete orientation will highlight the academic-athlete tutor program and additional promotion through online newsletters and social media will be used to raise awareness to increase usage of the tutoring services.

“My experience as a full-time NCAA student-athlete has been nothing short of an amazing one.”

- AKILAH “KIKI” MEULENS
Mission Statement
The Office of Student Life (OSL) develops the co-curricular college experience for students through a rich array of educationally diverse 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.

Activities and Programs
By bringing leadership development and civic engagement to the forefront of the student experience, OSL offers a variety of enriching programs, leadership retreats, and workshops throughout the academic year designed specifically to enhance students’ leadership capabilities. OSL incorporates the Social Change Model of Leadership in its current and expanding vault of student leadership development programs. By offering a diverse range of enrichment developmental opportunities, students will be able to reflect upon who they are as leaders and closely examine how they can be proactive agents of social change—two essential learning outcomes of the Social Change Model. Students will be able to utilize the tools and skills that they will acquire from these experiences and holistically apply them in their daily interactions both in and out of the classroom.

Further, OSL provides opportunities for students to lead and be actively engaged through the over 128 registered clubs and organizations on campus. These clubs and organizations span a wide range of interests, and membership in a club offers students a place to meet new people and develop important communication, organizational, and leadership skills.

STUDENT LIFE BY THE NUMBERS:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,945</td>
<td>Student visits to OSL</td>
</tr>
<tr>
<td>1,199</td>
<td>Students enrolled in 60 sections of Freshman Seminar in fall/spring 2017</td>
</tr>
<tr>
<td>139</td>
<td>Students enrolled in 8 sections of Transfer Seminar in spring 2017</td>
</tr>
<tr>
<td>128</td>
<td>Active student clubs and organizations for AY2017</td>
</tr>
<tr>
<td>382</td>
<td>Students participated in Baruch Officer Leadership Training</td>
</tr>
<tr>
<td>300+</td>
<td>Students attended large-scale events and programs such as Winter Carnival, Spring Fling, and Homecoming</td>
</tr>
<tr>
<td>362</td>
<td>Students participated in Leadership Development training - Leadership Weekend, Adventure Day, T.E.A.M. Baruch Leadership Training, etc.</td>
</tr>
<tr>
<td>169</td>
<td>Students attended one or more Transfer Tuesdays Workshops</td>
</tr>
</tbody>
</table>
Intended Departmental Student Learning Outcomes:
As a result of involvement in OSL programs, students will be able to:

- Explain the concept of leadership and identify their leadership style
- Demonstrate positive leadership skills
- Develop meaningful peer relationships in order to build a sense of community
- Understand diverse perspectives and cultures
- Articulate their individual values and beliefs
- Demonstrate strong communication skills
- Apply principles of social responsibility and explain the impact of their actions within and outside the campus setting

“We all worked together to learn about different strategies we could utilize to help the homeless community and solve the problem of homelessness at its core. I am so grateful for this humbling and transformative experience.”

- ALISHA MIKULCH ’19 - ON PARTICIPATING IN ALTERNATIVE SPRING BREAK TRIP TO D.C.

These outcomes align with Learning Outcomes 2 and 3 which state:
2. Students will be able to demonstrate positive leadership skills.
3. Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.
Evidence of progress towards Learning Outcomes:

Having participated in Leadership Weekend, students reported the following learning:

- 100% indicated they could describe the qualities that make them a leader, an increase from 85.56% on the pre-assessment;
- 98.55% responded that they can communicate effectively in front of a large group of people, up from 73.34% on the pre-assessment;
- Connections were formed, with 100% of students indicating that they developed relationships with their peers.
- Students reported the following gains from their participation: creating a connection with peers (51), a new understanding of their strengths and talents (21), and learning about leadership (18).

Having participated in Freshman Seminar (FRO), students reported the following:

- 89.59% strongly agreed or agreed that FRO helped them adjust to Baruch College
- 96.13% strongly agreed or agreed that FRO helped them better understand the resources available at the College
- 87.25% strongly agreed or agreed that FRO encouraged them to think about their role as a leader in the community and the importance of civic engagement
- The introduction of the Developing Cultural Awareness Session resulted in 86.50% of students responding that they had explored their individual identities and cultural development, and 92.08% reporting that they understood the definition of intercultural competency
HEALTH & WELLNESS

Mission Statement
In partnership with various campus stakeholders, the Office of Health & Wellness (OHW) empowers students to thrive and achieve life-long success through experiences that cultivate their holistic well-being. The office provides opportunities to increase students’ knowledge, skills, and confidence to create an environment that supports making healthy and responsible choices consistent with personal values.

Activities and Programs
OHW programs and services focused on promoting and influencing the health and wellbeing of students. OHW also manages the Student Health Center in contract with Mt. Sinai/Beth Israel. In addition, a health care navigator visits campus weekly to provide information about insurance options and assistance with the insurance enrollment process. Metro Plus, a health insurance provider, is also available to inform students of various coverage through their respective plans and provides a compare/contrast of various health insurance plans.

HEALTH & WELLNESS BY THE NUMBERS

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>programs, presentations, and workshops including yoga, self-defense courses, cooking demonstrations, sexual health and well-being, mindfulness, and stress relief.</td>
</tr>
<tr>
<td>6</td>
<td>students hired/trained to become Peers Advocating for Wellness Services (PAWS) and to promote healthy lifestyle choices amongst their peers.</td>
</tr>
<tr>
<td>25</td>
<td>students and staff participated in Mental Health First Aid Training provided by New York City Department of Health &amp; Mental Hygiene</td>
</tr>
<tr>
<td>43</td>
<td>students participated in the CPR/AED and First AID Training by Lifeworks.</td>
</tr>
<tr>
<td>160</td>
<td>students attended 8 bi-weekly self-defense classes led by Peter Flores, Jr.</td>
</tr>
<tr>
<td>165</td>
<td>students attended 11 weekly yoga classes taught by alumna Ganna Velychko.</td>
</tr>
<tr>
<td>40</td>
<td>students residence attended the monthly cooking demonstrations held in the Residence Hall led by Associate Director Joy Allison.</td>
</tr>
<tr>
<td>500+</td>
<td>students attended the annual Health &amp; Wellness Festival.</td>
</tr>
</tbody>
</table>

Intended Departmental Student Learning Outcomes:
- Students will identify strategies to overcome barriers to achieving academic success.
- Students will recognize self-care needs and identify strategies to maintain self-care.
- Students will identify resources both inside and outside of the campus community that include health, wellness, housing, food, and counseling.
These outcomes align with Learning Outcomes 1, 2 and 3 which state:

1. **Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.**
2. **Students will be able to demonstrate positive leadership skills.**
3. **Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.**

**Evidence of progress towards Learning Outcomes:**
Feedback from students, following their participation in health and wellness programs, was solicited through verbal reports and paper and pencil surveys. The following quotes were taken from the 2017 CUNY Wellness Festival Survey:

- **I will watch my diet.**
- **I will be watching what I eat and consume. I’ve learned that being healthy does not have to be boring, it can be fun.**
- **I will change how often I visit the clinic and visit the Baruch Wellness Center.**
- **When I participated in the Lifeworks, Inc. CPR and AED training, I felt welcome and well educated. The instructors were incredibly informative and clearly had a depth of knowledge that was necessary to answer all of the questions asked.**

After attending **Yoga with Anna**, one student stated:

- **Everyone comes into class stressed, either physically or emotionally, but they always leave better than when they came in.**
Mission Statement
The Residence Life program provides a safe and inclusive living-learning community for Baruch student residents that aid in their academic, social, cultural, and personal growth. The student-centered and purposeful programs are created to enhance the living experience. Residing in the residence hall also provides students a chance to experience independent living and the ability to form friendships and networking opportunities that can develop into life-long relationships.

Activities and Programs
A Residence Life Coordinator supported by 7 Resident Assistants (RAs) manage the College’s Res Life program at 97th Street contracted through Educational Housing Services. The staff are committed to improving the overall well-being of student residents. Moreover, the staff provide crisis management in cases of emergency or distress, and enforce the Student Code of Conduct. The Res Life program assists residential students by creating a comfortable and safe environment, and focuses on building community within the hall and creating a variety of program opportunities to enhance the student experience.

RESIDENCE LIFE BY THE NUMBERS:

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>educational and social events hosted in the Residence Hall</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>RAs selected, trained, and hired to provide support and assistance to residents</td>
</tr>
</tbody>
</table>

RESIDENTS BY YEAR

WHERE OUR STUDENTS ARE FROM

GENDER IDENTITIY

Outside NYC 54%
Out-of-state 26%
International 20%

Male 51%
Female 49%
Transgender 0.3%
Intended Departmental Student Learning Outcomes:
Plans are afoot to identify and measure the following learning outcomes during AY17/18:

As a result of involvement in Residence Hall programs, students will be able to:

- Develop peer relationships in order to build a sense of community
- Gain empathy towards others
- Understand diverse perspectives and cultures

These outcomes align with Learning Outcomes 1, 2 and 3 which state:
1. *Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.*
2. *Students will be able to demonstrate positive leadership skills.*
3. *Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.*

Survey Results
A 2016/2017 Residence Life and Housing Satisfaction Survey was administered and resulted in the following:

- 148 students responded to the satisfaction survey.
- Of the 124 respondents to the overall description of the relationship between the respondent and his/her roommate(s), on a scale from Excellent to Poor, 88.7% of the respondents described his/her relationship as average-excellent.
- In response to the question on level of satisfaction of conflict resolution from the res hall staff, 76.6% of the 124 respondents answered somewhat to very satisfied.
- When asked to describe their level of participation in social programs and events, of the 124 respondents, 42.7% identified as assisting with planning or attending an event, 37.9% reported that they actually attended at least 1-3 programs, 28.2% attended 4-6 events, and 10.5% attended seven or more events.
- Of the 62 respondents who answered what they like best about living in the residence hall, 33.9% described friends and the community. The majority of the other responses to this question included the proximity to campus and the building facilities.
The assessment results showed that overall the residents had a positive experience in the hall, including relationships with roommates and other peers, and that hall staff provided satisfactory conflict resolution between residents. Going forward, this will improve the type of questions and focus of the surveys that are administered to students and allow staff to collect more relevant information. With these enhancements, staff will be able to truly assess in a detailed manner the intended departmental student learning outcomes.
Mission
The Starr Career Development Center (SCDC) provides comprehensive career services to over 15,000 undergraduate students beginning in their first year at Baruch and continuing through graduation. The mission of the SCDC is to support students as they choose a major and pursue a career. SCDC works internally and externally with students and staff to ensure students develop the tools required for selecting and searching for a satisfying career and develop and maintain relationships with employers.

Activities and Programs
SCDC provides career-related counseling, resources, workshops, and leadership development programs to help students clarify academic and career goals, establish career plans, develop job search skills, and make successful career transitions.

Staff from the SCDC build and maintain relationships with alumni and employers to develop internship, job, and career opportunities. They create strategic partnerships with campus departments to assist students in developing and articulating co-curricular experiences that will help to clarify their career interests, become ethical leaders, and ensure they are competitive in the global market.

Starr BY THE NUMBERS

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,482</td>
<td>Student office visits</td>
</tr>
<tr>
<td>2919</td>
<td>Resume Reviews</td>
</tr>
<tr>
<td>200</td>
<td>Students attended the Senior Start-Up event</td>
</tr>
<tr>
<td>237</td>
<td>Students attended Career Fair preparation workshops</td>
</tr>
<tr>
<td>494</td>
<td>Students and 36 accounting firms attended the 2017 CPA Fair</td>
</tr>
<tr>
<td>1,109 students &amp; 82 companies</td>
<td>Attended 2017 Fall Career Day</td>
</tr>
<tr>
<td>875</td>
<td>Students attended Spring Internship Fair</td>
</tr>
<tr>
<td>11,086</td>
<td>Jobs and internships posted on Starr Search</td>
</tr>
<tr>
<td>11,296</td>
<td>Discrete students used Starr Search</td>
</tr>
<tr>
<td>225,237</td>
<td>Job applications submitted online</td>
</tr>
<tr>
<td>2,064</td>
<td>New employer accounts</td>
</tr>
<tr>
<td>27</td>
<td>Students participated in the Rising Starr Sophomore Program</td>
</tr>
</tbody>
</table>
More Starr Stats:

- 13,482 office visits by 4,820 unique students
- 82 companies posted 225 jobs and conducted 1,319 on-campus interviews
- 58 employers held information sessions in the fall with 1,676 students in attendance
- 11,296 discrete students used Starr Search and logged in 329,423 times
- 286 events posted in Starr Search and 8,390 students signed up for events
- 138 students qualified for the CUNY Edge program and met 449 times with 2 counselors. Edge students submitted a total of 1,239 applications on Starr Search
- 768 resume reviews done and 35 event presentations made by 16 Peer Career Advisors
- 22 students participated in the Financial Leadership Program, attended 23 guest presentations, and 100% of the students obtained front office summer internships
- 24 students participated in the Max Berger Pre-Law Winter institute and a record number of students, 27, participated in the Max Berger Pre-Law Summer Institute
SCDC Departmental Learning Outcomes:

SCDC is committed to the following student learning outcomes and each year identifies two learning outcomes to assess. Overall, students will be able to:

- Identify and articulate skills, interests, personality and values related to their academic and career goals.
- Identify career options and follow through with career decisions based on utilization of the counseling process, assessment tools, resources and other online resources.
- Explore graduate school opportunities and follow through with decisions regarding the application process including personal statements, letters of recommendation, resume and admission tests.
- Utilize Starr Search to identify career events and resources, locate career opportunities, and submit job and internship applications online.
- Demonstrate leadership skills and illustrate industry-specific knowledge.
- Make ethical decision throughout their career exploration and job search processes that lead to successful on-the-job experiences.

These outcomes align with Learning Outcomes 1, 2 and 3 which state:

1. *Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.*
2. *Students will be able to demonstrate positive leadership skills.*
3. *Students will be able to apply principles of social responsibility and explain the impact of their actions within and outside of the campus community.*
Evidence of progress towards Learning Outcomes

In order to assess whether students had acquired the knowledge necessary for them to conduct an effective job search and achieve their career goals, during the 2016/2017 academic year, SCDC staff assessed learning outcomes for two workshops: Writing Winning Resumes and the On-Campus Recruiting (OCR) workshop. Both of these workshops are associated with providing the knowledge students need in order to conduct an effective job search and achieve their career goals.

Students who complete the Writing Winning Resumes workshop will be able to:
- Define the purpose of the resume
- Describe the four main sections of a resume
- Write a detailed resume bullet point

Based on the data collected from the assessment, over 90% of students who attended the Writing Winning Resumes workshop were able to define the purpose of the resume, describe the four main sections of a resume, and write a detailed resume bullet point. The workshop is effective in delivering these learning goals. No future action is needed.

Students who complete the OCR workshop will be able to:
1. Identify two ways to network with employers
2. Identify the two interview selection notification methods utilized by employers
3. Describe the proper steps in locating OCR positions in Starr Search
4. Identify at least one consequence associated with reneging on job offers

- 90% of students who attended the OCR workshop were able to identify two ways to network with employers
- 93% of students who attended the workshop were able to recite the two interview selection notification methods
- 88% of students were able to locate OCR positions in Starr Search
- 74% of students were able to identify at least one consequence associated with reneging job offers. 26% of students responded with incorrect information

Follow-Up Action:
Revise workshop to focus on step-by-step process necessary to identify OCR positions.

Develop a handout and provide students with OCR policy and clearly layout the consequences associated with reneging on job offers.
Mission
The Early Learning Center (ELC) exists to provide child care services to students who would otherwise not be able to attend college without these services. ELC seeks to provide an age-appropriate learning environment for children ages 2 to 5 with referral and intervention services when needed, and to provide student-parents with support as they complete college.

Next year, for the first time, the ELC will accept a limited number children of faculty and staff. The ELC is licensed by the NYC Department of Health and is accredited by the National Association for the Education of Young Children.

EARLY LEARNING CENTER BY THE NUMBERS:

ELC Learning Outcomes
As a result of the availability of an ELC on campus, student parents will:

- Enroll their children in the ELC while they are attending school
- Receive support and assistance from a parent counselor
- Be able to focus on studies while their children are cared for in the ELC

These outcomes align with Learning Outcome 1, which states:
*Students, faculty, and staff will be able to identify resources to support students’ abilities to reach their academic goals.*
Evidence of progress towards Learning Outcomes

- There were 24 visits to the ELC by the parent counselor
- Three student-parents graduated in 2017

Activities and Programs

Student-parents can focus on their academic goals when they know they have high quality low cost childcare. They also benefit from the support they receive as parents from parenting specialists made available for consultations.

The ELC program emphasizes an atmosphere of exploration for children and recognizes the importance of relationships between children and the adults who care for them. The Center’s philosophy is that children learn through play and that everyday experiences serve as springboards to the development of both social and academic skills. A balance of individual and group activities provide children with opportunities to engage in dramatic play, wood-working, cooking, storytelling, care for animals, music, and work with blocks and art materials. Daily outdoor play and walking trips in the neighborhood extend children's experiences. A children's lending library which includes books, games and puzzles helps connect school to home.
A survey was administered in spring 2017 at all CUNY Child Care Centers and all Baruch parents responded. The following is a sample of quotes from the question “Please tell us what CUNY campus child care means to you”:

- “This is my 5th semester using CUNY childcare and there is no way I would have been able to go to school without it.”
- “For me it means the opportunity to attend college and my daughter having an opportunity to learn in a class rather than just playing all day.”
- “The Baruch Early Learning Center is the best in not only taking care of the kids. This means as a working mom, with a full time job and doing an executive MPA program I can really focus on learning and achieving academic excellence when knowing my kids are in the best care and the best learning environment.”
- “The childcare program is really important to me because I have a full time job, without this program it will be impossible for me to attend college.”
- “Without childcare, I wouldn't be able to complete my bachelor's degree.”
- “Without the Baruch Early Learning Center, I would have to work to be able to afford childcare. This would make it impossible to also get my degree. Being a veteran, I do get benefits to help with the cost of college. But without the Baruch ELC, I would not be able to use these benefits.”

Follow up

The ELC will submit an application to CUNY to expand enrollment to also include the children of College faculty and staff.

 “[I am able to] have better grades and results. Invaluable support to all the family. Peace of mind that the children are receiving great care and education.”

- Baruch ELC 2017 CUNY Survey Student Respondent