



STUDENT AFFAIRS
ASSESSMENT REPORT
2018-2019

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The Division of Student Affairs is a vibrant organization made up of several areas designed to support and maximize student success. In collaboration with faculty and other campus partners, the Division of Student Affairs facilitates learning and integrates curricular and co-curricular activities to create a nurturing, learner-centered campus community. The 135 talented professional and para-professional staff members within the division are committed to student advocacy, building of respectful and inclusive communities, promoting responsible citizenship, and advancing student learning and holistic development. As student-centered practitioners, the division’s priority is to enhance the educational experience of our Bearcats and prepare them for a lifetime of success and fulfillment!

MISSION

The Division of Student Affairs 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.

CORE FUNCTIONS

- Athletics & Recreation
- Starr Career Development Center
- Counseling Center
- Office of Dean of Students
 - Community Standards
 - Substance Abuse Prevention
 - Health & Wellness
 - Residence Life
 - Veteran Student Services
- Student Disability Services
- Early Learning Center
- New Student & Family Programs
- Student Life

SIGNATURE PROGRAMS

- Student Achievement Awards
- Professional Development Day
- Budget/Resource Management

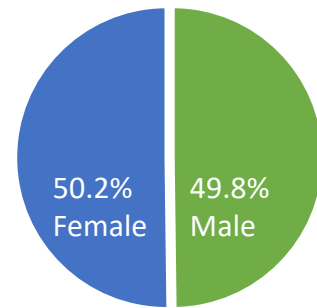
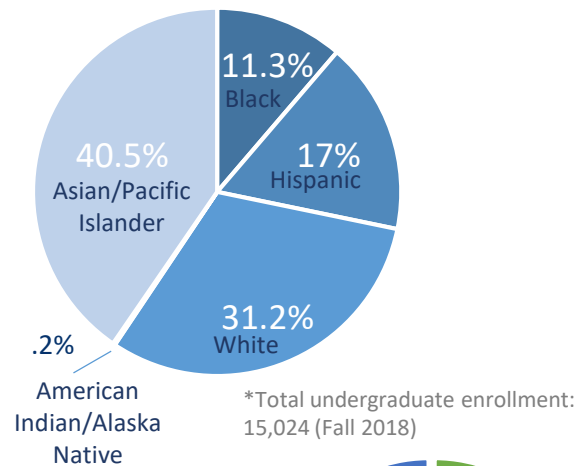
BY THE NUMBERS

Across the Division:

35,628 student visits

10,342 unique student visits

OUR STUDENTS



Of the 72% of enrolled undergraduates who completed a FASFA in 2017-2018:

38% are the first in their family to attend college

37% are from households with income less than \$20,000

65% are from households with income less than \$40,000

Source: <https://www.baruch.cuny.edu/toolkit/documents/Baruch-College-social-mobility-2019.pdf>

THE DIVISION OF STUDENT AFFAIRS

SHARED LEARNING GOALS

The Assessment Team

comprised of members from across the division, met throughout the year to:

- Establish and refine our Shared Learning Goals
- Ensure assessments are in alignment with the Baruch College Strategic Plan
- Establish a division-wide assessment plan and create a template for reporting assessment throughout the year.



Personal Development:

Develop a positive identity through the discovery of personal skills, abilities, interests, values and ethics.



Interpersonal Competence:

Ability to foster and maintain healthy, mutually beneficial relationships with others, and the capacity for interdependence and collaboration.



Social Responsibility:

Increase knowledge about our global and diverse community and develop a commitment to advocate for social justice.



Professional Skills:

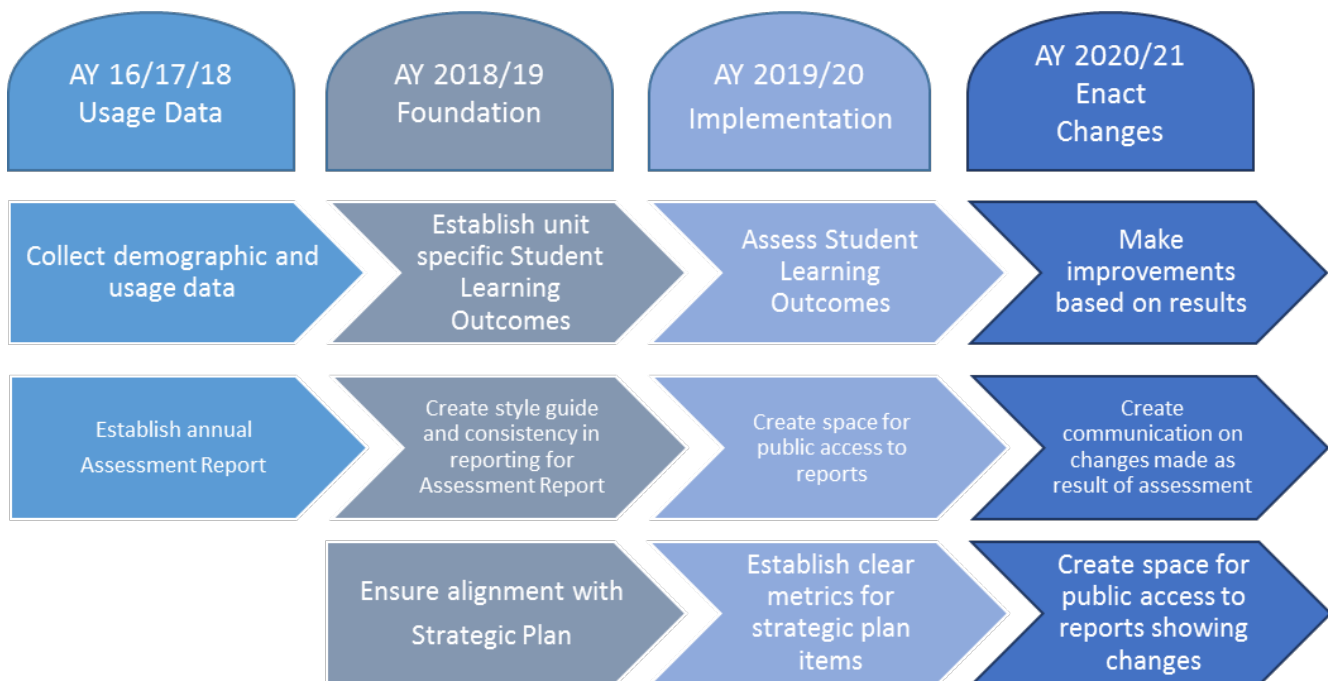
Acquire the knowledge and skills to enable the successful transition from college to career and obtaining a satisfying career.



Intercultural Skills:

Foster the appreciation interpersonal differences through the acquisition of knowledge and skills to interact with individuals from a variety of races, ethnicities and communities harmoniously.

ASSESSMENT PLAN



THE DIVISION OF STUDENT AFFAIRS

Scheduled Assessments

Area	Assessments	Accreditations	Proposed CAS Assessments
Athletics & Recreation	Intramurals: Annual SAAC: Annual	Institutional Self-Study Guide (ISSG): June 2021	Summer 2022
Starr Career Development Center	Bridge to Baruch: Annual Walk In Services: Annual		Summer 2020
Counseling Center	Group Therapy Survey: Fall 2019 Wellness Survey: Annual	American Psychological Association (APA) Self-Study: 2020, with site visit in Spring 2021	Summer 2022
Dean of Students	Academic Integrity: Annual Student Conduct: Annual Health & Wellness Programs: Annual RA Training: Annual BASICS Screening: Annual Veterans Week: Annual		Summer 2020
Student Disability Services	Interview Survey: Annual		Summer 2021
Early Learning Center	Student-Parent Activities: Annual	National Association for the Education of Young Children (NAEYC): 2024	Summer 2021
New Student & Family Programs			Summer 2022
Office of Student Life	Bearcat Bootcamp: Annual		Summer 2021

THE DIVISION OF STUDENT AFFAIRS

SUPPORT OF STRATEGIC PLAN

The [2018-2023 Baruch College Strategic Plan](#) provides six broad goals for the institution across a five year period. These goals include:

- I. Uphold the College's longstanding commitments to excellent and effective teaching and learning
- II. Create a vision for, and initiatives and policies to support, outstanding scholarship, research and discovery
- III. Regularly review and renew the curriculum to ensure students are prepared to engage in the challenges and opportunities of a changing world
- IV. Increase students' engagement, academic momentum, degree completion, and post-graduation success
- V. Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the college
- VI. Enhance faculty and staff satisfaction and engagement

Student Affairs has **73** initiatives to support the Strategic Plan

8 support curriculum changes

9 support enhancing faculty & staff satisfaction

12 center on diversity, equity, inclusion and cultural competency

44 Aim to increase students' engagement, academic momentum, degree completion and post-graduation success

In an effort to achieve or support these goals, the Division of Student Affairs has established 73 sub goals across the various units.

As an example, for one of the goals identified in the plan, **4.1.1 Increase the number of students taking and completing 30 credits per year**, Student Affairs has six offices contributing in some form to reaching this goal:

Athletics has partnered with Academic Advising to ensure that student-athletes are taking 30 credits per year and are on track to graduate. The **Counseling Center** offers a Group Therapy program in which part of the program aims to reduce the negative impact of mental health symptoms on academic performance. The **Office of the Dean of Students** continues to seek additional grant funding to provide emergency grants to students in an effort to eliminate potential barriers to academic success. Additionally, through the First-Year Seminar lead by **New Student and Family Programs**, students are provided with information on how to schedule courses, and utilize major and degree maps. The **Early Learning Center** has committed to creating a broader reaching marketing campaign to promote their services to student-parents in an effort to provide assistance in attending classes. The **Starr Career Development Center** will offer stipends for unpaid internships to help students with financial challenges gain experience and remain enrolled.

Throughout this report, each functional area has assessed two areas that are directly linked to the strategic plan. Through assessing the areas that are aligned with the Strategic Plan, the Division works to continuously improve upon the services provided and ensure Baruch College is reaching its stated goals. Each of these goals will be marked with the corresponding goal number (example: 4.2.1).

MISSION

In The Department of Athletics & Recreation aims to educate and develop individual student-athletes and participants by providing opportunities to participate in competitive intercollegiate or recreational sports programs. The Department is committed to supporting student-athletes in their attainment of a high level of achievement in academics as well as in competitive athletic programs. The Department teaches the tenets of leadership, sportsmanship and teamwork through sports to a diverse community within and beyond Baruch College. Baruch College is committed to upholding the principle and practice of institutional control in a manner consistent with the letter and spirit of the CUNYAC and University rules and regulations. The Department embraces the principles of sportsmanship, integrity, amateurism, compliance and diversity within the guidelines of NCAA Division III Athletics

CORE FUNCTIONS

- Athletics
- Recreation
- Community Engagement
- Bearcats Summer Camp
- Special Programs
- Rentals

SIGNATURE PROGRAMS

- Athletic team competitions
- Student Athlete Advisor Committee (SAAC)
- Baruch Athletic Counsel (BAC)
- Intramurals
- Memberships and Rentals
- Bearcats Appreciation Day
- Alumni Day
- National Girls and Women in Sport Day
- Battle of Lexington
- Annual Bearcats Sports Banquet

BY THE NUMBERS

- 13 NCAA Teams
 - 7 Men & 6 Women Teams
- 215 Student Athletes
- 7 Teams won the CUNYAC Championship
- 104 CUNYAC Scholar-Athletes
- 4 Honorable Mentions for CUNYAC Scholar Athletes of The Year
- 6 SAAC Community Service Events
- 100+ Hours of Volunteer Time
- 3.26 Overall Department wide team GPA
- 8 intramural events with 300+ participants



ATHLETICS & RECREATION

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: The **intramural program** offers a variety of sports, activities, and interests that cater to our student population. [Supports 4.2.1- Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college.](#)

LEARNING OUTCOMES: Students who participate in various competitions through the intramural program learn to work in a team environment, lead a healthier lifestyle, and develop new skills or improve in their chosen activity. Students learn about structure, commitment and perseverance through competition.

DATA COLLECTION: Qualtrics Survey. Participants: 220. Response Rate 20%, N=44

FINDINGS: 77% of participants strongly agreed that taking part in the intramurals was beneficial to their physical and or mental well-being. 54% of participants strongly agreed that they have improved their skills in the activity they participated in. 50% of participants agreed that they made friends and felt they were part of a community at Baruch College. Students have indicated that they'd like to see the intramural program be marketed more prominently throughout the campus. Someone has also indicated, they would like to see less intense environment. Others have indicated they'd like to see a specific sport brought to the program.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: A more concerted effort to promote intramural programs throughout campus via the student life newsletter and other forms of email listserv that reach our student population will be implemented for the following year. We will also explore adding additional activities that were featured as part of the responses of what students would like to see offered.



DESCRIPTION: Survey was distributed to all student-athletes to assess the **Athletics NCAA SAAC** program and gauge the knowledge and interest of the student-athlete through their participation in the program. [Supports 4.2.1- Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college.](#)

LEARNING OUTCOMES: Students will engage with other student-athletes will gain a diverse perspective and learn how to work as a team, acquire leadership skills that can be applied in the future to their career of choice and learn how to engage with the community and have a greater understanding of civic engagement.

DATA COLLECTION: Baseline Survey. Participants: 201. Response Rate 33%, N=67

FINDINGS: 71% of Student-Athletes were aware of the function of SAAC and it's foundational mission and purpose. 74% of respondents agreed that participating in SAAC enhanced their experience as a student-athlete while 66% agreed that SAAC helped them improved their leadership skills. 80% agreed that participating in SAAC increased their interest in other sports.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Continue education of incoming first year students on SAAC and the benefits of being a part of the program. Included more options for civic engagement.



STARR CAREER DEVELOPMENT CENTER

MISSION

The Starr Career Development Center advances the mission and goals of Baruch College by providing leadership on, and delivery of, diverse and inclusive career and professional development programs and services for undergraduate students. The Starr Career Development Center supports student career readiness by providing opportunities to define career goals, engage in experiential learning, and gain professional experience. The Center also develops mutually beneficial partnerships with Baruch faculty and staff, alumni, employers, and community partners, which facilitates the growth and success of a diverse talent pipeline. As a result, students can acquire the tools and the confidence to independently engage in lifelong professional development and career management in a diverse and global workforce.

CORE FUNCTIONS

- Comprehensive career exploration and planning services
- Build and manage relationships with employers and forges strategic partnerships to develop employment opportunities for students and recent alumni.
- Host professional development programs for students to participate in industry specific training and soft skill development

SIGNATURE PROGRAMS

- Accounting Fair, Fall Career Day, Spring Job & Internship Fair
- Diversity Pipeline Programs Panel and Career Expo
- Dining and Networking Etiquette Workshops
- Industry Panels and Expos
- Suit Up for Success Clothing Drive
- Internship Funding Programs
- Special Programs: Financial Leadership, Rising Starr Sophomore, Passport to Partnership, Max Berger Pre-law, CUNYEDGE, Bridge to Baruch

BY THE NUMBERS

7 Industry specific
Professional Development
Programs

5,761 jobs, and 3,094
internships were posted

2,580 students and 235
employers attended career
fairs

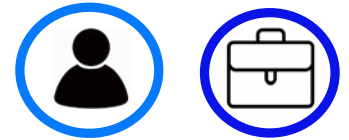
424 events in AY19 including
71 information sessions and
353 workshops.

Students submitted
135,170 job applications
online through Starr Search

STARR CAREER DEVELOPMENT CENTER

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Assessment to gauge learning through **one-on-one walk-in sessions** and to discover student's overall interaction with Starr. [Supports 4.2 Ensure all Baruch students have access to the personal, academic and professional support services they need to thrive and be successful.](#)



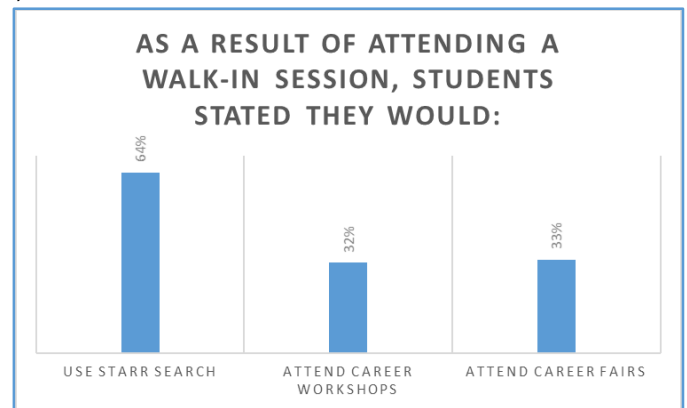
97% of students attending a walk-in session were able to list at least one thing they learned

LEARNING OUTCOMES: Identify and articulate individual skills, interests, personality and values related to their academic and career goals. Construct effective job search materials. Identify career options and follow through with career decisions based on utilization of the counseling process, assessment tools, resources and online sources.

DATA COLLECTION: Paper Survey, Participants 1559, Response rate 45%, N = 698

FINDINGS: 94 students made suggestions on how to improve SCDC. The most popular suggestions were more time, and longer or different walk-in hours. Other suggestions include: more reviewers, website redesign, designated follow-up and a request to provide worksheets.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on the data received, walk-in hours were modified by adding hours to Mondays and Fridays and lengthen the hours on Tuesdays, Wednesdays and Thursdays at the beginning of the Spring semester. This data will be used to promote walk-in sessions by creating an infographic flyer.



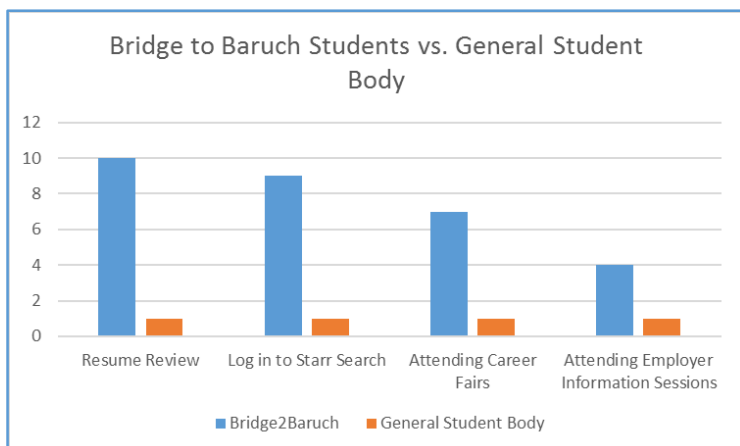
DESCRIPTION: **Bridge to Baruch (B2B)** was a newly initiated program by Starr Career Development Center (SCDC) in 2018. B2B aims to provide career development support and resources to new transfer students before the semester start so that they are equipped to hit the ground running and pursue career opportunities. [Supports 4.2 Ensure all Baruch students have access to the personal, academic, and professional support services they need to thrive and be successful.](#)



LEARNING OUTCOMES: Create targeted professional materials including Resume, Cover letter, and LinkedIn profile, Gain eligibility to participate in On Campus Recruitment, Use at least one electronic career tool, apply for at least five different jobs/internships using Starr Search system, and/or obtain an internship or job.



DATA COLLECTION: Paper Survey, Baseline Survey, Rubric, Focus Group, Evaluation on Assignments. Participants= 413, Response Rate 100%, N=413



FINDINGS: More than 95% of the attendees demonstrated good knowledge and understanding of career resources available for them at Baruch, essential employability skills including writing resume, networking and job/internship searching, and importance of career development.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Due to low turnout of the monthly advisement sessions in the fall semester, career counselors decided to replace monthly advisement sessions with two special career events and two hours of walk-ins every week during the spring semester 2019.

MISSION

Through culturally sensitive and trauma-informed counseling and psychological services and outreach, the Counseling Center assists students in achieving their academic 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.

CORE FUNCTIONS

- Provide individual and group therapy to students
- Assess and support students in crisis
- Raise awareness of mental health issues on campus
- Reduce mental health stigma within marginalized groups

SIGNATURE PROGRAMS

- Biofeedback-based Performance Enhancement Consultations to reduce anxiety
- Psychological Testing
- Trauma-informed Care at Baruch
- Relationship to Self and Others Group

BY THE NUMBERS

969 Unique Students Seen

* does not include outreach events

6,013 Appointments Attended:

- 4,328 individual therapy
- 742 triage
- 317 group therapy
- 239 case management /consultation
- 182 psychiatric medication
- 99 crisis
- 96 testing
- 10 hospital transfers

89 Outreach Events, reaching 3,302* students

*not unique students

96% of students identified a history of trauma

Gender of Students Seen:

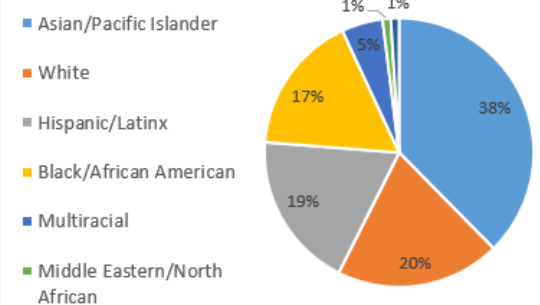
- 66% women
- 33% men
- 1% transgender/gender-queer/gender non-conforming

80% of students seen for individual or group services were students of color (see chart below)

86% identified as straight, 14% as lesbian, gay, bisexual, queer, or pansexual



ETHNICITY OF STUDENTS SEEN IN COUNSELING CENTER



COUNSELING CENTER

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Effectiveness of **Group Therapy** within Counseling Center. [Supports 4.2.1. Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college and 4.1.1. Increase the number of students taking and completing 30 credits per year.](#)



LEARNING OUTCOMES: Students will learn: 1) how to communicate more effectively, 2) interpersonal skills that could be applied to life outside of the group, 3) how to be receptive to support from others going through similar experiences.

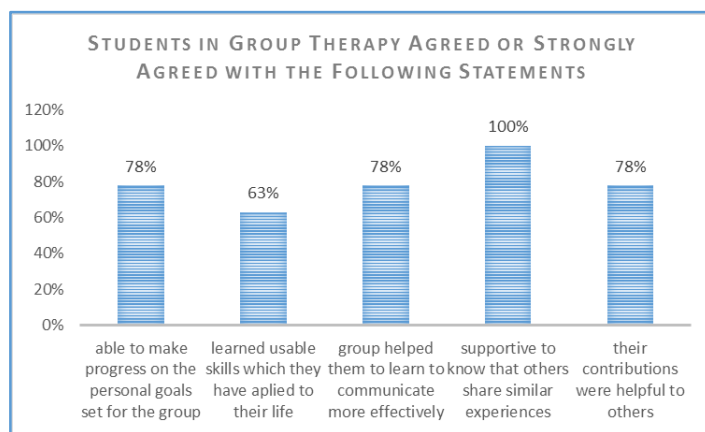


DATA COLLECTION: Paper Survey, Rubric, Survey Monkey for those absent. Participants 20, Response rate 45%, N=9

FINDINGS: The group is meeting the goals of improving communication, fostering a sense of connection to others and providing a safe space for students to work on their own personal goals. Two students requested that group leaders take a more active role in terms of providing structure for the group and initiating conversations more often.

ANTICIPATED CHANGES AS A RESULT OF

ASSESSMENT: Based on these results, we plan to continue offering and leading therapy groups in the Counseling Center. We will work with the group leaders to take a more active role in structuring the group and facilitating group discussions.



DESCRIPTION: Students participating in **one-on-one therapy** were asked to complete a Wellness Survey. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college.](#)



LEARNING OUTCOMES: Students will learn strategies for addressing personal issues and concerns that interfere with their academic and social performance

DATA COLLECTION: Paper Survey. Participants 474, Response rate 9.4%, N=54

FINDINGS: 42% (10) of the survey respondents said they learned coping techniques to reduce stress (e.g., breathing, meditation, journaling, trying new things, ways to calm themselves). 38% (9) said they learned how to better identify and analyze the underlying causes of their symptoms and issues.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Develop student-centered handouts that describe coping techniques to better manage stress. Train counselors on how to more consistently incorporate coping strategies into counseling sessions. Continue to develop our stress reduction and mindfulness workshops.

OFFICE OF THE DEAN OF STUDENTS

MISSION

In partnership with various campus stakeholders, the Office of the Dean of Students supports students in navigating their academic, social, emotional, and financial needs. The office promotes and advocates for the integrity, accountability, safety, wellbeing, and equity of all students.

The Office of the Dean of Students is comprised of several areas including: Alcohol & Substance Abuse, Community Standards, Health & Wellness, Residence Life, Resource Management, Student Advocacy & Support and Veteran Services. Each of these areas can be found on the subsequent pages.

CORE FUNCTIONS

- Academic Integrity Violations
- Crisis response and student advocacy
- Student concerns and grievances

SIGNATURE PROGRAMS

- Campus Intervention Team
- Student Emergency Fund
- Grab & Go Bags
- Medical Withdrawals

BY THE NUMBERS

134 Campus Intervention Team (CIT) cases were reported and addressed

130 Allegations of Academic Integrity Violations were processed

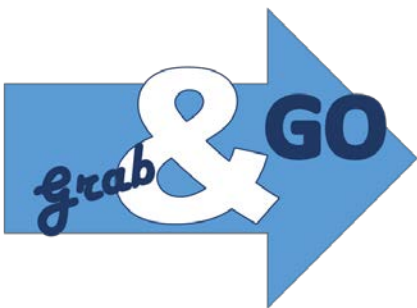
37 students were medically withdrawn

239 students applied for the Student Emergency Fund; 170 were approved. \$150,000 awarded to those students approved.

14 Students applied for the Student Emergency Fund specifically for undocumented students. \$19,900 was awarded to those approved.

100 Grab & Go bags were distributed to students to address food insecurity

707 student visits



OFFICE OF THE DEAN OF STUDENTS

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Students accused of violating academic integrity policies participated in an investigation and ruling regarding their actions. [Supports 1.1.3. Engage in, continually refine approaches to, and provide resource support for robust, sustained, College-wide, faculty-informed assessment of student learning that is in compliance with regional and specialized accreditation standards.](#)

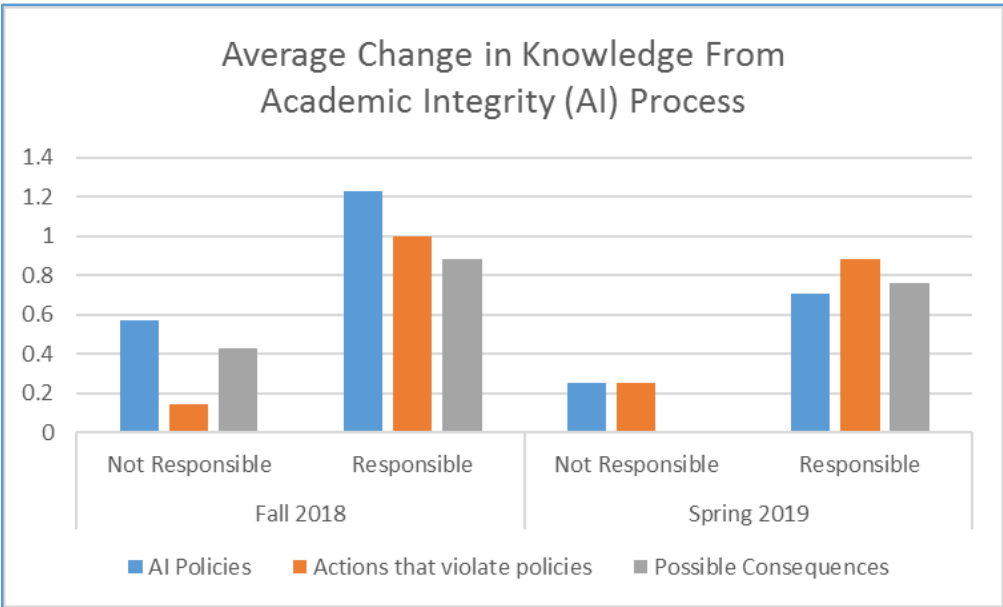
LEARNING OUTCOMES: Provide students the opportunity to learn about Baruch/CUNY policies on Academic Integrity while evaluating their own behavior

DATA COLLECTION: Qualtrics Survey:

- Fall 2018
 - Participants 75, Response Rate 32%
 - N = 24
- Spring 2019
 - Participants 55, Response Rate 45%
 - N = 21

FINDINGS: Students who were accused of violating academic integrity policies reported a positive change in their knowledge of Baruch/CUNY policies as a result of participating in the process. Students who were found responsible were more likely to state they gained knowledge in all three categories than those who were found not responsible

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Reframe meetings to ensure students are receiving information both verbally and in writing on policies that have been violated and possible consequences.



DEAN OF STUDENTS: COMMUNITY STANDARDS

MISSION

Office of Community Standards through the Office of the Dean of Students is responsible for providing a fair and educationally based system for administering the University's student conduct system. This process creates a safe, welcoming, and equitable campus community for all students.

CORE FUNCTIONS

- Maintain a safe campus through the utilization of CUNY's Henderson Rules of Public Order, Baruch College Code of Conduct, CUNY's Policy on Sexual Misconduct, and all other policies
- Provide advocacy for students with regards to appeals and complaints unrelated to DOS (staff, faculty, or grade)
- Connect students to resources based on identified needs
- Support student rights with Title IX, as co-chair of Baruch's Sexual Harassment & Assault Prevention (SHAP) Committee

SIGNATURE PROGRAMS

- Dean's Certifications
- Manage conduct crises as they arise
- Quick & efficient in addressing policy violations
- Develop & implement a conduct process for handling residents in the residence hall who violate policies multiple times
- SHAPline was created to provide a safe space for students to ask questions about sexual harassment, sexual identity, relationships, and a number of other topics

BY THE NUMBERS

CONDUCT

49 on-campus incidents of misconduct, a 6% decline from previous year

35 No Contact Orders issued

11 referrals to Substance Abuse Prevention Coordinator

6 students had more than one incident wit in the year

SHAP

20 events addressing sexual harassment, consent, bystander intervention, domestic violence, etc.

DEAN'S CERTIFICATIONS

418 Dean's Certifications applications processed

SEXUAL HARASSMENT & ASSAULT PREVENTION COMMITTEE (SHAP)

Joy Allison	Health & Wellness, Co-Chair
Sydacia Bunbury	Disability Services
Molly Pearl	Veterans Student Services
Brandy Peer	Student Conduct, Co-Chair
Kristy Perez	SEEK Program
Gavin Shafron	Substance Abuse Prevention
Damali Smith	Student Life
Crystal Tejada	Student Life
Carrie Thomas	Athletics & Recreation
Adia Tucker	Starr Career Development Center

SHAP is a division wide committee which provides awareness and prevention education focused on topics such as sexual harassment, sexual assault, relationship violence, and stalking.

DEAN OF STUDENTS: COMMUNITY STANDARDS

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Bystander Intervention 102: Digital Harassment & Online Stalking by SHAP Committee. Participants applied Bystander Intervention techniques including the 5 D's (Direct, Distract, Delegate, Delay, Document) of B.I. based on the harassment their peers and loved ones experienced in virtual spaces. [Supports 3.7 Create and sustain a culture of ongoing curricular innovation and collaboration across the College](#)



LEARNING OUTCOMES: Students learn techniques of bystander intervention that could be used outside of school.



DATA COLLECTION: Paper Survey, Participants 29, Response Rate 41%, N = 12

FINDINGS: Of the 8 students who completed both the pre, and the post assessment, 4 (50%) were able to recall all 5 D's of Bystander Intervention at the end of the program



ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on the information received, we will make sure to be more vigilant about collecting data for the program. As well, as this was the first event evaluated, the survey will be edited to be more directly reflective of the program for participants to have the opportunity to give more direct answers.



DESCRIPTION: Keke do you love me? - Do you know if you're in a toxic relationship? A panel discussion that included various perspectives on intimate partner violence and offers participants a broader picture of survivors' experiences.. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college](#)

LEARNING OUTCOMES: Students would be able to identify signs of an unhealthy relationship. Students would learn resources on and off campus related to the topic of intimate partner violence

DATA COLLECTION: Paper Survey, Participants 22, Response Rate 55%, N = 12

FINDINGS: When given an open ended question regarding items learned from the event, 100% of respondents were able to identify signs of toxic relationships; or ways to help others and identified that there are hotlines and resources available to help. Suggestions for improvement included better management of time with answers from the panel and providing handouts for the resources that were provided

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The program can be adjusted to make sure that the panelists stay focused on the topic at hand in order to provide the most efficient information we can in the time we have but also provide handouts that will guide the participants to the information after the program is over.



DEAN OF STUDENTS: HEALTH & WELLNESS

MISSION

In partnership with various campus stakeholders, the mission of Office of Health & Wellness is to empower students to thrive and achieve life-long success through experiences that cultivate holistic well-being. The office provides opportunities to increase the knowledge, skills and confidence of students by creating an environment that supports making healthy and responsible choices consistent with personal values.

CORE FUNCTIONS

- Interactive programs on the 8 dimensions of wellness
- Educate and facilitate programs and resources to manage and reduce stress
- Provide health and wellness education using evidence informed practice programs, resources and tabling to encourage positive healthy lifestyles facilitated by Peer Advocated for Wellness Services (PAWS) Peer Mentors- NASPA Certified Peer Educators
- Promote health advocacy through peer education by participating in College-wide events

SIGNATURE PROGRAMS

- Vagina Monologues
- Student Health & Wellness Festival
- Bring the Balance Radio Talk Show
- CPR/AED/First Aid training
- National Suicide Prevention Month
- Examination relaxation

BY THE NUMBERS

3 Awards:

Lifting as We Climb, National Association of Black Accountants
2019 Bernie for Service to Students
Very Inspirational Emerging Leader

2 Conference Presentations

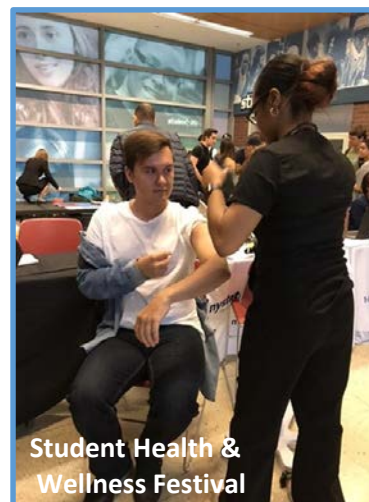
88 Programs held

4 Blood drives

53 Programs were co-sponsored with other offices

972* total student visits

*does not include all co-sponsored events



Student Health & Wellness Festival



Weekly Yoga

DEAN OF STUDENTS: HEALTH & WELLNESS

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: **Breaking Up Relationships** aimed to teach students the importance of setting boundaries in all relationships. It will also focus on discussing the signs of knowing when to let go of a relationship [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college](#)



LEARNING OUTCOMES: Learn the importance of boundary setting and how to set them for all relationships, Gain a better understanding on the benefits of setting boundaries, Identify at least 2 on campus resources and at least 1 off campus resource to discuss further about boundary setting and health relationships



DATA COLLECTION: Google Survey, Participants 21, Response Rate = 47%, N=10

FINDINGS: Many of the students that attended asked for the program to be repeated during club hours so their friends that were not available could attend. 100% of students shared when they set boundaries with friends, family, romantic relationships and at places of employment they felt relieved and communication conflicts did not occur often. 80% accurately identified on and off campus resources to further discuss the conversation on boundaries.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Since students requested specific program to be offered during club hours, effort will be made to offer during that time.

100% Students identified they were validated to know it is important to set and be comfortable with boundaries when it comes to friends and family members

DESCRIPTION: **Organize Your Life**, a 2 part program co-sponsored by Student Disability Services. In week 1 students assess their time management skills. Learn tips to improve effectiveness. In week 2 students share what worked well and receive further coaching. Students learn how to better manage their time with tips & techniques from professional productivity consultant. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college](#)

LEARNING OUTCOMES: Students will identify 1-2 time management techniques to incorporate in to their life. Students will identify at least two advantages and two disadvantages regarding procrastination

DATA COLLECTION: Paper Survey, Participants 60, Response Rate = 73.33%, N=44

FINDINGS: 100% of students were able to identify at least 1 time management technique. The most frequently cited techniques included the use of 'buckets' to categorize priorities, differentiating between urgent vs. important, do the hardest thing first, and various apps available to assist in organizing. Students also shared it was affirming to know taking care of themselves is important and should be a priority

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: To address comments regarding how socioeconomic barriers can be associated with how time is used, the presentation will include a discussion of how lack of access to resources can be a barrier and how to navigate these challenges while in college. Future iterations will focus on self management and include more self care tips for students when they are overwhelmed.



DEAN OF STUDENTS: RESIDENCE LIFE

MISSION

The Residence Life program provides a safe and inclusive living-learning community for students to foster academic, social, cultural, and personal growth. The student-centered and purposeful programs conducted by the Residence Life staff aim to enhance the student experience. Living in the residence hall gives an opportunity for students to gain real life experiences and form relationships that can develop into life-long friendships.

BY THE NUMBERS

329 Students in Residence

7 Resident Assistants

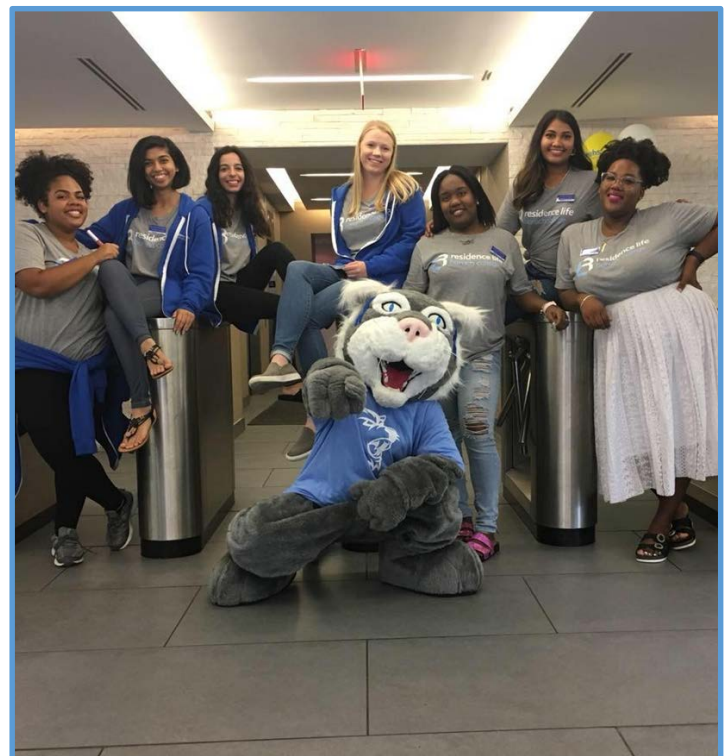
86 Programs Hosted

CORE FUNCTIONS

- Provide crisis management in cases of emergency or distress and enforce the Code of Conduct.
- Facilitate educational and social programs for residents.
- Create a comfortable and safe environment with diverse opportunities to enhance the student experience.
- Oversee the overall well-being of students living within the residence hall.

SIGNATURE PROGRAMS

- Resident Assistant (RA) Training
- Res Hall Opening/Move In Days
- Welcome Week
- International Night in support of International Education Week



DEAN OF STUDENTS: RESIDENCE LIFE

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Resident Assistant Training is a multi-day training program for paraprofessional staff in Residence Life. RA Training prepares Resident Assistants with the skills and knowledge to complete their responsibilities with residents and in the residence hall. [Supports 4.2.2.2 Promote more effective referrals by providing faculty and staff with comprehensive information and training about the services available to students.](#)



LEARNING OUTCOMES: Summarize office and College policies and procedures to educate residents, hold residents accountable and create a safe environment where students can be academically and socially successful. Participants will identify campus and community services, be able to refer students to such services and help students develop a connection to the College. Participants will be able to create and implement community building initiatives and programs within the residence hall.



DATA COLLECTION: Paper Survey. Participants 7, Response Rate 100%, N=7



FINDINGS: Respondents were evaluated on Resident Assistant requirements, protocols, and procedures. Four of the six respondents completed the evaluation with 100% accuracy. One respondent answered eight of nine correctly and one respondent answered seven of nine correctly. Respondents who did not complete with 100% accuracy both answered Q5 regarding room condition reports incorrectly. Respondents also completed a daily satisfaction survey for each day of RA Training anonymously. Two of the five respondents commented on the Day One Satisfaction Survey that more breaks between sessions would be beneficial.



ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Additional time will be added to Housing session of the training for more in-depth information on room condition reports including a practice session and additional breaks will be added to the schedule between training sessions.

DESCRIPTION: Change your Mindset is an educational program facilitated by Residence Life staff for Baruch residential students. The participants will take a mindset test to confirm their growth or fixed mindset and learn how to look at obstacles as opportunity.. [Supports 4.2.3 Support students' career development throughout their time at Baruch by infusing their experience with programs and services that engage them in self-assessment activities, help them explore and develop their talents and skills, and obtain employment in their desired field.](#)

LEARNING OUTCOMES: Students will be able to know the difference between a growth mindset and a fixed mindset. Students will be able to identify their mindset type.

DATA COLLECTION: Pre/Post Test (Baseline). Participants 24, Response Rate 37.5%, N=9

FINDINGS: The participants completed a pre and post test on growth and fixed mindset. After the program, 100% of the participants reported that they were moderately or extremely familiar with the growth and fixed mindset including the six participants who were not or slightly familiar. In the pre test 78% of participants answered Q4 regarding examples of growth mindsets incorrectly compared to 67% in the post test. In both the pre and post tests 56% of participants answered Q5 regarding the cored idea of a fixed mindset incorrectly. More than three-fourths of the participants rated the program as excellent and the other 25% rated it as good. The results of the assessment shows that the program was ineffective.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on the results of the assessment, we will look at the timing of the post test as it was administered directly before food was served which may have caused participants to rush through the test. We will also review the presentation and attempt to add more activities within the session.



DEAN OF STUDENTS: SUBSTANCE ABUSE PREVENTION

MISSION

To improve the lives of all Baruch students by working collaboratively within the campus and surrounding community to prevent problematic substance misuse, and refer students in need to treatment.

CORE FUNCTIONS

- On-campus outreach to prevent problematic substance misuse.
- Regularly screen students for substance misuse.

BY THE NUMBERS

28 Outreach Events
reaching 1150 students

117 BASICS appointments
reaching 89 students

4 Offices/Programs providing
screening (BASICS/SBIRT)

SIGNATURE PROGRAMS

- Implementation of restorative Justice model of substance abuse sanctions for violations of AOD policy to include BASICS screenings, brief-interventions, and informational sessions.
- The development and launch of a successful Harm-Reduction Campaign and development of a Social Marketing Campaign for launch in the Fall of 2019.



DEAN OF STUDENTS: SUBSTANCE ABUSE PREVENTION

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: **Alcohol Awareness Trivia Night** (October 20, 2019) was a gameshow-style trivia event where students were tested on their knowledge about the safety and lack thereof of the use of common substances. Students were assessed on their knowledge in a pre-and-post-test format. [Supports strategic plan goals 3.1, 2.1 and 4.2.1](#)

LEARNING OUTCOMES: Students will learn the definition of Binge Drinking as well as the health risks associated with it.

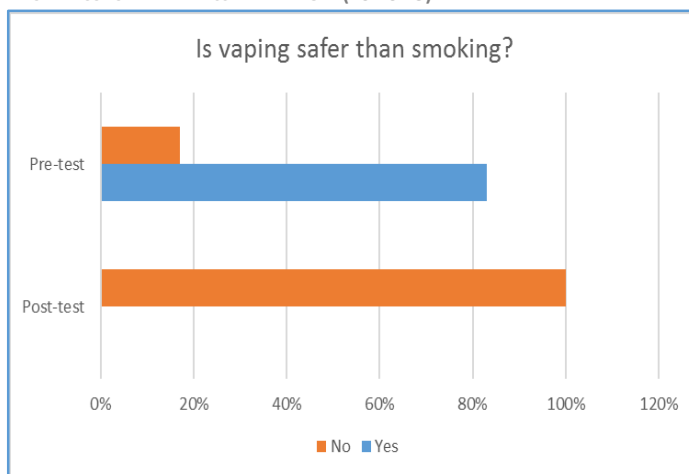
DATA COLLECTION: Paper Survey, Participants 10, Response rate 60% , N = 6

FINDINGS: Results suggest that an event that targets social norms around substance use was both engaging and effective. Events that allow students to engage in a discussion around central questions seem to be especially effective and informative.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Increased use of trivia/gameshow style outreach events to boost student participation



FROM ALCOHOL AWARENESS TRIVIA NIGHT (10.20.19)



DESCRIPTION: **BASICS, or Brief Alcohol and other Drug Screening and Intervention for College Students** is an empirically supported program for students who violated Baruch and/or CUNY's Alcohol and Other Drug (AOD) policy. The program implements an initial screening, followed by a consultation and intervention. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college](#)

LEARNING OUTCOMES: Students will be made aware of health risks associated with their usage of substances and educated in-depth as to CUNY and Baruch's Alcohol and Other Drug (AOD) policies

DATA COLLECTION: Assessment of PAVE records of conduct violations and repeat offenses before and after BASICS implementation and session completion per student. N = 89

FINDINGS: The data revealed that those student who have not participated in BASICS are more likely to break AOD policy again compared to those students who have completed the program.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Continue the BASICS program and work to ensure continued cooperation or relevant interdepartmental partners.

DEAN OF STUDENTS: STUDENT VETERAN SERVICES

MISSION

The mission of Student Veteran Student Services at Baruch College is to provide academic and social support for veterans, service members, and military family members during their educational journey. Veteran Student Services facilitates a successful transition to academic life and prepares military affiliated students for success in their civilian careers.

CORE FUNCTIONS

- Provide guidance on VA and other educational benefits
- Coordinate cross-campus services
- Advise the Student Veteran Association
- Host social and career-readiness programs
- Provide advocacy and support to Baruch's military affiliated students

SIGNATURE PROGRAMS

- Student Veterans of America (SVA)
- End of the Year Military BBQ
- Participate in Diversity Career Expo in partnership with Starr
- Veterans Week events including community-building and career readiness programs
- Conduct needs assessments to inform and adjust to the emerging needs of Baruch's military affiliated students

BY THE NUMBERS

167 Military Affiliated Students

15 Programs hosted/partnered

8 student-veterans ran for SVA e-board, an increase of 800% from previous year

2 new positions added to SVA e-board: Marketing Officer and Public Affairs Officer



Veterans Luncheon 2018

DEAN OF STUDENTS: VETERAN STUDENT SERVICES

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: "Networking" (Veterans Week event) provided an intimate space for veterans to meet recruiters from four companies, practice networking skills, and set a goal for following up with a new professional contact. Based on data from General Faculty Report 2018 showing 26% of presenting concerns related to employment. **Goal IV: Increase students' engagement, academic momentum, degree completion, and post-graduation success.**



LEARNING OUTCOMES: Student veterans will feel more connected to their veteran peers through targeted event during Veterans Week. Student veterans will utilize networking skills and identify a next step for growing their professional network.

DATA COLLECTION: Paper Survey, Participants 12, Response Rate 100%, N=12

FINDINGS: 83% of participants agreed or strongly agreed that they "made a new professional connection as a result of this event" and that they were "able to apply my networking skills during the event".

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Partner with another club or more closely with Starr to boost attendance. Advertise the entire week of veterans' events farther in advance. Work with SVA eboard to invite recruiters from companies in which student veterans vested interest .

DESCRIPTION: Peers for Careers mentors were provided with **training on how to effectively work with military affiliated students** on career readiness, translating military experience on civilian resumes, and job searches. . **Goal 4.2.2.2. Promote more effective referrals by providing faculty and staff with comprehensive information and training about the services available to students.**



LEARNING OUTCOMES: Starr Peers for Careers will have increased knowledge of the unique needs of military affiliated students at Baruch, as well as identify strengths that military affiliated students bring to the job search and understand typical areas for support for military affiliated students who seek their career services.

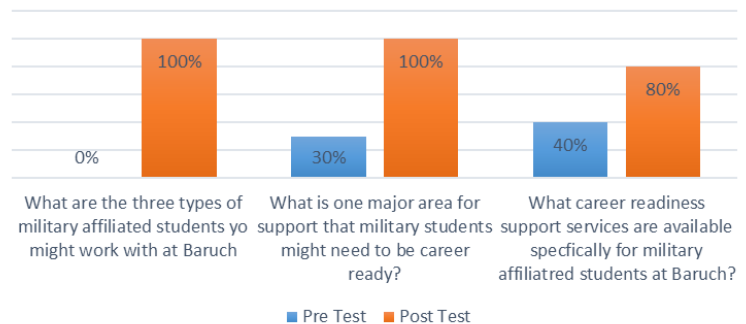


DATA COLLECTION: Paper Survey, Participants 10, Response Rate 100%, N=10

FINDINGS: 83% of participants agreed or strongly agreed that they "made a new professional connection as a result of this event" and that they were "able to apply my networking skills during the event".

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Provide more time for the presentation as we did not get to case-work the sample student resume, as well as provide enough time for completion of post-assessments

Correct Answers re: Military Affiliated Students and Career (Pre/Post Test)



STUDENT DISABILITY SERVICES

MISSION

Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide assistive technology that empowers students to self-advocate and develop the skills necessary to succeed academically.

CORE FUNCTIONS

- Register students with disabilities with SDS and determine reasonable accommodations
- Proctor exams
- Career Services for students with disabilities: CUNY LEADS (Linking Employment and Disability Services)
- Act as campus disability liaison for faculty, staff and administration
- Provide student advocacy
- Coordinate disability services with NYS agencies

SIGNATURE PROGRAMS

- Assistive Technology
- Campus Outreach

BY THE NUMBERS

2032 office visits

Students visited:

56% Male

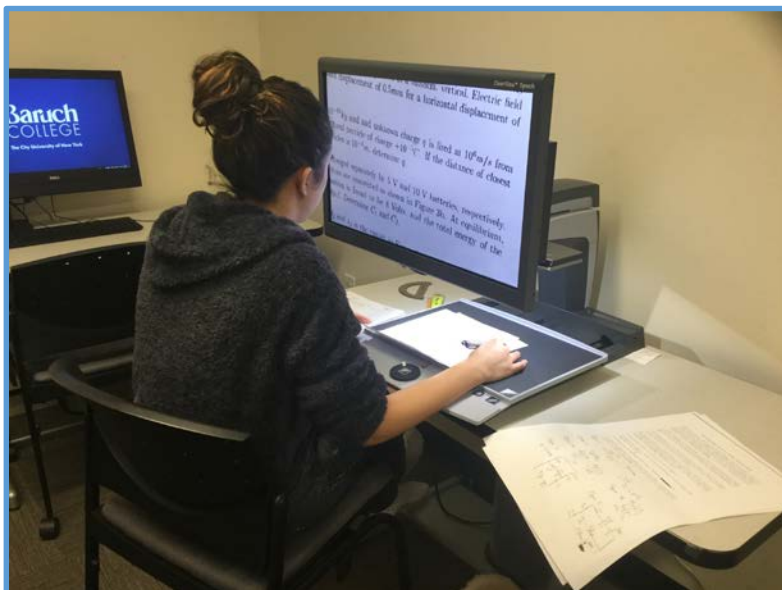
44% Female

123 Assistive Technology loans and trainings

185 New students registered

124 Students Graduated

1,237 Exams proctored



STUDENT DISABILITY SERVICES

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: April 9, 2019. **OCR Workshop** - What your college needs to know about the Office of Civil Rights. Two attorneys from OCR will present on Disability Harassment, Legal Considerations for Pregnant Students, and Emotional Support and Service Animals. [Supports 5.2.1 Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.](#)

LEARNING OUTCOMES: Participants would gain knowledge of Student Disability Services, as well as Legal considerations for pregnant students, and service animals.

DATA COLLECTION: Paper Survey. Participants 36, Response Rate 72%, N=26

FINDINGS: All 26 reported ; "The training was valuable; Skills and knowledge have improved because of the training session; Knowledge of Student Disability Services improved; and Yes, I would like more workshops or similar trainings around these topics. 11 wrote comments such as: "Excellent information...Valuable to the work I do... I'm amazed at the potential for gray area in the field. I learned a lot and it will impact my day to day responsibilities."

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Given the interest in the topic (based on attendance and survey) we will look for similar topics and plan on delivering one workshop a year to the campus community. Based on survey results, we will also build in more time for questions and answers.

"I learned a lot and it will impact my day to day responsibilities"



DESCRIPTION: October 11, 2018. Workshop "**Understanding Students with Learning Disabilities in College**". In collaboration with CTL, SACC, and the CUNY LD project. [Supports 5.2.4 Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.](#)

LEARNING OUTCOMES: Staff who work with students will learn about Learning Disabilities that they can apply to their work.

DATA COLLECTION: Survey Monkey. Participants 30, Response Rate 53%, N=16

FINDINGS: 87.5% of participants "came away from this workshop having learned something about LD that they can put into practice". 100% of participants replied "the content of this workshop was appropriate".

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Given the interest in the topic we will work with CUNY's LD Project to deliver another training to Baruch in 2020. Based on the survey, we will also include a short introduction on SDS services at Baruch.



EARLY LEARNING CENTER

MISSION

Provide child care services to students who would otherwise not be able to attend college without these services. As part of its Mission the Center seeks to provide developmentally appropriate learning environment for children 2 through 5 years with referral and intervention services when needed and to provide student/parents with support as they pursue their degree.

CORE FUNCTIONS

- Provide affordable, quality child care to children of Baruch College students.
- Offer support and support services to Baruch College student-parents.
- Provide parenting workshops to student-parents.

SIGNATURE PROGRAMS

- First Aid/CPR Training for student-parents
- Parent Workshops on Art, Instrument - Making and Cooking
- Family trip to museum

BY THE NUMBERS

3 Parent-Child Workshops

1 First Aid Training

9 Student-Parent Social Events

1 Family Trip to the Museum of Natural History

EARLY LEARNING CENTER

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: During spring break, the ELC offered **student-parents workshops** in musical instrument making, cooking, baking, first aid/CPR training/certification and a family trip to the Museum of Natural History. These workshops gave parents opportunities to network and increase parent engagement. Supports [4.3.1 Develop a broad range of opportunities and enhances physical space to strengthen engagement of undergraduate and graduate students with the College and with each other.](#)



LEARNING OUTCOMES: Student-Parents will have an increased sense of community with other student-parents and connections with the Early Learning Center

DATA COLLECTION: Paper Survey, Participants 11, Response Rate 81%, N = 9

FINDINGS: All 9 respondents agreed that one or more of the workshops they attended provided them with a sense of community and all parents felt that one or more of the workshops gave them a connection with other student-parents.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will plan more family centered events and workshops to further continued participation.



DESCRIPTION: Surveys were distributed to student-parents asking them to list how having child care services at the Early Learning Center **supported their greater goal of graduating on time.** Supports [4.1.1 Increase the number of students taking and completing 30 credits per year..](#)

LEARNING OUTCOMES: Student-Parents who have significant barriers to post-secondary success will be able to state how access to low cost child care impacts their ability to graduate.

DATA COLLECTION: Paper Survey, Participants 22, Response Rate 81%, N = 18

FINDINGS: Of the student-parents who responded, 83% identified that they were able to take additional courses; 94% responded that they had more study time; and 72% responded that they were able to participate in group study projects, as a result of having their children at the center.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will continue to provide high quality affordable childcare for student-parents. We will assess their need for additional childcare hours and provide if there is a need.

NEW STUDENT & FAMILY PROGRAMS

MISSION

The Office of New Student & Family Programs (NSFP) exists to support all new undergraduate students as they begin their acclimation to Baruch College by providing the requisite tools that they will need in order to maximize a seamless transition from high school to college life or in the case of transfer students, a new college setting. Students' academic, civic, social, personal, and professional competencies will be strengthened through curriculum in our First year and transfer seminars, while promoting their scholastic achievement and academic success in alignment with the mission of the College. In addition, the NSFP promotes an on-going partnership and relationship between the parents/families of all students and the College by educating them on the personal and professional aspect of their new students college life.

CORE FUNCTIONS

- First-Year Seminar
- Transfer Seminar
- Fall Convocation
- Parent/Family Engagement

SIGNATURE PROGRAMS

- Peer Mentor Teaching and Leadership Opportunities
- Family Orientation
- Day of Welcome

BY THE NUMBERS

70 Sections of
First-Year Seminar
1505 students enrolled

11 sections of
Transfer Seminar
140 students enrolled

11 students sought
assistance with
personal issues

NEW STUDENT & FAMILY PROGRAMS

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Fall 2019 - First Year seminar is a preparatory seminar to provide students with the requisite tools to succeed at Baruch. When provided with this information, they will have a clear understanding of their degree requirements and the student services available to support a 4 year completion. [Supports 4.1.1. Increase the number of students taking and completing 30 credits per year and 4.1.3.1. First-time, full-time freshmen: Four- year graduation rate to 45 percent; six-year graduation rate to 75 percent.](#)

LEARNING OUTCOMES: Students will learn about support services available and how to access information on degree requirements.

DATA COLLECTION: Baseline Survey, Participants 1451, Response Rate 73%, N = 1356

FINDINGS: 99% of the respondents valued taking the seminar and 74% of the respondents declared or know what their major will be and of this group, 95% know the courses to take and the order in which to take them in order to graduate in four years.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The results suggest that we need to engage more of the students to complete the survey. in addition, more information about all of the programs the school offers need to be provided so that the students are fully equipped to make an earlier decision about their program/degree of choice so that they can complete their degree in four years



DESCRIPTION: Spring 2019 - First Year seminar is a preparatory seminar to provide students with the requisite tools to succeed at Baruch. When provided with this information, they will have a clear understanding of their degree requirements and the student services available to support a 4 year completion. [Supports 4.1.1. Increase the number of students taking and completing 30 credits per year and 4.1.3.1. First-time, full-time freshmen: Four- year graduation rate to 45 percent; six-year graduation rate to 75 percent.](#)

LEARNING OUTCOMES: Students will learn about support services available and how to access information on degree requirements.

DATA COLLECTION: Baseline Survey, Participants 107, Response Rate 70%, N = 86

FINDINGS: 98% of the respondents appreciated the information they received in the seminar, and 70% of the respondents have declared or know their major. 95% of the respondents know the courses required to fulfill their degree requirements and the order in which to take them.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: More information needs to be provided about program requirements so that students will declare their major as early as possible in order to graduate in four years.



MISSION

The Office of Student Life develops the co-curricular college experience of Baruch 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, the Office contributes toward the physical, emotional, and spiritual development of students.

CORE FUNCTIONS

- Advise and provide support/oversight to the Graduate Student Assembly and the Undergraduate Student Government and 150 student organization
- Offer a variety of enriching programs, retreats and workshops throughout the academic year designed specifically to enhance the leadership capabilities with a focus on the Social Change Model of Leadership and use of Gallup StrengthFinders Assessment tool
- Plan and execute large-scale campus-wide programming
- Manage and oversee all Student Center spaces and operations

SIGNATURE PROGRAMS

- Commencement
- Spring Fling
- Leadership Weekend
- T.E.A.M. Baruch
- Baruch Bash
- Winter Carnival
- Alternative Spring Break Trips
- 6 Heritage Months or Celebrations
- Baruch Officers Leadership Training (BOLT) and Baruch Officers Leadership Development (BOLD) Workshops
- Management of 3rd floor club suite offices, Game Room, Media Suite, WBMB Radio Station, Student Government suite, event spaces and Multipurpose Room

BY THE NUMBERS

112 Student Groups:
97 Undergrad
15 Graduate

2,158 Student Club Events

227 OS� Sponsored Events

1, 299 Students applied to
leadership programs

5,114 Office Visits



OFFICE OF STUDENT LIFE

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: The **Bearcat Bootcamp** is bi-weekly program, co-sponsored by Health & Wellness, designed to equip student participants with the necessary tools needed to: Make healthier eating decisions, Understand proper meal planning, Create individualized fitness programs specific to each participant's personal needs and abilities. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to learn and succeed in college](#)

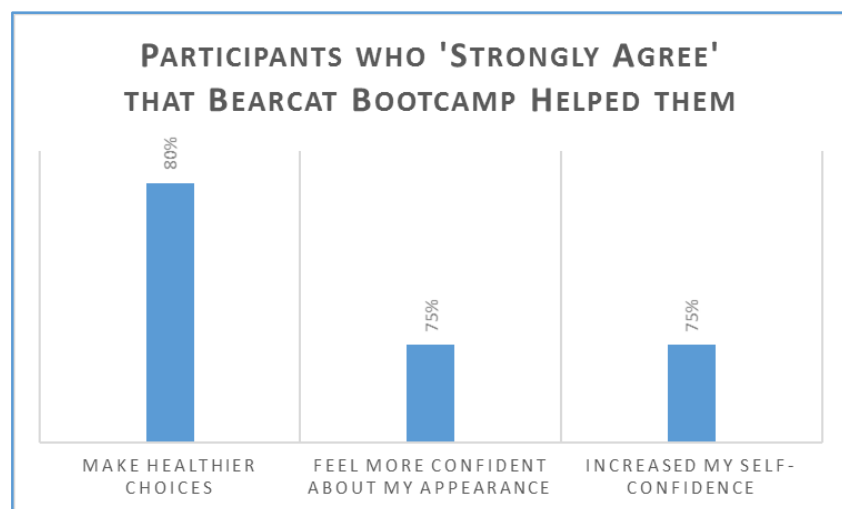
LEARNING OUTCOMES: Make healthier eating decisions, Understand proper meal planning, Commitment to long-term fitness programs

DATA COLLECTION: Qualtrics survey, Participation 20, Response Rate 80%, N=16

FINDINGS: 87.5% of respondents strongly agreed that participation in the program helps them to reach their fitness goals. 62.5% of respondents strongly agreed that the program helps them to reach nutritional goals. 86.67% strongly agree that after completing this program they plan to continue a healthy lifestyle.

ANTICIPATED CHANGES AS A RESULT OF

ASSESSMENT: The addition of the team captains will remain, as it increased the retention of the students in the program.



DESCRIPTION: **T.E.A.M. Baruch** is a student leadership development program that affords students the opportunity to unearth and develop their leadership potential. We will be assessing the effectiveness of using Gallup StrengthFinders as a training tool during the T.E.A.M. Baruch retreat. [Supports Strategic Goal 4.2.3. Support students' career development throughout their time at Baruch by infusing their experience with programs and services that engage them in self-assessment activities, help them explore and develop their talents and skills, and obtain employment in their desired field.](#)

LEARNING OUTCOMES: Enhance self-awareness, communication, interpersonal, conflict resolution and mediation skills. Prepare students to succeed in paid T.E.A.M. Baruch peer leadership positions and initiatives. Gain critical insights on team dynamics and how working within a high-functioning team can elicit positive social outcomes through intense self-awareness exercises.

DATA COLLECTION: Baseline survey, Participation 59, Response Rate 56.8%, N=26

FINDINGS: 73.08 of respondents strongly agreed that the StrengthFinder tool helped them to find ways to apply their strengths as a peer mentor, and 92.31% strongly agreed that it helped them work better with their peers. 92.31% also strongly agreed that it helped them to work better in their leadership roles.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The Gallup StrengthFinders tool was effective in helping students understand their leadership skills and learn how to effectively implement them. The StrengthFinder tool will continue to be used moving forward.

