



# STUDENT AFFAIRS ASSESSMENT REPORT 2019-2020

## TABLE OF CONTENTS

DIVISION OF STUDENT AFFAIRS	2
ATHLETICS & RECREATION	5
STARR CAREER DEVELOPMENT CENTER	7
COUNSELING CENTER	9
OFFICE OF THE DEAN OF STUDENTS	11
COMMUNITY STANDARDS	13
SUBSTANCE ABUSE PREVENTION	15
HEALTH & WELLNESS	17
RESIDENCE LIFE	19
STUDENT DISABILITY SERVICES	21
EARLY LEARNING CENTER	23
OFFICE OF STUDENT LIFE	25

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

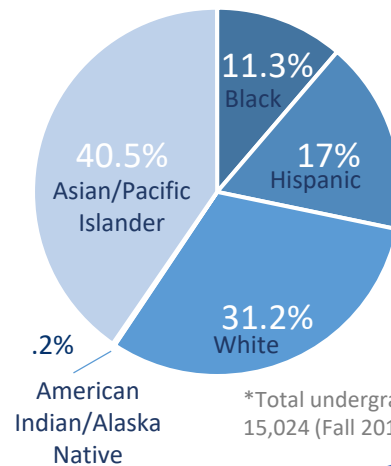
- Athletics & Recreation
- Starr Career Development Center
- Counseling Center
- Office of Dean of Students
  - Community Standards
  - Substance Abuse Prevention
  - Health & Wellness
  - Residence Life
  - Veteran Student Services
- Student Disability Services
- Early Learning Center
- New Student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

## SIGNATURE PROGRAMS

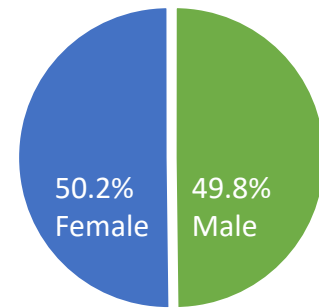
- Student Achievement Awards
- Professional Development Day
- Budget/Resource Management

## BY THE NUMBERS

### OUR STUDENTS



\*Total undergraduate enrollment: 15,024 (Fall 2018)



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

## 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
- Collect a more robust set of data that included various forms of resources utilized to accomplish our work.

## SHARED LEARNING GOALS



### **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.

## IMPACTS OF A PANDEMIC

The Spring 2020 semester faced numerous challenges and adjustments as the COVID-19 pandemic closed the campus and required remote work and learning to promote safety of the Baruch community. Each unit within student affairs adapted their services in unique ways when possible. Not all services were able to move to the online environment. This fundamental change in how work was accomplished impacted basic operations and therefore assessment plans as well. For example, traditionally each area would report the number of office visits by students for each semester. However with the campus closed, office visits turned in to phone calls and emails. Programming relied on the use of zoom and similar platforms.

Focus moved towards providing students their basic needs and access to the academic enterprise, as many students were faced with challenging situations of home that included loss of jobs/income, lack of access to technology or the internet, sick family members, or falling ill themselves.



# 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

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

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**8** support curriculum changes

**9** support enhancing faculty & staff satisfaction

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**12** center on diversity, equity, inclusion and cultural competency

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**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

### Fall, Winter, Spring

196 - Games/Events  
179 - Student Athletes Participated  
85.2 % - Student Athlete Graduation and Retention Rate  
3.41 – Cumulative Student Athlete GPA  
80 - Student Athletes Athletic Director Honor Roll GPA 3.4+\_(Fall Semester)  
109 - Student Athletes Athletic Director Honor Roll GPA 3.4+ (Spring Semester)  
3 – Community Service Events  
5 - Intramural Events  
130 - Intramural Participants  
36 - CUNYAC All Stars  
4 - CUNYAC MVP  
3 - CUNYAC Scholar- Athlete Honorable Mentions  
1 - CUNYAC Scholar Athlete  
2 - CUNYAC Scholar Athletes of the Month  
9 - Post Season Appearances

### Spring Post COVID - 19

85 - Cancelled Games  
71 - Student Athletes couldn't participate or finish their season  
4 - Intramural Events Cancelled  
170 - Student/Faculty/Staff didn't get a chance to participate  
4 - Post Seasons Cancelled  
3 - Community Service Events Cancelled

# ATHLETICS & RECREATION

## SUMMARY OF ASSESSMENT(S)

**DESCRIPTION:** Faculty/Staff yoga was designed to accommodate the hectic schedule of our staff and faculty. The program was also designed to cater to their various fitness levels. The program connects the campus community as various areas and departments are represented and are interested in participating.

[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:

1. To develop a healthy routine during a hectic work week.
2. To learn a new form of exercise.
3. To enhance or build upon the knowledge of Yoga.



**DATA COLLECTION:** Attendance: 22. Qualtrics Survey. Response Rate 68%, N=15

**FINDINGS:** 46% of participants felt that their fitness level improved after starting the program. 46% somewhat agree that they are doing more exercise after starting. 53% of participants felt more energized and productive after the yoga sessions. 66% agree that the program allowed them to meet colleagues outside of their area. 73% said they will take more interest in the athletic department and its various services.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We would look to find a bigger space as enrollment increases. Some people have commented that they would like to have more sessions. If financially feasible and space is available we will consider offering the program more frequently. We will ask the instructor to provide further education to the participants that they can do on their own time and space, whenever they have an opportunity to do Yoga.



**DESCRIPTION:** Bearcat Bootcamp is a comprehensive fitness program designed to enhance health and well being of Baruch students. The bootcamp consists of intensive workout regiment combined with dietary guidance to give a path for long lasting self improvement. [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:** To make healthier eating decisions at home, school and everywhere in between. To understand macro-nutrients intake and proper meal planning. Create individualized fitness programs specific to each participants personal needs and abilities.



**DATA COLLECTION:** Baseline Survey. Participants: 40. Response Rate 100%, N=40

**FINDINGS:** Based on the data collected from the survey, 89% of participants strongly agreed that the personal trainer was a professional. 75% strongly agreed that he listened to all of their goals and needs. The group was divided on the programs ability to be followed during the off days, 52% strongly agreed while 36% agreed with 8% of the students disagreeing with the statement. 94% of the students found the trainer to be approachable and easy to talk to. 86% of the students strongly agreed or agreed that the program is helping them reach their nutritional goals. 100% of the students strongly agreed or agreed that they will be making healthier choices. 58% of the participants strongly agreed that the program increased their self-confidence. 70% of the participants decided to do the virtual zoom sessions when Baruch transitioned to online learning. 88% strongly agreed or agreed that the program gave them energy to improve their study habits.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Due to significant shift in delivery of the program from live in person instruction to online, adjusting the overall curriculum and instruction will be important to enhance the overall experience and results. During the online sessions, the instructor made a concerted effort to use tools such as backpacks to have the ability to deliver the rigorous exercise that was designed for this program. Preparing student to have tools, such as basic weights, resistance bands and workout mats would be essential to fulfill the mission of the program. Due to significant deviation from last years positive dietary assessment response, a more interactive program would need to be designed to achieve results from that portion of the program. Participants did express appreciation to the virtual switch of the program and the overall ability for it to be effective despite the challenges.

# 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:** The **Diversity Career Expo** event is intended to bring together students and employers to connect on variety of career opportunities and discuss workplace diversity-related issues. This event is divided into three components: Career fair-style networking event, Keynote address and pre-law breakout. .  
*Supports 3.4.1. Expand students' opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities*

**LEARNING OUTCOMES:** Participants will be able to develop a better understanding of job search strategies and the recruitment process. Participants will be able to talk to at least two employers about their interests and qualifications. Participants will be able to gain knowledge of at least one internships or entry level opportunity at the fair.

**DATA COLLECTION:** Attendance 394 students, 25 companies. Baseline Survey, , Response rate 62%, N = 244

**FINDINGS:** Each question was given a score out of 5 which correlates to the average picked choice for each question, with 5 equating to Yes, Completely and 1 equating to No, not at all. Question - You have a better understanding of job search strategies and the recruitment process 4.37 - You are more comfortable talking with employers about your interests and qualifications 4.26 - You have more knowledge of specific programs, internships, and entry-level positions available at companies of interest 4.32 - You were able to meet employers of your choice 4.25.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Continue to identify ways to educate students on how to prepare for this event. Some students are more prepared for this event than the other students, especially those who just showed up on the day of the event without doing any preparation.



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Nearly 100 additional students participated in this event than previous years.

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**DESCRIPTION:** The weekly walk-in sessions provide Baruch undergraduates with the opportunity to connect with Starr advisers for resume, cover letter or getting started with job search related advisement. *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:** Student will be able to identify at least one additional resource to take as a result of the walk-in session.

**DATA COLLECTION:** Paper Survey. Participants= 772, Response Rate 62%, N=477

**FINDINGS:** 85% of students came in for Resume Review. 11% of students came in for Cover Letter. Other services for the semester accounted for >1%. Starr Search was the most commonly used resource following appointments, at 36% of total evaluations. Information Interviews was the least frequently listed resource to use, at 3%. - 98.7% of evaluations listed at least one thing learned as a result of sessions. 99% of students would recommend SCDC services to a friend. 57 students, accounting for 12% of total evaluations listed a comment in this section. The most common responses was to add more walk-in availability, extend walk-in sessions, and to edit resumes and cover letters on PC.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Increase staffing for 3pm timeslot for high demand time. Promote the value of our walk-in session to recruit more students to utilize the walk-in services.

## MISSION

Through culturally responsive 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

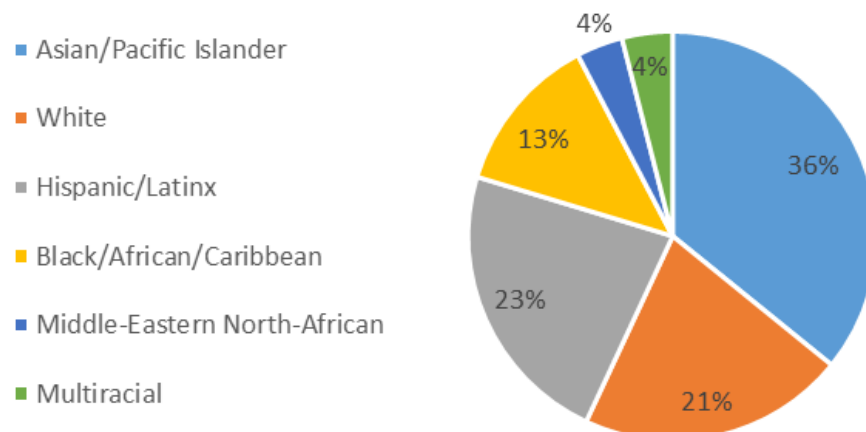
842 unique students seen  
5,611 appointments were attended, including:

- 4,187 individual therapy
- 638 triage appointments
- 205 group therapy
- 191 case management /consultation
- 180 psychiatric medication
- 126 crisis appointments
- 80 testing appointments
- 4 hospital transfers

97 outreach events were delivered outside of the Center, reaching 2,686 students and 426 staff/faculty on topics such as COVID-19 support, Black mental health matters, mindfulness practices, imposter phenomenon, and compassion fatigue

\* please note that these numbers were impacted by the remote working period due to the COVID-19 pandemic from March 16, 2020 – June 30, 2020

### Ethnicity of Students Seen in Counseling Center



# COUNSELING CENTER

## SUMMARY OF ASSESSMENT(S)

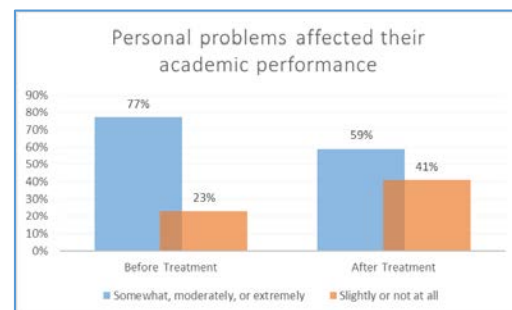


**DESCRIPTION:** Individual counseling for the students who received at least 3 sessions of individual counseling in the Counseling Center during FA19. [Supports 4.2.1 Promote a healthier Baruch by encouraging students to seek the mental health counseling and health and wellness services they need to 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. Students will learn ways to improve their overall well-being.

**DATA COLLECTION:** Paper Survey. Participants 265, Response rate 32%, N=86

**FINDINGS:** Based on the results of the administered survey, students stating their personal problems affected their academic performance dropped by 23% after receiving treatment. Additionally, those students stating that personal problems impacted their academic performance slightly or not at all increased by 75% after receiving treatment.



During this same period, 94% of students reported their overall well-being before coming to counseling as very poor, poor or fair, and 6% reported their overall well-being as good or very good. After at least three therapy sessions, 55% of students reported their overall well-being as very poor, poor, or fair (yielding a 42% decrease), and 45% reported their overall well-being as good or very good (yielding a 680% increase).

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Continue to provide, through individual counseling, strategies for managing anxiety, depression, suicidality, stress, trauma, and self-esteem issues that interfere with students' academic performance. Expand the Center's capacity to provide individual counseling based on the high impact it has on academic performance.



**DESCRIPTION:** Students participating in COVID-19 Together, Not Alone support sessions were asked to provide feedback through an anonymous 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 and 4.1.1. Increase the number of students taking and completing 30 credits per year.](#)

**LEARNING OUTCOMES:** Students will learn usable coping skills that they can apply to their life during the COVID-19 pandemic. Students will learn how to be receptive to support from others going through the current health crisis.

**DATA COLLECTION:** Qualtrics survey. Participants 39. Response rate 23%, N=9

**FINDINGS:** Based on these results, we plan to continue offering and leading Together, Not Alone COVID-19 support sessions through the Counseling Center.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will work with the group leaders to develop and share reading lists so students can build upon the skills they are learning in the sessions.



# 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

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

168 Allegations of Academic Integrity Violations were processed

17 students were medically withdrawn

644 students applied for the Student Emergency Fund

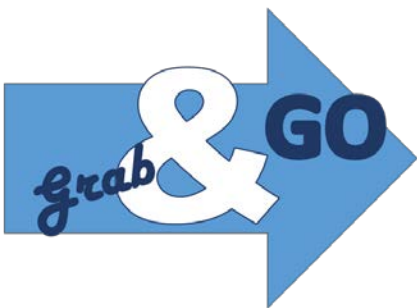
14 Students applied for the Student Emergency Fund specifically for undocumented students.

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

707 student visits

7 academic department meetings attended to discuss CIT and Academic Integrity

47 Student Grievances received and addressed



# 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 2019

Participants 62, Response Rate 55%

N = 34

Spring 2020

Participants 149 , Response Rate 20%

N = 30

**FINDINGS:** In the Spring 2020 semester a new question was added to the survey asking students to identify whether or not they would change their behavior as a result of going through the Academic Integrity process. 70% stated they would make changes to their behavior while 3.33% stated they would most likely not make changes to their behavior and 26.7% did not answer.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Continue to send out information on the policies involving academic integrity when students are notified of accusations made. Continue to include the question regarding a change in behavior to determine the efficacy of the process.

# 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 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,
Sydacia Bunbury	Disability Services
Olivia Colbert	Athletics & Recreation
Lynn Kaplan	Counseling Center
Brandy Peer	Student Conduct, <a href="#">Chair</a>
Kristy Perez	SEEK Program
Sarah Redfield	Substance Abuse Prevention
Crystal Tejada	Student Life
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:** **Bringing it to the Table: How to have sensitive conversations with loved ones.** A SHAP event. 4.2 Ensure all Baruch students have access to the personal, academic and professional support services they need to thrive and be successful. 4.3.1 Develop a broad range of opportunities and enhanced physical space to strengthen engagement of undergraduate and graduate students with the College and with each other.



**LEARNING OUTCOMES:** Students will learn tips on how to have tough conversations with family that are initially awkward/uncomfortable. Students will learn how to recognize supportive relationships that can serve as allies.



**DATA COLLECTION:** Evaluation on assignment, Participants 23, Response Rate 43%, N = 12



**FINDINGS:** Students watched a role play and identified ways people were dismissed or invalidated. They listened to a brief presentation about ways to prepare for tough conversations and then discussed several other topics along with staff and Sam Skaller. Staff discussed the idea of finding an ally or ways to converse with others so that they know you are an ally. Each scenario brought forth a unique dialogue about engaging with family and friends over the holidays about sensitive subjects. It was clear that the scenarios presented to students sparked relatable conversations about family dynamics because the students in the room sought out advice for very personal situations. Students explored various topics following the skit that pertained to possibly difficult conversations (i.e., sexual assault, coming out, #metoo movement, etc.). Students provided questions and examples from their own lived experiences that highlighted their understanding of the information presented.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will repeat this event twice a year around holidays or breaks where students frequently go home to families. Each of the topics presented could be a stand-alone outreach event.



**DESCRIPTION:** The Office of Community Standards, housed in 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. 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:** Students will understand accountability and responsibility for violations of college policy. By understanding learning outcome 1, students will not violate policy again.

**DATA COLLECTION:** Rubric, Participants 45, Response Rate 100%, N = 45

**FINDINGS:** Over the year, there have been 37 incidents (involving 45 students) of conduct violation, ranging from ID violations, to smoking, to fighting. Of the 37 incidents, there were only 2 students with 2 or more incidents. That is, 95.5% of students who violated college policy did not repeat or violate another policy. Three of the 45 students were suspended, including 1 who was suspended for a Title IX violation. There is only 1 pending case to resolve which has been delayed because of the COVID-19 pandemic.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Continue to educate students in orientations, First Year Seminar, open houses, and other events that support providing information to the students about policies.

# 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.

## 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.
- Work with students facing substance abuse in the Residence Hall.

## BY THE NUMBERS

117 BASICS appointments  
reaching 89 students

4 Offices/Programs providing  
screening (BASICS/SBIRT)



# DEAN OF STUDENTS: SUBSTANCE ABUSE PREVENTION

## SUMMARY OF ASSESSMENT(S)



**DESCRIPTION:** Screening, brief intervention, and referral to treatment (SBIRT) is a public health approach to the delivery of early intervention and treatment services for individuals at risk of developing substance use disorders (SUDs) and those who have already developed these disorders. [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 explore and learn less harmful coping mechanisms to deal with the stressors.

**DATA COLLECTION:** Students are asked at the end of their screenings what coping mechanisms they learned and which action items they will put into practice. N = 247



**FINDINGS:** SBIRT is a screening that many students get through the counseling center, the prevention coordinator and conduct. This program is of great value to our students and to the college. know the students behaviors in regard to substances better equips the college with programs to prevention long lasting addictive behaviors. SBIRT is able to provide valuable information about our students and the help they might need.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** In the future, SBIRT forms will be moved to online documents for easier handling and storage.

# 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

57 programs offered:  
Fall 2019 - 22 programs,  
Spring 2020 - 13 programs.  
\*Decrease in Spring  
2020 programs due to COVID.

3 Conference presentations  
(Fall 2019)

21 programs were co-  
sponsored with other offices  
and student organizations  
approved by Office of  
Student Life.

1 Award: Friends of SEEK

# DEAN OF STUDENTS: HEALTH & WELLNESS

## SUMMARY OF ASSESSMENT(S)



**DESCRIPTION:** **Eye Health bulletin** created due distance learning to support the health of eyes, topics included monitoring screen (computer, television, etc) time usage and recommendations to alleviate eye muscle strain. Raffle drawing offered as incentive to complete pre & post assessment questions. 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:** Identify 2 healthy eye health behavior. Create awareness on the effect prolonged screen time usage might have during the stay at home orders while working remote and distance learning.



**DATA COLLECTION:** Pre and Post Survey, Participants 23, Response Rate = 100%, N=23

**FINDINGS:** The virtual program- Eye Health, including pre and post assessment questions was initially introduced during April 2020. For the three weeks the program was available only four students completed the pre and post assessment questions. The program was then re- introduced with promotional giveaways during the week of finals in May and throughout June. Nineteen more students completed the survey with a total of 23 students completing the pre and post assessment. The post test showed an increase in knowledge in comparison to the pre assessment responses. The promotional items were glass tupperware, individual size blenders, adult coloring books for meditation and a hot air popcorn machine. .

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Since there was instant participation once promotional items were included, this will be used moving forward with some of the virtual programs that require reading of information.

# 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.

## 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

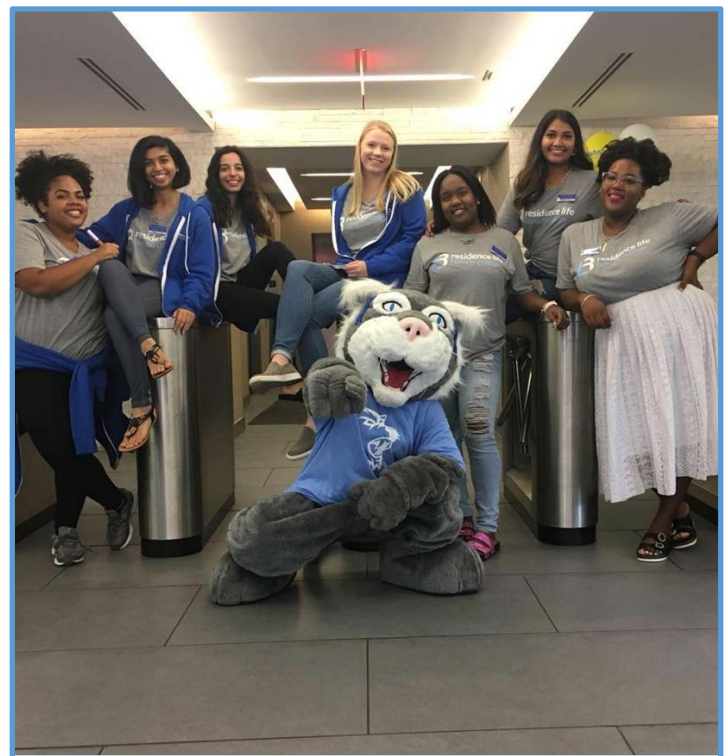
- Resident Assistant (RA) Training
- Res Hall Opening/Move In Days
- Welcome Week
- International Night in support of International Education Week

## BY THE NUMBERS

343 Students in Residence

7 Resident Assistants

83 Programs Hosted\*  
\*Shortened schedule due to COVID-19



# DEAN OF STUDENTS: RESIDENCE LIFE

## SUMMARY OF ASSESSMENT(S)



**DESCRIPTION:** Baruch Residence Life **Welcome Week** is a week-long series of programs to welcome new students and ease their transition into the residential community. Welcome Week kicks off with moving into the residence hall, followed by the mandatory floor meeting and continues with programs to promote engagement. [Supports 4.3.1. Develop a broad range of opportunities and enhanced physical space to strengthen engagement of undergraduate and graduate students with the College](#)



**LEARNING OUTCOMES:** Students will learn to recognize the importance of community standards. They will learn to connect to the community inside of their residence hall.



**DATA COLLECTION:** Paper Survey. Participants 286, Response Rate 42%, N=121



**FINDINGS:** Respondents were surveyed on their satisfaction the efficacy of the first floor meeting and the community based Welcome Week programming. The 89% of respondents reported that after attending the floor meeting they learned about residence hall policies. Fifty-one percent of respondents said that the information is likely to change the way they view/use alcohol or other drugs and 55% of respondents reported that the information inspired them to think differently about sexual violence and their role in eliminating it at Baruch College. Eighty-four respondents reported they learned community values and what is expected as a Baruch resident. Sixty percent of respondents reported that after the floor meeting they felt less anxious and 55% agreed that the meeting helped to feel a sense of community with their floormates. Seventy-three respondents attended at least one event during Welcome Week with 40 of them attending two or more. After attending Welcome Week programming 46 of the respondents felt welcomed in to the Baruch Residence Life community, 50 respondents made at least one meaningful connection with a fellow resident, and 52 respondents felt that it was a meaningful way to kick-off the academic year.



**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.

# STUDENT DISABILITY SERVICES

## MISSION

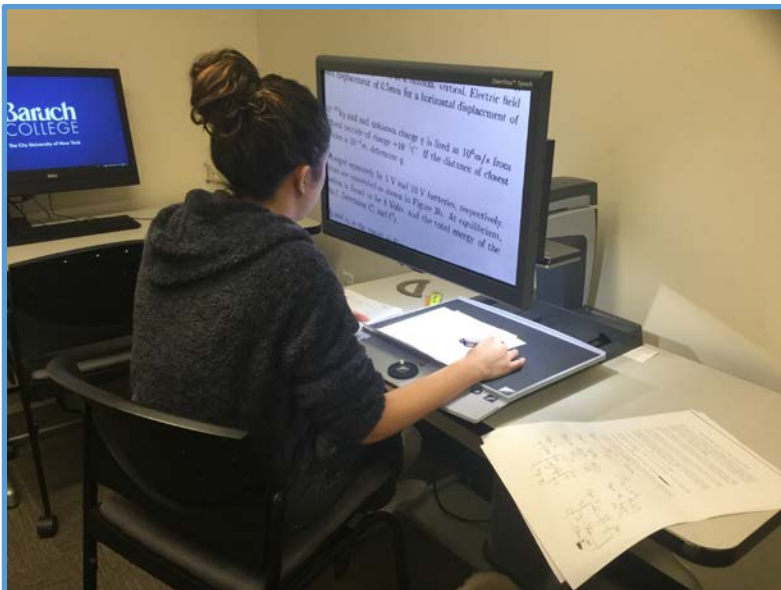
Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide 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

### 2,990 Office Visits

FA19 = 2160

SP20 = 830 (Remote)

2018-2019 had 2,032 office visits. Remote learning led to an increase in visits.

### Student breakdown

43% Female

57% Male

111 Graduates

Average GPA 3.2

64% of our students have a GPA >3.0

### # of Faculty interactions

FA19=51

SP20=95 (distance learning)

TOTAL = 146

### # of AT loans and trainings

140

### New Students

FA19 = 149

SP20 = 67

TOTAL = 216 (Last year was 185)

# STUDENT DISABILITY SERVICES

## SUMMARY OF ASSESSMENT(S)

**DESCRIPTION:** We assessed the time (45 minutes) we devote to a new student's Interview. We wanted to know if that amount of time was effective to establish a connection with SDS. We surveyed students immediately following the interview and asked them three questions related to their Interview experience. [Supports 5.2.1 Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.](#)



**LEARNING OUTCOMES:** To feel heard, To connect with Student Disability Services

**DATA COLLECTION:** Baseline Survey. Participants 97, Response Rate 72%, N=70

**FINDINGS:** We asked three questions: Since they were new to SDS, and in an effort to build trust the survey was limited to three questions.

- Q1. Was the interview today what you expected? 95%=yes, 5%=no  
Q2. Did you feel welcome and heard? 100%=yes  
Q3. This interview took the right amount of time? 99%=yes

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on this exceptionally positive feedback we will make NO changes to the time we devote to the Interview. This is very important information for us as we are constantly asking ourselves how we can better manage our time to better serve students. We now know that we should NOT shorten the Interview, as 100% of those surveyed (70 students) left SDS on the day of their interview feeling welcome and heard. That is a very important starting point in their relationship with SDS, so we will continue to devote 45 minutes to the Interview process.



**DESCRIPTION:** Assistive Technology is provided to students for their use in class during the semester. It is a major part of the services we provide. A survey was conducted to assess if the AT provided to take better class notes was actually resulting in better notes, as self-reported by the students. [4.2.2. Create a seamless student support experience through the integrated use of in-person and technology based support services .](#)



**LEARNING OUTCOMES:** To determine if the use of AT in the classroom will improve the quality of class notes and promote independence.

**DATA COLLECTION:** Baseline Survey. Participants 35, Response Rate 74%, N=26

**FINDINGS:** Prior to using AT to take class notes, 29% of those surveyed reported their class notes as Excellent. After using AT to take class notes, 83% of those surveyed reported their class notes as EXCELLENT.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will continue to implement and train students in the use of assistive technology for note taking as supported by this assessment. Use of AT enhances academic performance by improving the quality of notes as self reported by students.

# 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:** The curriculum showcase is held each semester to give the parents an opportunity to participate in various developmentally appropriate activities and hands-on learning experiences. The Curriculum Showcase helps parents see what appropriate education looks like in early childhood. 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:** To interact with their children in an early childhood education environment. Interact with other families of the ELC strengthen their sense of community.

**DATA COLLECTION:** Online Survey, Participants 16, Response Rate 75%, N = 12

**FINDINGS:** The survey indicated that 87.5% of families agreed that the curriculum showcase provided quality time with their children, allowed them to connect with other ELC families and meet new ELC families and finally the showcase provided a sense of community

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the positive results of the assessment, we will continue to hold this event each semester and offer additional times to accommodate parents' varying schedules.



**DESCRIPTION:** Due to the pandemic, the ELC was transitioned to a virtual learning platform. Families were offered a variety of online supports, including Family Zoom sessions, weekly newsletters, individual parent check-ins and support, Facebook group and YouTube activities. [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.

## 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

Club Advisors held 84 check in meetings with clubs while remote

1,347 Commencement emails

119 registered student groups  
Undergrad: 103  
Grad: 16

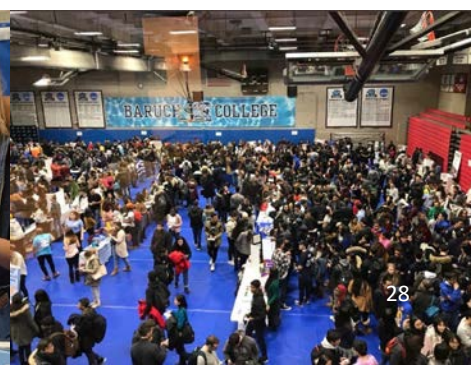
1378 of student club events  
F18: 973  
S19: 405 (until 3/10/20)

88 OS� sponsored events  
F19: 32  
S20: 56 (16 on-campus, 40 virtual)

947 students applied to leadership programs (applied, not attended\*)

ASB: 31  
BOLD: 69  
BOLT: 336  
Community Svc.: 31  
HM: 91 (APAHM: 6; BHM: 23;  
LGBTQ: 11 ; LHM: 18;  
WHM: 33)  
HM Trips: 4  
LW: 216  
T.E.A.M. Baruch: 169

7149 total office visits  
F18: 5,707  
S19: 1,442 (until 3/11)



## SUMMARY OF ASSESSMENT(S)

**DESCRIPTION:** Leadership Weekend is an immersion experience where students explore their values, improve communication, and participate in team building and group decision making. Students will be able to make connections between various leadership experiences and begin to develop their unique leadership style. [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:** Explain the concept of leadership and their leadership style. Demonstrate strong communication skills. Develop meaningful peer relationships in order to build a sense of community.

**DATA COLLECTION:** Baseline survey, Participation 992, Response Rate 15.5%, N=152

**FINDINGS:** Of the students who participated: 80.82% became involved in club life, 43.84 % held leadership positions, 35.62% became members of TEAM Baruch.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the results, we are meeting our learning outcomes. Our desire is to expand the program or find a way to give more students similar experiences that are delivered on campus.



**DESCRIPTION:** Bearcat Bootcamp is a comprehensive fitness program designed to enhance health and well being of Baruch students. The bootcamp consists of intensive workout regiment combined with dietary guidance to give a path for long lasting self improvement. [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:** To make healthier eating decisions at home, school and everywhere in between. To understand macro-nutrients intake and proper meal planning. Create individualized fitness programs specific to each participants personal needs and abilities.

**DATA COLLECTION:** Baseline Survey. Participants: 40. Response Rate 100%, N=40

**FINDINGS:** Based on the data collected from the survey, 89% of participants strongly agreed that the personal trainer was a professional. 75% strongly agreed that he listened to all of their goals and needs. The group was divided on the programs ability to be followed during the off days, 52% strongly agreed while 36% agreed with 8% of the students disagreeing with the statement. 94% of the students found the trainer to be approachable and easy to talk to. 86% of the students strongly agreed or agreed that the program is helping them reach their nutritional goals. 100% of the students strongly agreed or agreed that they will be making healthier choices. 58% of the participants strongly agreed that the program increased their self-confidence. 70% of the participants decided to do the virtual zoom sessions when Baruch transitioned to online learning. 88% strongly agreed or agreed that the program gave them energy to improve their study habits.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Due to significant shift in delivery of the program from live in person instruction to online, adjusting the overall curriculum and instruction will be important to enhance the overall experience and results. During the online sessions, the instructor made a concerted effort to use tools such as backpacks to have the ability to deliver the rigorous exercise that was designed for this program. Preparing student to have tools, such as basic weights, resistance bands and workout mats would be essential to fulfill the mission of the program. Due to significant deviation from last years positive dietary assessment response, a more interactive program would need to be designed to achieve results from that portion of the program. Participants did express appreciation to the virtual switch of the program and the overall ability for it to be effective despite the challenges.

