

STUDENT AFFAIRS ASSESSMENT REPORT 2020-2021



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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

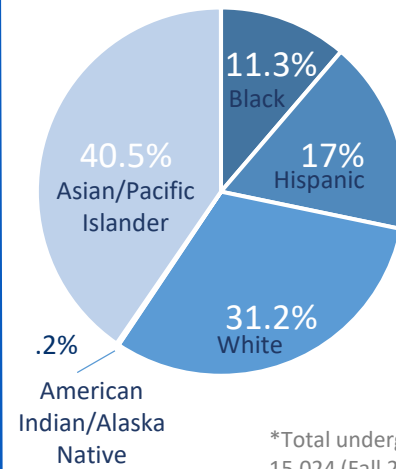
- Athletics & Recreation
- Starr Career Development Center
- Counseling Center
- Office of Dean of Students
 - Community Standards
 - Substance Abuse Prevention
 - Health & Wellness
 - Residence Life
 - Veteran Student Services
- Student Disability Services
- Early Learning Center
- New Student & Family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

SIGNATURE PROGRAMS

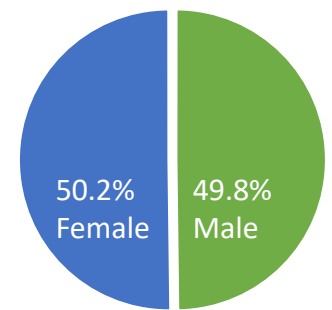
- Student Achievement Awards
- Professional Development Day
- Budget/Resource Management

BY THE NUMBERS

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: SPRING 2020 – SPRING 2021

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, emails and virtual office hours. 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

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

206 Student Athletes

3.4 GPA Department Wide

135 CUNYAC Scholar Athletes

8 CUNYAC Scholar Athletes
of the Year

4 SAAC Virtual Events

6 Intramural Events

132 Participants

66,432 Visitors
to BaruchAthletics.com

235,147 Page views on
BaruchAthletics.com

ATHLETICS & RECREATION

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Baruch College Athletics assessed our Student-Athlete Engagement Plan (SAEP). The plan was designed to provide support to student-athletes during the COVID-19 campus remote learning. COVID-19 and the decision to move to remote learning resulted in the cancellation of traditional and non-traditional seasons as well as suspension of all in person services. The SAEP aimed to support student-athletes in academic, athletic and professional endeavors through a creative virtual experience. [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: Students will learn to adapt and succeed in a challenging environment, develop skills to enhance professional opportunities, advance physical and mental well being for eventual return to competition

DATA COLLECTION: Attendance: 227. Qualtrics Survey. Response Rate 27%, N=62

FINDINGS: 50% of the respondents found academic support provided under the SAEP to be very helpful. 27% found it to be extremely helpful. 44% found tutoring service to be helpful; 33% found it extremely helpful. 59% of people found athletics orientation to be helpful; 22% found it to be extremely helpful, 16% found it unhelpful. 54% of respondents felt their experience with the academic advisement was helpful; 29% found it to be extremely helpful. 49% of Student-Athletes found professional development outreach to be helpful and 38% found it to be extremely helpful. Most of responses in the qualitative portion focused on the general disappointment with inability to participate in student-athletes respective sports.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Baruch Athletics will continue to support our student-athletes during this challenging time. Athletics will continue to administer essential services identified as important to student success in their academic and professional endeavors. Spring SAEP will propose a comprehensive "Return to Sport" plan, which is a source of concern for most student-athletes.



DESCRIPTION: Bearcat Bootcamp is a comprehensive fitness program designed to enhance health and well being of Baruch students. The bootcamp focuses on an intensive workout regiment combined with dietary guidance to give 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: 39. Response Rate 74%%, N=29

FINDINGS: 70% of participants strongly agreed that the program helped them reach their fitness goals, 22% agreed with that statement. 48% felt they reached their nutritional goals, 44% agreed with that statement. 66% strongly agreed that the program helped them feel confident about their body, 22% agreed with that statement and 11% disagreed. 63% replied that BCB increased their self-confidence, 26% agreed with the statement, 11 % disagree with that statement. The overall satisfaction with the personal trainer yielded 90%+ satisfaction with how he conducted the program from technical and professional points of view. 77% of the participants indicated that they were very satisfied with the program.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Due to Covid-19 campus closure, this in-person interactive program was offered virtually. Although the program relies on a personal interaction between the instructor and student, we were successful in accomplishing the overall mission of providing the best experience to produce desired results. Some students did find the remote flexibility convenient and we will evaluate if hybrid approach can be implemented. Students indicated that their motivation for being in the program was to help them with such issues as self esteem and confidence. To address these issues a mental health aspect to the program to help student bridge the gap between the physical and emotional improvement will be implemented.

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

3212 One on One Chats as part of the Virtual Career Fair

3246 Group Chats as part of the Virtual Career Fair

199 Employers attended career fairs

444 Information Sessions
289 Workshops

4078 Internships posted online

4900 Jobs posted online

55651 Applications submitted online

STARR CAREER DEVELOPMENT CENTER

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Fall Virtual Job & Internship Fair for undergraduate and graduate students interested in accounting and technology fields to connect with employers through the Starr Search system. Supports 4.2.3. 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: Participants will be able to interact with at least one employer during the event, and use the Starr Search virtual career fair module.

DATA COLLECTION: Attendance 800 students, Qualtrics Survey, Response rate 39%, N = 309

FINDINGS: Vast majority of students (74%) in attendance were enrolled in the Zicklin School of business. Other schools enrolled were somewhat fairly distributed evenly in the remaining students. Half of all students enrolled were either juniors or seniors, both individually accounting for 26% of students. Graduate students accounted for 14%, and all other categories individually accounting for ~6%.

Satisfaction ratings across all categories were mostly consistent, with the “Good” option being the most frequently picked choice, with an average of 36% of students picking this choice across all queries. “Interactions with Baruch Staff” was the highest rated query, with 27% of students leaving the “Excellent” rating. “Diversity of Industries Represented” was the lowest rated query, with 16% leaving a “Poor” rating. For the overall fair satisfaction rating, 49% of students rated the fair “Excellent” or “Good”, and 31% of students rated “Fair” or “Poor”. “Good” was the most frequently rated response at 37%. 55% of students would recommend the event to students, and 10% would not recommend the event. A large portion, 36%, did not leave a response.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We reviewed all of the positive and negative comments and plan to enhance our online resources to better support student's overall experience.



DESCRIPTION: 2021 Spring Virtual Job & Internship Fair for all Baruch undergraduate students to connect with 40+ employers through the online platform Starr Search Symplicity career fair module. 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: Students will be able to meet with at least one employers at the event

DATA COLLECTION: Qualtrics Survey, Participants=822, Response Rate 13.7%, N=113

FINDINGS: 86% of respondents met with at least one employer at the event, with most students meeting with one to three employers. Overall, the survey captured other aspects of the career fair experiences, including the rating for the fair, overall feedback, and suggestions for future events.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on findings from both virtual fairs conducted this year, the following findings will be incorporated for future virtual fairs:

- Increase the variety of industries students can connect with at this type of event.
- Offer more preparation and career fair tips prior to these events.
- Redesign the student evaluation to capture student learning and outcomes.

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.

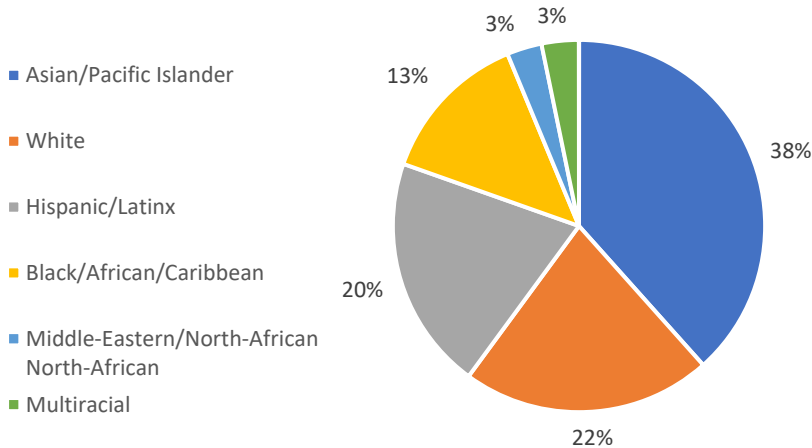
CORE FUNCTIONS

- 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

- Trauma-informed Care at Baruch
- Relationship to Self and Others Group
- Black Mental Health Matters Support Group
- Psychological Testing

Race/Ethnicity of Students Seen in Counseling Center



BY THE NUMBERS

5,910 appointments were attended, including:

- 4,470 individual therapy appointments
- 530 triage appointments
- 451 group therapy appointments
- 237 case management/consultation appointments
- 127 psychiatric medication appointments
- 21 crisis appointments
- 4 hospital transfers
- 70 testing appointments

131 outreach events were delivered outside of the Center, reaching 2,653 students and 347 staff/faculty on topics such as COVID-19 support, Black mental health matters, depression awareness, coping with stress and anxiety, suicide prevention, and the imposter phenomenon.

Please note that these numbers were impacted by the remote working due to the COVID-19 pandemic

Demographics:

- 17-56 years old
- 67% women, 31% men, 2% transgender/non-binary/gender non-conforming
- 77% straight, 23% lesbian, gay, bisexual, queer, pansexual, other
- 82% identified a history of trauma

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: All students participating in Group Therapy in the fall of 2020 were asked to provide feedback about their experience through an anonymous survey. [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.](#) [4.1.1. Increase the number of students taking and completing 30 credits per year.](#)

LEARNING OUTCOMES: Students will learn how to communicate more effectively, interpersonal skills that could be applied to life outside of the group, Students will learn ways to improve their overall well-being and how to be receptive to support from others going through similar experiences.

DATA COLLECTION: Qualtrics Survey. Participants 18, Response rate 44%, N=8

FINDINGS: The following findings were reported by students in the survey as “agree” or “strongly agree”:

- Six out of eight students (75%) stated that they they were able to make progress on the personal goals they had set for the group
- Seven out of eight students (88%) stated that they had learned usable skills which they had been able to apply to their lives.
- Eight out of eight students (100%) stated that the group helped them to learn to communicate effectively.
- Eight out of eight students (100%) supportive to know that others share similar experiences.
- Seven out of eight students (88%) stated their contributions were helpful to other members of the group.
- Eight out of eight students (100%) were satisfied with the quality of the group therapy experience.

Students suggested more structure for the group, including a check-in in the beginning with each member, a topic for the day, or guided questions to improve the group.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The therapy groups are effectively 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. Student feedback also points to one area of improvement. Students are requesting that group leaders take a more active role in terms of providing structure for the group sessions.



DESCRIPTION: The effectiveness of individual counseling for the students who received at least 3 sessions of individual counseling in the Counseling Center during the 2020-2021 academic year. [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 performance, learn ways to improve their overall well-being.

DATA COLLECTION: Qualtrics survey. Participants 300. Response rate 23%, N=69

FINDINGS: Of the 69 who completed the survey, 86% reported that their overall well-being improved after counseling and 55% reported that their personal problems were interfering less with their academic performance after counseling. The top five reasons students reported seeking counseling were anxiety (78% endorsed), stress (72% endorsed), depression (46%), self-esteem issues (39%), and relationship issues (30%).

Students identified learning how to better manage and cope with their anxiety, how to recognize and manage negative emotions and thoughts, how not to blame themselves for the abuses they experienced, how to cope with their depression, how to better take care of themselves, and how to improve their relationship with themselves and family members, including managing cultural differences between their parents and themselves.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Through individual counseling, continue to provide strategies for managing anxiety, depression, stress, self-esteem, and relationship issues that interfere with students' academic performance



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

ACADEMIC INTEGRITY

498 Cases in Fall 2020
218 Cases in Spring 2021

STUDENT FUNDING

190 applications to Student Emergency Fund received, 125 approved.

New grant from the Robinhood Foundation received for \$100,000 and distributed to 47 students

25 students received Eugene Lang Foundation Grants

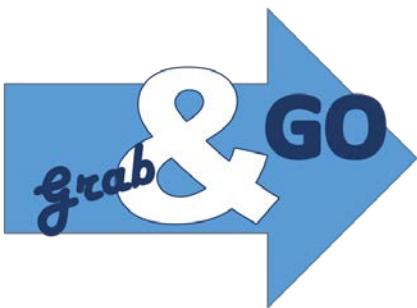
STUDENT GRIEVANCES

62 Received and addressed in Fall 2020

52 Received and addressed in Spring 2021

CAMPUS INTERVENTION TEAM

92 reports 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: Spring 2021, Participants 213 , Response Rate 1.4%, N = 21

FINDINGS: In the Spring 2021 semester, of the 21 respondents, 8 were first-year students. 11 students said that they were very or extremely knowledgeable of the Academic Integrity policies before the incident, where 2 of the 11 were found responsible for violating the policies.

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.



DESCRIPTION: After the Fall 2020 semester, faculty who reported Academic Integrity violations were surveyed regarding their experience with the process. [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 faculty with the opportunity to share feedback on efficiency of process and reflect on what they knew before and after reporting.

DATA COLLECTION: Qualtrics Survey, N = 52, Participants 79, Response Rate = 66%

FINDINGS: 50% of the faculty who responded reported academic integrity violations for the first time in the Fall 2020 semester. The following were the most common responses:

I was knowledgeable of how to report an allegation before I actually had to report one = Somewhat Agree (41.1%)

Any questions I had were answered clearly = Strongly Agree (67.4%)

I received a follow up communication regarding the decision in the case = Strongly Agree (82.2%)

I have adjusted my syllabus, course structure or approach to teaching as a result of participating in the academic integrity violation process. = Strongly Agree (42.2%)

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Continue to provide information on how the process works to faculty via workshops, orientations, flyers, website, etc.

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

BY THE NUMBERS

CONDUCT

17 reports of alleged violations, involving 19 students

14 of the 17 in the res hall
3 of the 3 "on-campus" happened in virtual classrooms or disruptions with faculty via email

0 suspensions for student conduct

15 of 17 students (88%) had no second offense

WITHDRAWALS

21 medical withdrawal requests

CERTIFICATIONS

153 Dean Certifications

DEAN OF STUDENTS: COMMUNITY STANDARDS

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Fall 2020 Student Conduct Report. [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 learn accountability and responsibility for appropriate actions and behavior expected at Baruch College.

DATA COLLECTION: Evaluation on assignment, Participants 33, Response Rate 56%, N = 15

FINDINGS: The majority of the respondents (11) were first or second year students. Almost all of the respondents (13) noted that they were unfamiliar with or had only moderate knowledge of the policies and the possible repercussions of violating the policies prior to committing the violation. Only 1 said they were very knowledgeable and the other 1 said they were extremely knowledgeable of the policies and repercussions of student conduct or Title IX. After the incident, the numbers inverted, in that 14 respondents ranged from moderately knowledgeable to extremely knowledgeable with only 1 respondent stating they were still not knowledgeable.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: This information will help with programming for new incoming students to make sure to provide in some way, the education to familiarize students with the policies. This could possibly take place in orientations or maybe sent via email for an interactive quiz.



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. [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: Students will understand accountability and responsibility for violations of college policy.

DATA COLLECTION: Qualtrics Survey, Participants 24, Response Rate 50%, N = 12

FINDINGS: Of the 12 students who responded, 8 students reported an increase in knowledge of Baruch College/CUNY policies on student conduct/Title IX after the incident. The other 4 students' knowledge remained the same.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Continue to incorporate education about policies into orientations, first-year seminars, and other areas to support students.

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

Total number of students screened is 740

Over 2500 students educated on substance misuse through programs

5 offices/programs providing screenings

25 SBIRTs appointments reaching 25 students

DEAN OF STUDENTS: SUBSTANCE ABUSE PREVENTION

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: The Prevention Program screens and monitors students use upon entering college. The screenings look at alcohol and cannabis use. the questions include: how often students use, when they use, and why they use making sure to gather data on the student as a whole. [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 about use in general while also learning signs that they can use to analyze their own use.

DATA COLLECTION: E-Checkup to go, Participants 1000, N = 677, Response Rate = 68%



FINDINGS: Students reported low use in both alcohol and cannabis. This may be because many students are taking classes from home where they are under parental supervision..

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: This information is imperative for Baruch to know. knowing the students use patterns and being aware of high risk use can help save lives. The information can also keep our students safe with proper education around problematic use. further, as a result of this initiative, CUNY wide (all 26 campuses) will be utilizing this screening. .

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

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

BY THE NUMBERS

71 virtual programs offered on the Zoom platform:

Fall 2020 – 38 virtual programs
*Spring 2021 – 33 virtual programs.

*Decrease in attendance in Spring 2021 programs due to possible Zoom fatigue due to Covid19

3 Trainings:

Fall 2020 - Narcan Training
Spring 2021 – CPE (Certified Peer Educator Training) through NASPA (National Association of Student Personnel Administrators)

Title IX Training lead by Kimara Patton, EEO/Title IX Investigator and Title IX Coordinator

16 programs were cosponsored with other offices and student organizations approved by Office of Student Life.

DEAN OF STUDENTS: HEALTH & WELLNESS

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: The **Diabetes: Don't Sugar Coat It** program was created to have students interactively learn more about diabetes and to promote diabetes awareness through a virtual educational session with an experienced clinical dietitian and certified diabetes educator and be provided with the opportunity to get a chance to test their knowledge. [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 how to prevent and/or live with diabetes. To create awareness on the effect nutritional choices may impact living with diabetes and/or preventing it.

DATA COLLECTION: Pre and Post Trivia Questions, Participants 7, Response Rate = 100%, N=7

FINDINGS:

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: This has been a virtual learning process and we will evaluate to see how online workshops may be implemented to reach participants in the future.



DESCRIPTION: Bearcat Farmer is a new program implemented for the first time virtually through the Zoom platform and its intended audience are the students at Baruch, although we welcome everyone in the Baruch community as well. [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 learn how to garden from home to have a positive impact on personal health. To reflect on how gardening may have a positive impact on the environment and play a role in one's carbon footprint.

DATA COLLECTION: Trivia Questions, Participants 32, Response Rate = 100%, N=32

FINDINGS: Based on the assessment, 32 students participated in the Kahoot activity and were able to answer questions based on the learning outcomes.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: In the future we hope this program will be able to take place in person instead of it being virtual. The participants in the Kahoot assessment activity had to overcome internet speed to be able to completely immerse in the activity. We hope that if this program is in person this challenge will be taken care of. In the future, to enhance this experience, it would be a good idea to conduct this program possibly outdoors.

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

78 unique students
10 incidents
16 health and safety violations
3 Ras
44 programs

DEAN OF STUDENTS: RESIDENCE LIFE

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Coping with Stress - With Covid raging and finals a week away, everyone should be able to learn how to recognize their stress and learn how to cope with it. Join Residence Life and Dr. Jael Amador from the 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.](#)



LEARNING OUTCOMES: Students will be able to identify a sign of stress. Students will be able to identify the campus office that assists with stress.

DATA COLLECTION: Paper Survey. Participants 7, Response Rate 71%, N=5

FINDINGS: The participants completed a survey at the end of the program about stress. 100% of the survey participants were able to correctly identify a common sign of stress, differences in the ways people destress, and a campus resource that can assist students with in distress. While only 80% of survey participants knew that there is both positive and negative stress. The assessment shows that the program was effective.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on the results of the assessment, we can find multiple ways of explaining the material so that 100% of the survey participants will be able to identify all key points from the program. We will review the presentation and attempt to add more activities within the program.



DESCRIPTION: Speak Your Mind was a program hosted by Baruch Resident Assistant along with Dr. Kai Lin Fu where students can come to speak in an open and safe environment about mental stress they may experiencing. [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 able to identify common stressors impacting college students.

DATA COLLECTION: Qualtrics Survey, Participants 8, Response Rate 24%, N=3

FINDINGS: 100% of the survey respondents said that the program was beneficial and were able to identify stressors that affect college students. Also all of the respondents would attend this type of program again and noted that having food at the event added to the reason they attended.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Though the results of the assessment find that the program was successful the survey responses collected were limited. Increasing the percentage of participants who completes the survey would better inform the true success of the program. In the future, we can attempt to collect more surveys if given either after the food is served or the game winner is announced.

STUDENT DISABILITY SERVICES

MISSION

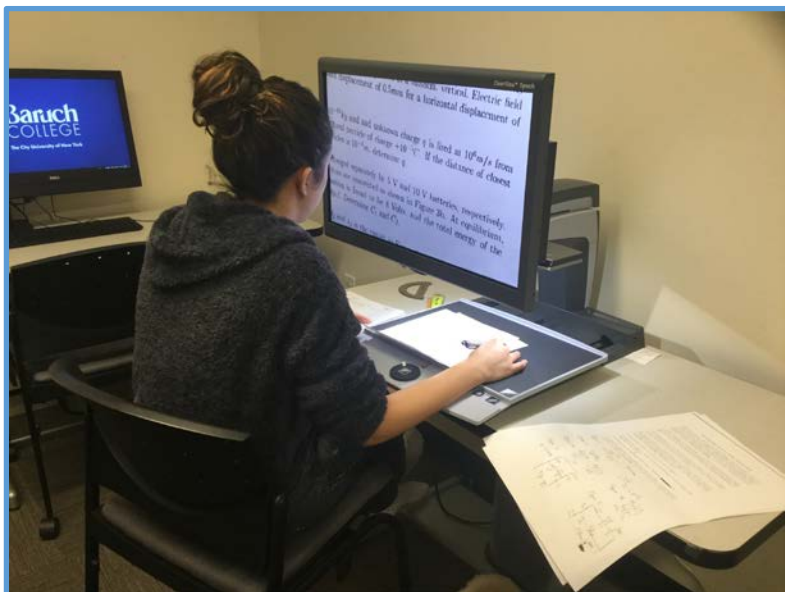
Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide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

of Student Remote visits
2,180

Students
51.5% Male
48.4% Female
74% of students have a GPA >3.0

Graduated
107 Undergraduate - Avg. GPA 3.35
21 Graduate - Avg. GPA 3.74

of Faculty interactions
199 (36% increase over 19/20)

Assistive Technology
93 Device Loans
41 Device Trainings
19 EBooks
27 Device Troubleshooting

193 New Students
When compared with 2019/2020:
30% increase in Mental Health Diagnosis
20% increase in ADHD

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

2 Parent-Child Workshops with Social Worker

3 Virtual Watch Parties (Museum of Natural History, Facebook & YouTube)

2 Parent-Teacher Conferences

STUDENT DISABILITY SERVICES

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: A Focus Group was created to explore the experience of deaf students during their transition to distance learning. Students shared information on their experience with virtual Sign Language Interpreting, Student's ability to communicate with professors, effectiveness of technology used and overall adjustment to remote learning. [Supports 4.1.2 Continue and support the work of the Momentum and Completion team to identify key success indicators, monitor student progress... \(SDS will support and monitor the semester progress of students registered with SDS\).](#) [4.2.2. Create a seamless student support experience through the integrated use of in-person and technology based support services.](#)



LEARNING OUTCOMES: To hear from Deaf students about the distance learning environment and improve where necessary

DATA COLLECTION: Focus Group, Participants 3, Response Rate 100%, N=3

FINDINGS: Students reported that professors were being flexible with assignments. Professors when they create break-out rooms forget to take Deaf students into consideration. Being live in-class offers more opportunities to read body language that are missed in Zoom. Students are utilizing the app "Whereby" to communicate with the interpreters. As a result of "distance learning" students have become more comfortable using technology! They are more likely to enroll in an online class, "it is the new normal". Expressed greatest anxiety around testing taking. Expressed they felt "ownership for my education" and "I have to advocate for myself."

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: #1 When SDS notifies professors that there is a student who is Deaf in their class, we will add a note to include interpreters in break out rooms. #2 We will coordinate with the Agency to ensure interpreters are familiar with the "Whereby App".



DESCRIPTION: Student interviews conducted over ZOOM in Spring 2021. At the end of each appointment, students were emailed an anonymous four question survey to assess the intake process. Particular focus was placed on SDS response time after the student emailed disability services to schedule an appointment. [4.2.2. Create a seamless student support experience through the integrated use of in-person and technology based support services .](#)



LEARNING OUTCOMES: Students will understand the importance of the Interview. Students will reflect on the response time during distance learning.

DATA COLLECTION: Interviews and Campus Labs. Participants 96, Response Rate 100%, N=96

FINDINGS: 100% of students responded (n=96) that they felt welcome and heard during the session. 82 responded that they were "Extremely satisfied" with Student Disability Services response time from the initial contact to scheduling an Interview, 14 responded they were "Satisfied" with Student Disability Services response time from the initial contact to scheduling an interview. 98% of the students felt that the amount of time spent on the Interview was just the right amount of time. Additional comments by the students indicated that they found the session to be informative, detailed and provided them with a platform to be heard and understood.



ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Given the results of the survey, SDS is satisfied that we are connecting and responding to student emails and inquiries in a timely manner during Distance Learning and will continue to do so. Students will receive a response from SDS within 24 hours to ensure their concerns are heard and addressed. Since 98% of the students indicated the intake session time was adequate, SDS will maintain the same time frame moving forward.

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

EARLY LEARNING CENTER

SUMMARY OF ASSESSMENT(S)



DESCRIPTION: Parents received newsletters regularly throughout the fall semester that included resources to various types of support (food, medical, housing, mental health services) and outlined developmentally appropriate and autonomous activities to do with their children. 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 utilize resources shared to access a variety of services to meet their multiple, pandemic related needs.

DATA COLLECTION: Online Survey, Participants = 8, Response Rate 67%, N = 12

FINDINGS: The survey indicated that 63% of student-parent respondents agreed that the newsletter resources & Links supported self-care and alleviated covid-19 related stress, 75% agreed that the links and resources provided activities they can do with their children and 75% agreed that the links and resources connected them with various professional services.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will continue to research and provide information through newsletters, parent-meetings and emails in order to provide parents with the most up-to-date support resources.



DESCRIPTION: Traditionally, parent-teacher conferences are held each semester to give parents an opportunity to discuss all aspects of their child's development and brainstorm about any challenges they may have regarding their child. Because of the pandemic, the parent-teacher conferences were held through Zoom sessions for both semesters. [4.2.2 Create a seamless student support experience through the integrated use of in-person and technology-based support services.](#)

LEARNING OUTCOMES: Student-Parents will learn about resources and opportunity that will alleviate anxieties about their child's lack of opportunities to socialize this past year. Parents receive specific feedback on their child's development and offer concrete suggestions so that parents can focus on their studies

DATA COLLECTION: Zoom Meeting and Survey, Participants 7, Response Rate 86%, N = 6

FINDINGS: Of the student-parents responded, 83% agreed that the parent-teacher conference gave them tools to create structure for themselves, 83% agreed that the parent-teacher conference gave them tools to create structure for their child, 100% agreed that the parent-teacher conference helped them to better understand their child's needs, 100% agreed that the parent-teacher conference helped them design age appropriate activities for their child and 83% agreed that the parent-teacher conference give them new parenting ideas and techniques. The change to a virtual platform created an opportunity for both parents to attend the conference and offered a more collaborative and inclusive meeting than would have been possible under the traditional format.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will continue to offer individualized conferences where parents and teachers can collaborate about their child's development. In addition, due to the overwhelming positive feedback from student-parents about having both parents attending zoom meetings, we will continue to give families the option to participate in parent-teacher conferences via zoom.

NEW STUDENT & FAMILY PROGRAMING

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
- Days of Welcome

BY THE NUMBERS

First Year Seminar

Fall 2020= 61 sections
Spring 2021= 5 sections

FYS Peer Mentors

Fall 2020
53 peer mentors (of the 53 peer mentors; 8 taught more than one section)

Spring 2021
5 peer mentors (0 taught more than one section)

FYS faculty

Fall 2020
56 FYS faculty
6 taught more than one section

Spring 2021
5 FYS Faculty

Family Programs

Summer 2020

Virtual Family Orientation = 14

of outside class presentations coordinated and co-sponsored by NSFP

Fall 2020 = 23
Spring 2021= 6

NEW STUDENT & FAMILY PROGRAMING

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Student enrolled in First Year Seminar (FYS 1000) are required to attend 3 enrichment workshops. By attending enrichment workshops and presentations, students complement and expand their knowledge beyond what they learn in the classroom. Students must attend all assigned or recommended enrichment workshops. [Supports 3.4.1. Expand students opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.](#)



LEARNING OUTCOMES: Acclimate students to the larger Baruch College community and create a sense of belonging, Ensure students are aware of the resources available to them at the College to maximize their success, Assist students with setting academic and personal goals that will act as a blueprint for the duration of their time at the College.

DATA COLLECTION: Evaluation on assignment, Participation 177, Response Rate 100%, N=177

FINDINGS: 6 of the 61 Fall 2020 FYS sections were selected to have the reflection papers of the FYS students assessed for meeting of the learning outcomes and meeting of strategic goal. There was a total of 177 students in the combined 6 classes. The students are required to attend 3 enrichment workshops then submit a reflection paper of their experience. 459 reflection papers were submitted of the anticipated 531 reflection papers. We hypothesized students attending and participating in the assigned or recommended enrichment workshops would indicate students level of involvement in leadership opportunities, professional development and participation in career development. Students indicated in their enrichment papers they learned of resources, services and off and on campus leadership and employment opportunities. In addition, more than half the reflection papers submitted students stated as a result of being enrolled in FYS 100 it allowed them an opportunity to learn of and attend enrichment workshops that helped them to transition from high school to college, connect virtually with other first year students, and build a sense of community.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: In addition to the reflection papers, provide a pre and post test to assess the knowledge of resources, services, on and off campus employment and leadership opportunities student are aware Baruch College offers. If possible before the end of the semester follow up with students that expressed interest in services, leadership opportunities to know if they have followed through with interest written in reflection papers ie, join student club, apply for internship through STARR, etc.



DESCRIPTION: Students enrolled in First Year Seminar (FYS 1000) Spring 2021 attend enrichment workshops and presentations, to complement and expand their knowledge beyond what they learn in the classroom. [Supports 3.4.1. Expand students opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.](#)



LEARNING OUTCOMES: Provide a safe, supportive, and educational space so that students are able to maximize networking, communication, and learning, Assist students with setting academic and personal goals that will act as a blueprint for the duration of their time at the College, Ensure students are aware of the resources available to them at the College to maximize their success.

DATA COLLECTION: Evaluation on assignment. Participants: 90, Response Rate 89%, N= 80

FINDINGS: Of the 5 sections offered in Spring 2021 one section was selected to assess the students' level of involvement in leadership opportunities, professional development and participation in career development. Hypothesis: FYS students that attend and participate in the enrichment workshops will be aware of the resources available to them at the College to maximize their success. Student indicated in their reflection papers, their FYS sections allowed them to learn of many services, employment opportunities and student leadership opportunities.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: At the completion of attending enrichment workshops/submitted reflection papers send a link with a brief question to ask the students which of the enrichment workshops did they learn valuable information, was there information they already knew and how will they put to use the information and or skills learned from the enrichment workshop. Offer a pre and post test to gauge students knowledge of the College's services, resources, student involvement and internship/employment opportunities. The goal to administer pre test assessment the first day of FYS class and post test assessment at least last week of respective FYS section.

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

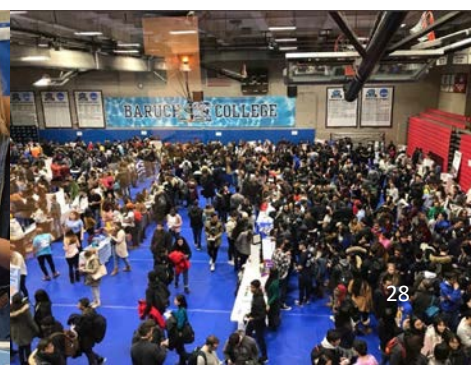
BY THE NUMBERS

Team Baruch info sessions attendees - 165
Team Baruch applicants – 73
Team Baruch Bootcamp attendees – 56
Team Baruch Retreat attendees – 42

Undergrad clubs registered – 97
Grad clubs registered – 14

181 reimbursements were processed for the 33 undergraduate clubs (showing club activity and engagement)

Commencement – 6302 students included in virtual diplomas, 1892 accessed to update virtual diplomas and 1361 personalized their diplomas with videos or pictures.



OFFICE OF STUDENT LIFE

SUMMARY OF ASSESSMENT(S)

DESCRIPTION: Leadership Bootcamp is a dynamic training program a part of the T.E.A.M. Baruch selection and recruitment process. The training day has been developed to enhance students' self-awareness, communication, interpersonal, conflict resolution and mediation skills. [Supports 3.4.1. Expand students opportunities for service learning, civic engagement, professional development, and on-campus leadership opportunities.](#)



LEARNING OUTCOMES: Students will understand and apply at least one of their top 5 Strengths from the Gallup Strengths Assessment to their role as a peer mentor. Students will gain knowledge understand skills needed to become a peer mentor and learn methods on how to apply those skills. Student will learn the concept of Social Justice and how it impacts them as a student leader.



DATA COLLECTION: Baseline survey, Participation 56, Response Rate 100%, N=56

FINDINGS: The majority of respondents (82%) were first- or second-year students. Majority of the respondents (82%) either agreed or strongly agreed that they developed relationships with their peers after attending the virtual Leadership Bootcamp. All respondents strongly agree or agree to become involved or more involved with club life after attending the virtual Leadership Bootcamp. 98% of respondents indicated that the Strengths 101 workshop was extremely helpful or very helpful in helping them to learn how to apply their dominant Gallup Strengths. All respondents found the Social Justice workshop to be helpful or extremely helpful with helping to understand the concept of Social and Justice and helping them identify the social justice issue(s) that mean the most to them. All respondents expressed that the Emotional Intelligence and Title IX workshop was extremely helpful or very helpful in assisting them with skills to utilize as a peer mentor.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: This assessment will be used to integrate minor changes to program in order to make room for additional bonding activities for students especially if this remains to be a virtual program in the next academic year. The preference of the students could possibly be taken in the form of an online poll which can be inserted into the T.E.A.M. Baruch applications.



DESCRIPTION: The Women of Color (WOC) Leadership Program is an Office of Student Life diversity initiative to provide encouragement, leadership development, support and community to Baruch College students who identify as women of color (WOC). [Supports 5.4.4. Develop mentorship opportunities for faculty and staff from underrepresented groups to improve their success in teaching, research, service, and advancement.](#)



LEARNING OUTCOMES: Bring recognition and emphasize the distinct needs of women of color students beyond their academic journey by providing an emphasis on personal and cultural competencies. Create and foster a supportive community amongst WOC students. Provide access to a network of WOC on and off campus, student support services, and mentorship opportunities.

DATA COLLECTION: Baseline Survey. Participants: 30. Response Rate 50%, N=15

FINDINGS: While participating in the WOC program, 42% of respondents participated in the 1:1 advising opportunity with Executive Director of Academic Advisement, Dr. Sharon Ricks. All participants who received advisement reported being very satisfied or moderately satisfied. In the survey, participants agreed or strongly agreed that: they are comfortable speaking about their identity and values with other people (98%); are comfortable working effectively with people across various cultures (100%); the program improved their self-esteem and self-image (92%), while 85% indicated that the program helped them to learn how to identify, articulate and advocate their needs; 78 % of respondents reported that after participating in the WOC program they feel they are a part of the Baruch community. Finally, 92% of respondents reported they would like to return to the program and 30% indicated they would like to return as an alumni mentor since graduating in the spring 2021 semester.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: While the program received a 100% satisfaction response, the assessment will be utilized to gather recommendations for future workshops and to incorporate additional bonding opportunities for the student participants. In addition, given that this was the first year of this program, we now have a cohort of returners and alumni who we can utilize to mentor new participants. Lastly, if the program continues to receive high satisfaction ratings, we will implement an additional cohort.