



STUDENT AFFAIRS
ASSESSMENT REPORT
2023-2024

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
 - Health & Wellness
 - Residence Life & Housing
 - 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

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
- Establish a division-wide assessment plan and create a template for reporting assessment throughout the year.

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:

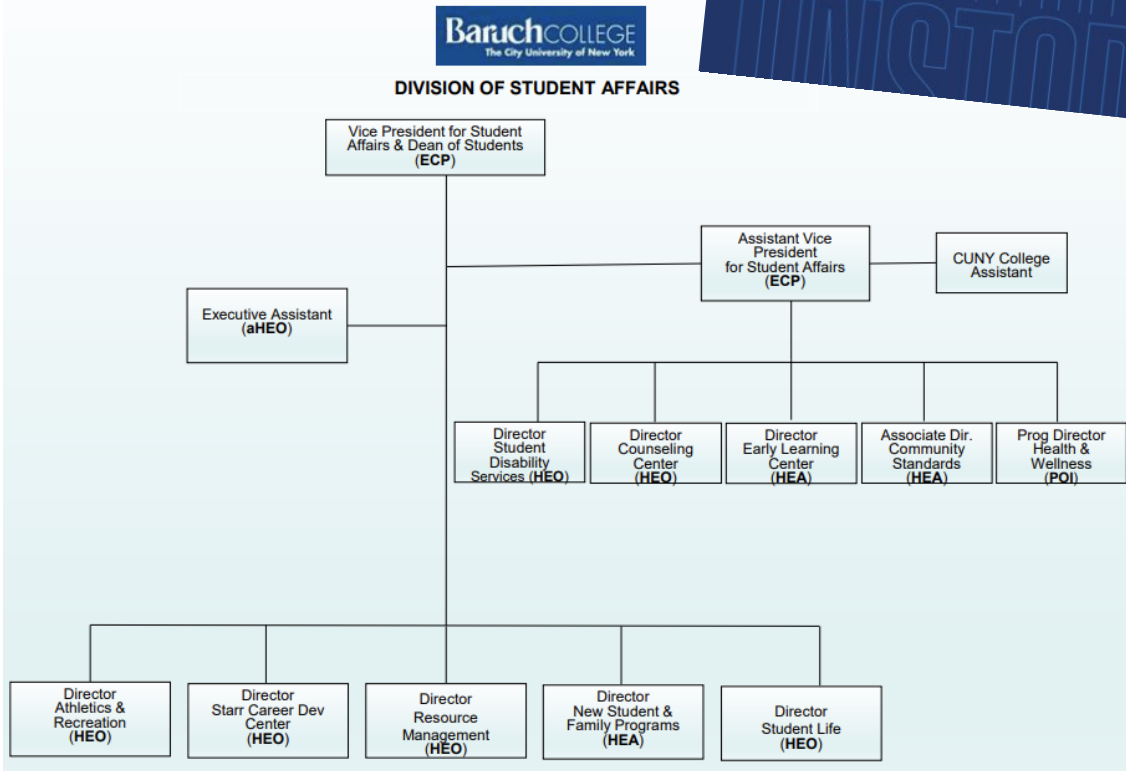
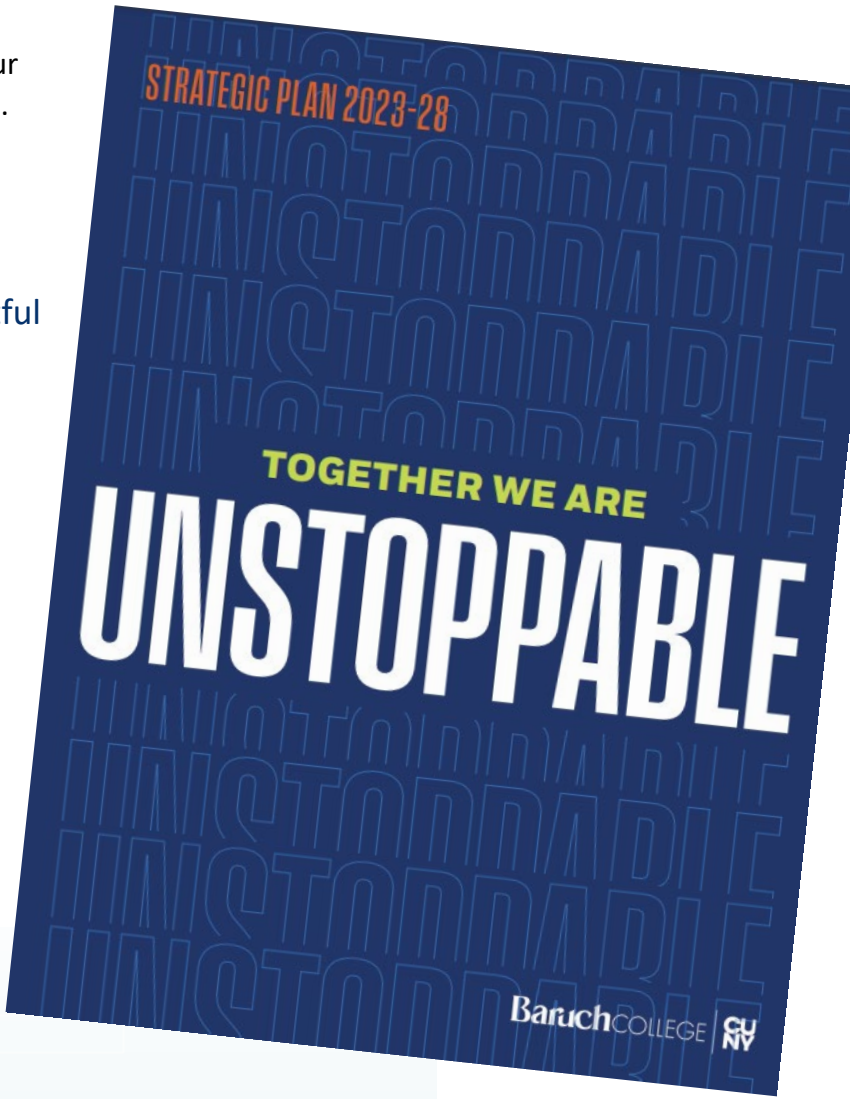
Foster the appreciation interpersonal differences through the acquisition of knowledge and skills to interact with individuals from a variety of races, ethnicities and communities harmoniously.

THE DIVISION OF STUDENT AFFAIRS

SUPPORT OF STRATEGIC PLAN

The [2023 – 28 Baruch College Strategic Plan](#) provides four priority areas for the institution across a five year period. These areas include:

- I. Maximize students’ potential to succeed
- II. Promote Excellence in research and impactful teaching
- III. Strengthen our collaborative and engaged community
- IV. Optimize operations and infrastructure



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

SIGNATURE PROGRAMS

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

CORE FUNCTIONS

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



ATHLETICS & RECREATION

FALL 2023



DESCRIPTION: Intramural program promotes physical fitness, teamwork, and a sense of community by organizing various sports leagues, tournaments, and events. Intramurals caters to participants of all skill levels and strives to provide a safe and inclusive environment where all feel welcome to improve their physical and mental wellbeing. [Supports Goal 1: Strengthen our collaborative and engaged community.](#)

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

Projected Attendance: 100, Actual Attendance: 150

DATA COLLECTION: Qualtrics Survey. Response Rate 15%

FINDINGS: 19 participants expressed their enjoyment in playing sports, indicating a positive and engaging experience. Additionally, 8 individuals highlighted their participation in Intramurals as a means to promote a healthy lifestyle, showcasing the program's impact on wellness and fitness. In the qualitative segment of the survey many emphasized that the program's strength lies in "building a community" and the "opportunity to meet new people".

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Participants are given an opportunity during the survey to identify areas of improvement in the program, and the feedback consistently indicates a desire for a longer intramural period or increased opportunities to engage with the facility's diverse health and wellness offerings. As part of our commitment to supporting our mission of providing opportunities for students to enjoy their recreational time, the Athletics team will continue to explore creative approaches within the constraints of available resources to grow the program and meet the needs of our community.

SPRING 2024

DESCRIPTION: Intramural program promotes physical fitness, teamwork, and a sense of community by organizing various sports leagues, tournaments, and events. Intramurals caters to participants of all skill levels and strives to provide a safe and inclusive environment where all feel welcome to improve their physical and mental wellbeing. [Supports Goal 1: Strengthen our collaborative and engaged community.](#)



LEARNING OUTCOMES: Students will Improve physical fitness through athletic activity, learn to use physical activity to help with academic outcomes, Learn to network and build communities
Projected Attendance: 200, Actual Attendance: 270

DATA COLLECTION: Qualtrics survey, Response Rate: 13%

FINDINGS: The survey revealed that the largest response, at 79%, was from students who felt a strong sense of community during their participation in intramural activities. Additionally, 43% of respondents indicated that the program helped them build networks, and 54% reported that it facilitated team-building with their fellow students. These findings emphasize the intramural program's significant role in fostering a supportive community, enhancing social connections, and promoting teamwork among participants.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We are committed to exploring creative ways to utilize all available resources to provide our community with the highest level of satisfaction in their intramural engagement. This semester, we will also be publishing our Intramural Handbook, which will serve as a resource for all participants, addressing their questions and enhancing their overall experience. Additionally, the handbook will be used to better train and assist our intramural employees, ensuring they deliver exceptional service throughout the intramural season.

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



STARR CAREER DEVELOPMENT CENTER

FALL 2023

DESCRIPTION: Bridge to Baruch (B2B) gets transfer students ready for recruitment season. [Support maximize their potential to succeed after graduation](#)

LEARNING OUTCOMES: Increase awareness of recruitment timelines among transfer students

DATA COLLECTION: Qualtrics Survey, N= 65
Projected Attendance: 50, Actual Attendance: 250

FINDINGS: The norm suggests that B2B transfer students have higher participation in career services activities when compared to non-B2B transfer students. . For the B2B students who apply for a \$500 stipend, we use a rubric to analyze the before-resume to the after-resume. Most of the stipend applicants demonstrate an increase in resume rubric score. Higher scores on the resume rubric is akin to being a better resume or a resume more likely to attract an employer.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: What we learned from this most recent evaluation was that more Zicklin students are enrolled in B2B than Weissman and Marxe students, which suggested a need for a change in marketing/messaging to appeal to students from the other schools. Additionally, we identified that non-B2B transfer students were more likely to be working full-time when compared to B2B students. This finding has implications for marketing/messaging as well as day-to-day program operations.

B2B students have, on average, more interviews and job offers than other transfer students



FALL 2023



DESCRIPTION: **Career Session** as part of the First-Year Seminar. [Supports Goal 1: Maximize students' potential to succeed](#)

LEARNING OUTCOMES: Develop decision-making skills related to career choices. Understand the importance of early career exploration and planning. Begin the process of aligning personal attributes with potential career paths.

DATA COLLECTION: Pre and Post-Survey, Response Rate 52.88% (pre-survey), 11.91% (post-survey)
Projected Attendance: 2000, Actual Attendance: 2363

FINDINGS: Pre-/Post Data Analysis (n=130)

• Career Readiness	Pre: 4.93,	Post: 6.25,	Change: 1.32**
• Career Consultation	Pre:3.28,	Post:3.57,	Change:0.29*
• Career Confidence	Pre:2.92,	Post:3.40,	Change:0.48**
• Career Concern	Pre:4.15,	Post:4.39,	Change:0.25**
• Career Curiosity	Pre:2.67,	Post:3.67,	Change:1.00**

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Address career consultation (i.e., Extent to which an individual seeks advice from others in making career decisions and occupational choices). Will focus on the need to seek assistance (e.g., career services, faculty) in career choice readiness email, career planning workshop, and post-workshop email. Address career concern (i.e., Extent to which an individual is oriented to and involved in the process of making career decisions) and major/career identification.

MISSION

Through culturally sensitive and trauma-informed counseling and psychological services and outreach, the Counseling Center assists students in achieving their academic and personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom.

CORE FUNCTIONS

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

SIGNATURE PROGRAMS

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

BY THE NUMBERS

5424 Appointments Attended:

- 3717 individual therapy
- 650 triage
- 507 group therapy
- 204 case management /consultation
- 185 psychiatric medication
- 39 crisis
- 120 testing
- 2 hospital transfers

79 Outreach Events, reaching 3,051* students
*not unique students

83% of students identified a history of trauma

COUNSELING CENTER

FALL 2023



DESCRIPTION: Undergraduate and graduate students seeking weekly individual therapy for mental health concerns. [Supports Goal 1: Maximize students' potential to succeed](#)

LEARNING OUTCOMES: Students will learn strategies for addressing personal issues and concerns that are interfering with their academic performance. Students will learn ways to improve their overall well-being.



Projected Attendance: 300, Actual Attendance: 287

DATA COLLECTION: Qualtrics Survey, Response rate 13.5%



FINDINGS: Of the 39 students who completed the survey during the fall semester of 2023, 70% reported that their personal problems were interfering less with their academic performance after counseling. The top five reasons students reported seeking counseling were anxiety (82% endorsed), stress (72%), depression (44%), self-esteem issues (46%), and mood instability (33%).

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will continue offering the 8-week Coping Skills Groups due to the high prevalence of anxiety and stress as top reasons students sought counseling. We will also continue to train all counselors to bring up academic performance during counseling sessions to address the negative impact these symptoms are having on academic performance.

SPRING 2024



DESCRIPTION: Weekly psychotherapy group members. [Supports Goal 1: Maximize students' potential to succeed and Goal 3: Strengthen our collaborative and engaged community.](#)



LEARNING OUTCOMES: Learn how to communicate more effectively. Learn interpersonal skills that could be applied to life outside of the group. Learn how to be receptive to support from others going through similar experiences.

DATA COLLECTION: Qualtrics Survey. Response rate 35%

Projected Attendance: 46, Actual Attendance: 52

FINDINGS: 100% of the group therapy survey respondents agreed or strongly agreed with multiple statements including "The group helped me learn how to communicate more effectively." 89% of the group therapy survey respondents agreed or strongly agreed with the following statement: "I was able to make progress on the personal goals I set for the group. 83% of the group therapy survey respondents agreed or strongly agreed with the following statement: "I learned usable skills that I have been able to apply to my life."

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The Counseling Center therapy groups are providing a space and opportunity for students to effectively learn how to communicate more effectively, learn interpersonal skills that could be applied to life outside of the group, and learn how to be receptive to support from others going through similar experiences.

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: Community Standards, Health & Wellness, Residence Life & Housing, Resource Management, Student Advocacy & Support and Veteran Services. Each of these areas can be found on the subsequent pages.

CORE FUNCTIONS

- Policy Violations; conduct and academic integrity
- Crisis response and student advocacy
- Student concerns and grievances

SIGNATURE PROGRAMS

- Campus Intervention Team
- Student Emergency Fund
- Bearcat Food Pantry and Grab & Go Bags
- Medical Withdrawals

BY THE NUMBERS

52 reports of conduct violation

250 reports of academic integrity violation

183 students reported to CIT

360 applications to the Student Emergency Fund

14 applications for the Lang fund, specifically to address immigration issues

146 Dean Certifications

34 Medical Withdrawals

2071 students served at Bearcat Food Pantry

OFFICE OF THE DEAN OF STUDENTS

FALL 2023



DESCRIPTION: Attrition rate in Residential Life and Housing. [Supports Goal 3: Strengthen our collaborative and engaged community.](#)

LEARNING OUTCOMES: Understand the role that social interactions, activities, and the environment play in students choosing to leave the residence hall.



DATA COLLECTION: Attrition rate
Projected Attendance: 288, Actual Attendance: 284

FINDINGS: Only .02 of our students have decided to leave housing between fall and spring semesters. This isn't counting students that are graduating, or only here for one semester. The reason given for leaving was transferring to another school.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Provide a formal exit interview with those seeking to leave the residence hall to learn more about the influence of the hall on their decision to leave.

SPRING 2024



DESCRIPTION: The Office of Health & Wellness organized the annual Health and Wellness Fair on April 16th. Professionals from within the community, provided education and resources on health & wellness topics while fitness instructors lead fitness classes, such as a workout with the Marines and a gentle flow yoga session. [Supports Goal 3: Strengthen our collaborative and engaged community](#)



LEARNING OUTCOMES: Gain greater understanding from our external health partners on their experience while attending the Health & Wellness Fair, their perception of how engaged students were, and the most requested information from students.

Projected Attendance: 300, Actual Attendance: 296

DATA COLLECTION: Qualtrics Survey, Response Rate 44%

FINDINGS: Those who completed all enjoyed their experience at the Health & Wellness Fair (n=4). It was reported that 60% of students (n=3) were very engaged while visiting the participants tables. The most requested information from students was how to apply for health insurance, information on birth control utilization, body composition, and blood pressure readings.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will use the information gained from this survey to provide targeted information and services to meet their needs.

MISSION

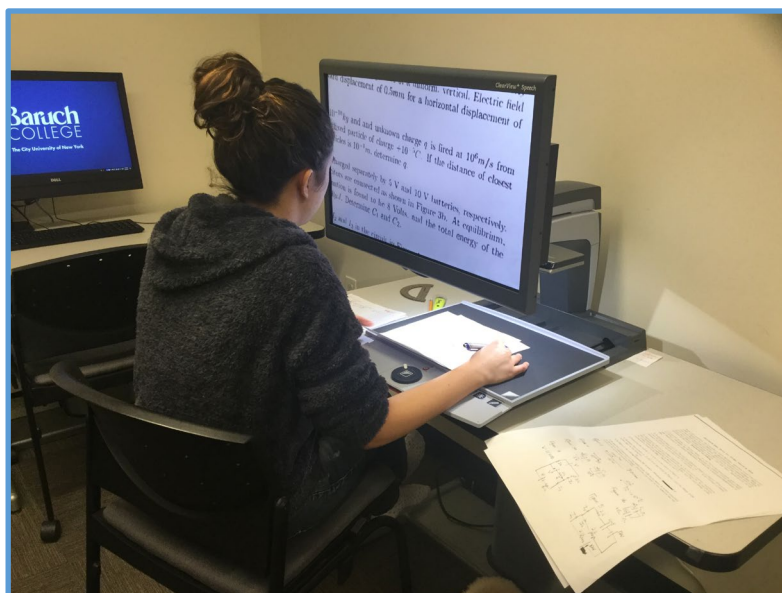
Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide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



STUDENT DISABILITY SERVICES

FALL 2023

DESCRIPTION: CUNY LEADS career connections program provided students with career readiness knowledge through an interactive process linking their interests, skills, and career goals. Students engaged in meaningful conversations with employers and received constructive feedback on attire, elevator pitch, resume, cover letter, communication skills, and overall professionalism. They participated in one-on-one interactions to build connections that will propel their career forward.

Supports Goal 1: Maximize students' potential to succeed and Goal 3: Strengthen our collaborative and engaged community

LEARNING OUTCOMES: Students will learn enhanced career readiness and professionalism, along with improved networking and relationship building..

DATA COLLECTION: Focus group

Projected attendance:30, actual attendance: 26

FINDINGS: A feedback survey should have been provided. An activity sheet that allows students to write down their goals will be considered for the next program. However, a group conversation was held about the importance of goal setting.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Based on the results, we plan to implement a post-survey for future events. This survey will ask students what they hope to gain from the program and what they have learned from their participation. A more focused assessment can be made for next time ie: professional readiness- assessing students' preparedness in terms of resume and cover letter quality, interview skills, and overall professionalism. Another assessment could have been communication skills- measuring the effectiveness of students' elevator pitches and their ability to engage in professional conversations.



SPRING 2024

DESCRIPTION: Assistive Technology training. **Supports Goal 1: Maximize students' potential to succeed.**

LEARNING OUTCOMES: The goal was to determine the clarity and effectiveness of the instructions conveyed during our Assistive Technology training. The results of the goal were that 95% of the students agreed the instructions and explanations given were clear and easy to understand. The goal was to verify if students can apply the learned skills to operate assistive technology instructions independently and efficiently.

DATA COLLECTION: Paper survey, Response Rate: 100%

Projected Attendance: 22, Actual Attendance: 22

FINDINGS: The results of the goal were that 95% of the students could apply the instructions learned to the assistive technology.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: We will use the information to continue to assess and refine our training delivery methods. It was clear from the survey that our instructions during the assistive technology training were well understood and that students could apply them effectively to achieve their academic goals.



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)

UPDATE: CUNYCentral negotiated a lease in a new space located at 444 2nd Ave, closer to the Baruch main campus and with the space to build the capacity of the center to include infants in addition to 3 – 5 year olds. The lease requires the additional expenses of maintenance, cleaning, security, HVAC, and garbage disposal.

It is our hope that the Early Learning Center will be open by mid Fall 2024, with accreditation to follow shortly.



PROUD MAMA BEARCAT

Last year's Commencement was a particularly special moment for Gabriela Robles ('10) (*middle*), posing here with her son, Leonard Medina ('22), and Ellen Stein, PhD, director of Baruch's Starr Career Development Center. A former participant in Starr's Peers for Careers program, Robles was a single mother when she studied at Baruch and enrolled Leonard in the College's Early Learning Center. She was exceptionally proud to see her son follow in her footsteps and join the ranks of Baruch alumni.

NEW STUDENT & FAMILY PROGRAMS

MISSION

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

CORE FUNCTIONS

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

SIGNATURE PROGRAMS

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

BY THE NUMBERS

96 Sections of
First-Year Seminar

2520 students enrolled

383 students enrolled in the
Transfer Student network

28 TSN Peer Mentors

NEW STUDENT & FAMILY PROGRAMS

FALL 2023

DESCRIPTION: The First Year Seminar (FYS 1000) at Baruch College is a mandatory, 0-credit course designed to help new first-year students make that pivotal transition from high school to college by providing them with the necessary tools for their success at Baruch College. A new curriculum for FYS 1000 was rolled out in Fall 2023, based on a pilot implemented in Spring 2023.. [Build a sense of belonging through relationships with peers, instructors, and staff](#)



LEARNING OUTCOMES: Apply academic success strategies such as time management and strategic note taking. Know when and how to seek help from campus resources.

DATA COLLECTION: Qualtrics Survey, Response Rate: students: 24%, peer mentors: 41%, facilitators: 55%
Projected Attendance: 2400, Actual Attendance 2362

FINDINGS: Part of the Fall 2023 assessment compared data from the Spring 2022 assessment of FYS 1000. Students who completed the Spring 2022 assessment followed the old version of the FYS 1000 curriculum. Comparing data between Spring 2022 and Fall 2023 highlights the impact of the new curriculum on students' transition to Baruch. The new curriculum of FYS 1000 has enhanced students' understanding of academic expectations, faculty relationships, peer mentorship, adjustment to college life, academic success strategies, access to college resources, and engagement with the campus community.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Regularly review and update the curriculum, incorporating student feedback to keep the program relevant and engaging. Introduce a variety of assignments to cater to different learning styles and enhance student engagement. Increase resources and training materials available to facilitators related to teaching, learning, and student development. Continue efforts to engage faculty in the FYS program, enhancing the diversity of perspectives offered.

SPRING 2024

DESCRIPTION: The Transfer Student Network (TSN) is a peer mentorship program committed to providing comprehensive academic, professional, and personal support for transfer students. Incoming transfer students are matched to continuing transfer students for one semester of mentorship. Peer mentors help their mentees acclimate to the rigors of Baruch College through regular outreach, personalized support, and monthly events hosted by the network. [Supports Goal 1: Maximize students' potential to succeed.](#)



LEARNING OUTCOMES: Develop a sense of belonging and purpose within the Baruch College community

DATA COLLECTION: Paper Survey, Response Rate 7.2%
Projected Attendance: 250, Actual Attendance: 137

FINDINGS: Two questions on the survey approximate a measure for sense of belonging. The questions asked students to rate their level of agreement with the following statements: "I feel connected to Baruch College" and "I have made friends through the Transfer Student Network." With regards to the first statement, 55.6% of respondents somewhat or strongly agreed that they felt connected to Baruch College. A third of respondents (33.3%) reported that they neither agreed nor disagreed with the statement and 11.1% of respondents reported that they somewhat or strongly disagreed with the statement. 18.5% of respondents reported that they have made friends through the Transfer Student Network. 18.5% reported that they did not make friends through the program.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: The primary focus will be to work on addressing the peer mentor/mentee connections. Improving training for peer mentors and sharing strategies for establishing rapport with their mentees may increase the quality of relationships between mentors and mentees. Furthermore, peer mentors will be encouraged to set up group meetings with their mentees to encourage mentees to meet one another.

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
- Management of 3rd floor club suite offices, Game Room, Media Suite, WBMB Radio Station, Student Government suite, event spaces and Multipurpose Room



OFFICE OF STUDENT LIFE

FALL 2023

DESCRIPTION: Leadership Weekend is a student retreat that combines learning about leadership and practicing leadership outside of the classroom. [Supports 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 skills of becoming an authentic leader and some of the biases that can prevent them from being an authentic student leader.

DATA COLLECTION: Baseline survey, Response Rate 20%
Projected Attendance: 100, Actual Attendance: 78

FINDINGS: Majority respondents (69%) were second- or third-year students. Many of the respondents (41%) either somewhat or strongly disagreed that they developed relationships with their peers prior to attending Leadership Weekend. However, all respondents (100%) agreed after attending Leadership Weekend they developed better relationships with their peers. In addition, all respondents (100%) plan to get more involved in club life since attending Leadership Weekend.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: Leadership Weekend took place at a different location that was more retreat style then camp style. In prior years we found that the retreat style was not welcomed by the students who attended, however, the workshops and activities were designed with this new style in mind. Therefore, it seems we received more agreeable feedback. Also, gathering responses from students seem to be more difficult to gain the week following the event. Therefore, we will implement a new strategy to provide the assessment to all attendees to complete prior to the trip departure.



SPRING 2024

DESCRIPTION: During the spring semester, a carefully selected collection of alternative spring break activities is made available to all students. [Supports Goal 3: Strengthen our collaborative and engaged community.](#)

LEARNING OUTCOMES: Students will actively engage with peers in a setting they would not normally experience, Students will step outside of their comfort zone in a setting they would not normally experience.

DATA COLLECTION: Baseline survey, Response Rate 27%
Projected Attendance: 25, Actual Attendance: 40

FINDINGS: Majority respondents (66.6%) of participants strongly agreed that the Alternative Spring Break (ASB) activities afforded them the chance to actively engage with peers in a setting that they would not normally experience. 92% of participants either strongly agreed or agreed that the ASB activities afforded them to chance to meet new people and develop new friendships.

ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT: This assessment will be used to implement programmatic and over logistical changes to the program. This was our first year doing ASB in NYC and the Chelsea Piers location. In previous years we did more service trips or ASB trip in different cities. However, based on the feedback, the participants connected more with the options provided and even suggested that the activities last longer than the 2-3 hours. We will plan to accommodate the additional students for the ASB activities to meet the interest and work with additional companies within NYC to provide an additional option to make it 3-4 days of activities which students can take part in.

