



STUDENT AFFAIRS  
ASSESSMENT REPORT  
2024-2025

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
- 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:**

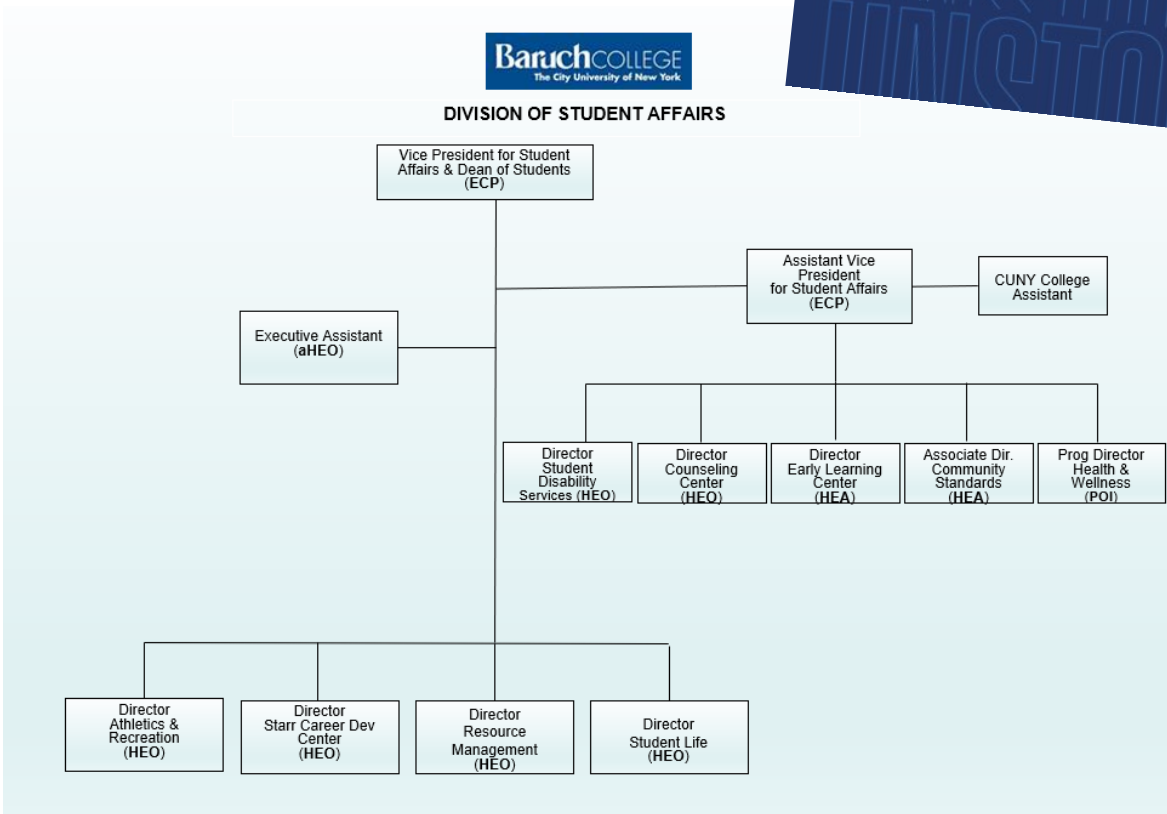
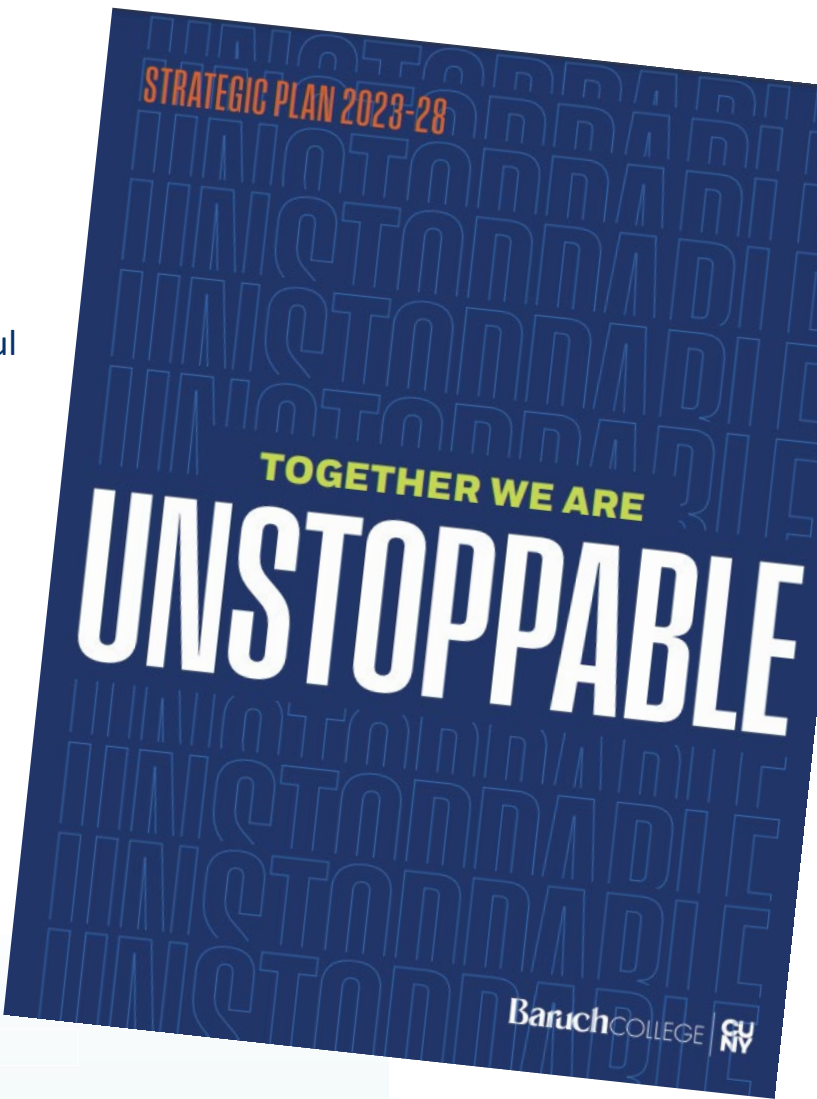
Foster the appreciation interpersonal differences through the acquisition of knowledge and skills to interact with individuals from a variety of races, ethnicities and communities harmoniously.

# 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

## SPRING 2025



**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:** Improve physical fitness through athletic activity. Learn to network and build communities. Projected Attendance: 250, Actual Attendance: 500, twice as many as Spring 2024.

**DATA COLLECTION:** Qualtrics survey, Response Rate: 10%

**FINDINGS:** According to survey results, 62% of Intramural program participants cited stress relief as a primary reason for their involvement. Additionally, 64% reported that the program offered valuable opportunities for physical activity, while 31% highlighted its role in promoting a healthy lifestyle. Another 31% indicated that participation helped them develop coping skills for various life situations. Survey findings revealed that 36% of participants felt that involvement in Intramural programs improved their ability to focus, while 42% said it motivated them to succeed. Notably, 62% reported that participation helped reduce stress which is an important factor that contributes to improved academic performance in the classroom. Survey results indicated that 59% of respondents participated in Intramural for the social experience, while 62% were motivated by the opportunity to engage in team dynamics. Additionally, 61% reported that being part of the program gave them a strong sense of community. Many written responses also emphasized community building and teamwork as key strengths of the Intramural program

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** As in previous years, time and space constraints were the most commonly cited challenges of the Intramural program. In response, the Athletics Department remains committed to actively engaging and collaborating with student clubs and organizations to maximize opportunities for participation and access to available resources. We will continue working to expand our reach and enhance the program, with the goal of delivering a dynamic and inclusive Intramural experience for the Baruch community.



# 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 2024



**DESCRIPTION:** First-Year Seminar Career Exploration & Planning Session. 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. Describe at least two resources offered by Starr.



**DATA COLLECTION:** Pre and Post-Survey, Response Rate 12% (97 students completed the post-survey out of 772 who completed the pre-survey)  
Projected Attendance: 2000, Actual Attendance: 2363

**FINDINGS:** The data show notable improvements across several dimensions of career readiness from pre- to post-assessment. Students reported significant gains in Career Choice Readiness, increasing from 4.68 to 6.15, a change of 1.47 points ( $p < .02$ ). Career Curiosity also saw a substantial increase, rising from 2.51 to 3.62 ( $p < .02$ ), while Career Confidence improved from 2.77 to 3.37, reflecting a 0.60-point gain ( $p < .02$ ). In contrast, Career Consultation remained virtually unchanged, with a slight decrease of 0.03, which was not statistically significant. These results suggest that the intervention had a positive impact on student's overall career readiness, particularly in areas related to decision-making, curiosity, confidence, and concern.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Overall, the findings are consistent with previous semesters. Unfortunately, that also means we have not been able to move the needle with respect to career consultation (i.e., the extent to which an individual seeks advice from others in making career decisions and occupational choices). For the spring 2025 semester, we actively incorporated resources and activities focused on career consultation.

## SPRING 2025

**DESCRIPTION:** Career-focused pedagogy Brightspace site to better assist and engage faculty. Supports Goal 2: Promote excellence in research and impactful teaching



**LEARNING OUTCOMES:** Faculty will recognize their role in preparing students for the world of work. Faculty will identify strategies to prepare students for the world of work. Faculty will summarize ways to incorporate career readiness into your curriculum.



**DATA COLLECTION:** Baseline Survey, Response Rate = 3.3%  
Projected Attendance: 20-25, Actual Attendance: 90

**FINDINGS:** When asked as a result of our Career-Focused Pedagogy Brightspace site, how likely are you to engage in the following strategies respondents to our post survey ( $n=3$ ) indicated:

- include a skills objective on your syllabus (66.66% very likely)
- include graded career-related assignments in your course (100% very likely)
- include career-related in-class activities in your course (100% very likely)
- include career-related discussions/lectures in your course (100% very likely)
- revise one of your existing assignments to have an explicit career focus (66.66% very likely)

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We are making concerted efforts to collect more post-data. To ensure we are meeting the needs of faculty, we are actively communicating with participants and sharing new career-focused resources (e.g., upcoming events, teaching tools).

## 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 2024/SPRING 2025



**DESCRIPTION:** Individual therapy for undergraduate and graduate students in the Counseling Center. Supports Goal 1: Maximize students' potential to succeed and Goal 3: Strengthen our collaborative and engaged community.

**LEARNING OUTCOMES:** Students' well-being will be improved with individual therapy. Students will learn ways to cope with issues impacting their academic performance their after receiving individual therapy.



**DATA COLLECTION:** Qualtrics Survey. Response rate 15%  
Projected Attendance: 500, Actual Attendance: 480

**FINDINGS:** Of the 71 students who completed the Wellness Survey, 86% reported that their overall well-being improved after counseling. Students identified multiple key learnings: ways to cope with anxiety and stress; how to name, validate, and regulate their emotions; how to be more gentle and compassionate with themselves; how to cope with grief and loss; how to heal past traumatic experiences; how to be more self-aware and improve their self-esteem; and how to improve their interpersonal relationships (including how to maintain boundaries with others). The top five reasons students reported seeking counseling were anxiety (70% endorsed), stress (65%), self-esteem issues (41%), depression (39%), and relationship issues (31%). 56% reported that their personal problems were interfering less with their academic performance after counseling. One student stated, "Before counseling, I had severe issues with my self-esteem and anxiety. Talking through my issues and seeking help was the best decision I made in improving my overall health and my performance in school."

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will continue to train all counselors on emotion regulation interventions due to these being a key learning for students. We will also continue offering the 8-week Coping Skills Groups due to the high prevalence of anxiety and stress as top reasons students sought counseling.

## 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

# OFFICE OF THE DEAN OF STUDENTS

## FALL 2024



**DESCRIPTION:** A workshop to reflect on personal social media habits and how to be mindful while using social media. [Supports Goal 1: Maximize students' potential to succeed](#)

**LEARNING OUTCOMES:** Students will understand the concept "doomscrolling" and what makes their feed "their feed"



**DATA COLLECTION:** Attrition rate  
Projected Attendance: 20, Actual Attendance: 17

**FINDINGS:** At the end of the workshop, students completed a survey where 100% of respondents stated they understood the concept "doomscrolling". Students were asked to analyze their screen time settings and determine how many hours they averaged daily on social media apps. Of the respondents, 27% felt they spent an unhealthy amount of time scrolling social media.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on feedback we received, students recommended incorporating an icebreaker at the beginning of the workshop to allow participants to get to know each other. Moving forward, including ice breakers in workshops will help students feel more connected to one another, which can increase engagement and discussion among attendees.

## SPRING 2025



**DESCRIPTION:** STUDENT VETERANS WILL HAVE AN UNDERSTANDING OF THE EDUCATIONAL BENEFITS AVAILABLE TO THEM AND HOW TO USE THEM. [Supports Goal 1: Maximize students' potential to succeed](#)

**LEARNING OUTCOMES:** Student veterans took a survey indicating importance of understanding benefits and attending an orientation at the beginning of the semester explaining benefits. 75% of respondents said ranked this as important, 25% said they were neutral.  
Projected Attendance: 20, Actual Attendance: 5



**DATA COLLECTION:** Baseline Survey, Response Rate 20%

**FINDINGS:** Student veterans took a survey indicating importance of understanding benefits and attending an orientation at the beginning of the semester explaining benefits. 75% of respondents said ranked this as important, 25% said they were neutral. 80% of respondents said that career skills workshops were important to them, 20% were neutral. 75% of respondents said that wellness workshops (mental and physical) were important to them and 25% were neutral.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the results of this survey, greater emphasis will be placed in the fall semester on the following programs for student veterans: student veteran orientation (benefits and policy explanation), career skills workshops, physical/mental health workshops and collaborative events with other schools (hikes, trips, fitness challenges, etc.). From the survey at least 75% of respondents were in favor of these changes.

## MISSION

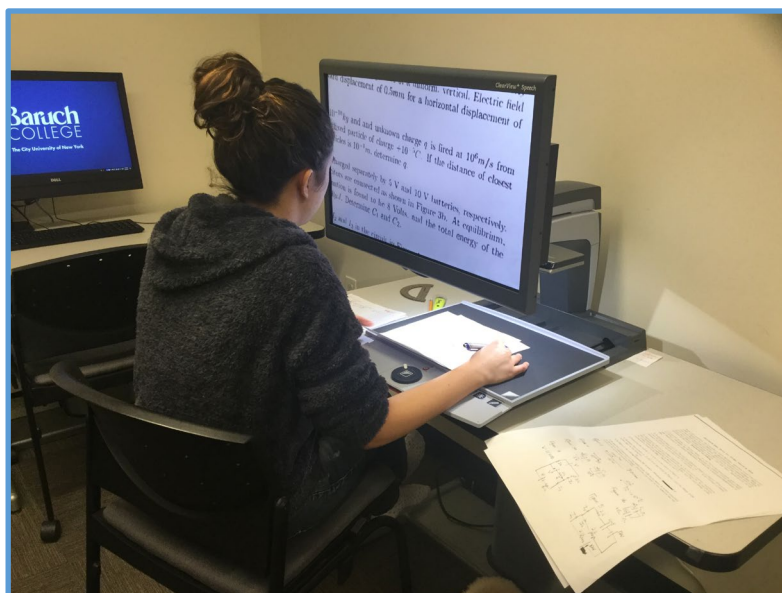
Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide 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 2024

**DESCRIPTION:** DOES THE USE OF ASSISTIVE TECHNOLOGY IMPROVE THE QUALITY OF NOTES AND OVERALL GRADES FOR STUDENTS? [Goal 1: Maximize students' potential to succeed](#)

**LEARNING OUTCOMES:** Is the use of assistive technology helpful in improving students' grades?

**DATA COLLECTION:** Baseline Survey, Response Rate: 36.7%  
Projected Attendance: 18, Actual Attendance: 18

**FINDINGS:** Results concluded that 14 respondents agreed the assistive technology improved the quality of their notes. 94% of students agree that the assistive technology had a positive outcome on their grades.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Since the quality of student's notes and their overall grades improved from the use of assistive technology, we will continue to promote its use to current and new students through outreach, demonstrations and trainings. The survey indicated the majority of students are using the Glean application to take notes. Per the addition of AI features to Glean, we anticipate a future survey where we will ask students how these new enhancements are beneficial to note taking.



## SPRING 2025

**DESCRIPTION:** Lunch & Learn was developed to assess and enhance student's understanding of SDS. [Goal 3: Strengthen our collaborative and engaged community.](#)

**LEARNING OUTCOMES:** Students will be able to identify at least two services or resources offered by Student Disability Services (SDS).

**DATA COLLECTION:** Paper survey, Response Rate: 36.7%  
Projected Attendance: 20, Actual Attendance: 30

**FINDINGS:** Students expressed a desire to become more knowledgeable about Student Disability Services, with many specifically indicating interest in learning how to: Effectively communicate with students with disabilities, Understand the range of assistive technologies available, and Gain awareness of ASL services. These responses suggest that participants were able to identify at least two core services or resources offered by SDS, demonstrating that the intended learning outcome was met through increased awareness and understanding.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Survey responses indicated that students gained a clearer understanding of the process for requesting academic accommodations. Several participants referenced learning about the steps involved in registering with SDS, including how to submit documentation, complete the intake process, and request accommodations. While the survey did not include a formal knowledge check, qualitative feedback suggests that the program increased student's confidence in navigating the accommodations process and knowing whom to contact for support.



## 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 2<sup>nd</sup> 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 Spring 2026, with accreditation to follow shortly.