

# STUDENT AFFAIRS ASSESSMENT REPORT 2025-2026



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
- Very Inspirational Professional Awards
- 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.

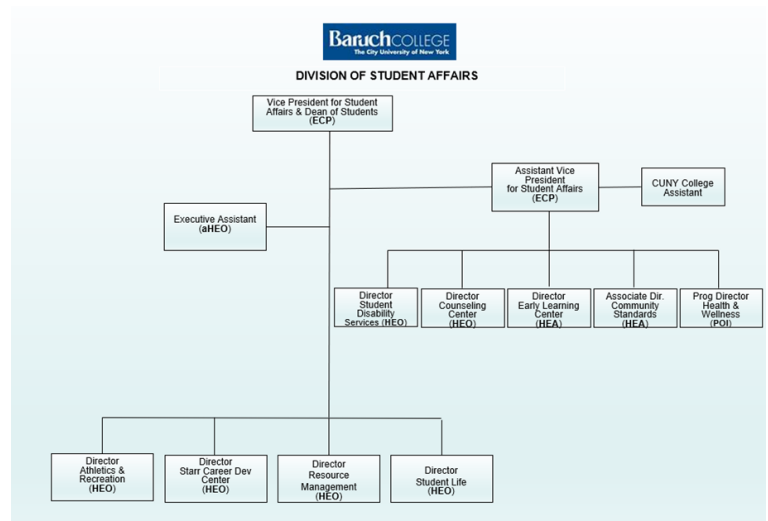


### Intercultural Skills:

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.

## STAFFING AND TEMPORARY REPORTING CHANGES

At the end of January 2026, the Vice President for Student Affairs, Art King retired from Baruch College. While the search for a new VPSA was underway, Athletics & Recreation reported to the President, the Office of Student Life reported to the Chief of Staff and the Starr Career Development Center and Assistant Vice President/Acting Dean of Students reported to the Provost. When a new VPSA is hired, a new reporting structure will take effect.

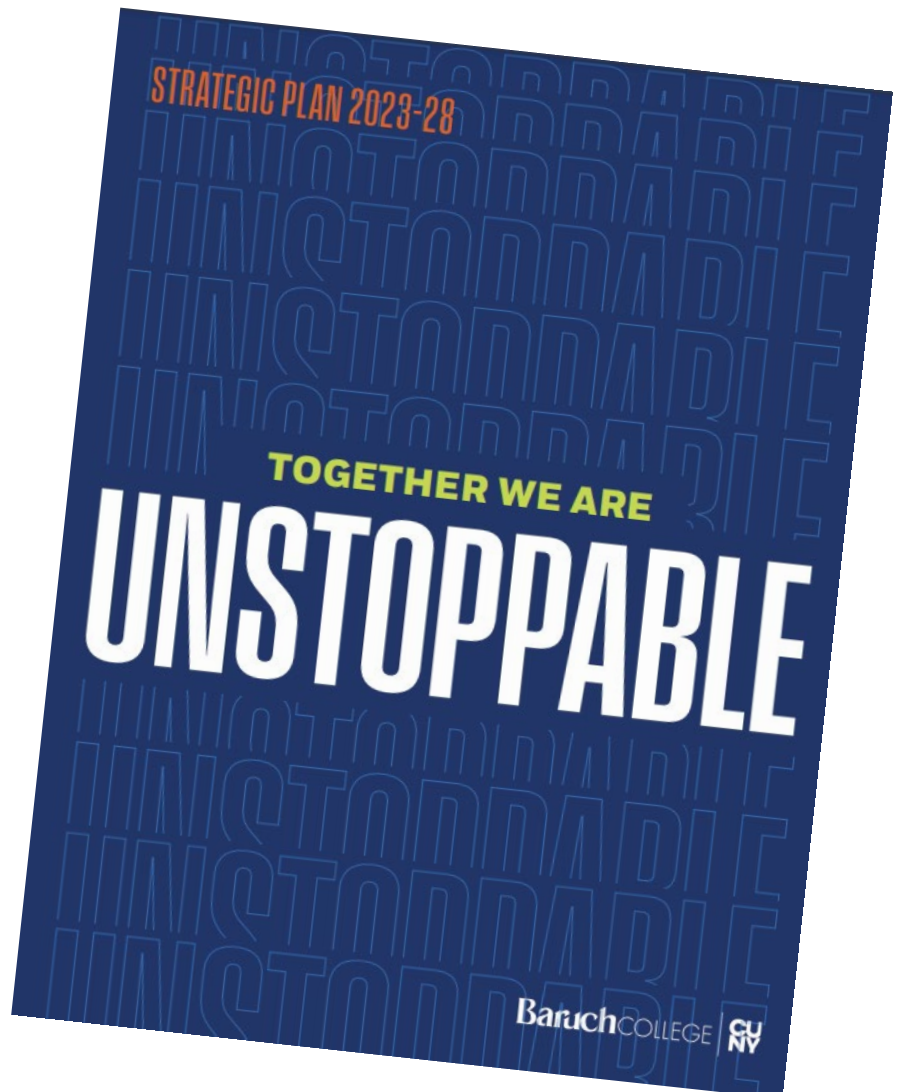


# THE DIVISION OF STUDENT AFFAIRS

## 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 2025



**DESCRIPTION:** Intramural program promotes physical fitness, teamwork, and a sense of community by organizing various sports leagues, tournaments, and events. [Supports Goal 1: Strengthen our collaborative and engaged community.](#)

**LEARNING OUTCOMES:** Improve physical fitness through athletic activity. Learn to network and build communities. To learn to use physical activity to help with academic outcomes.  
Projected Attendance: 200, Actual Attendance: 250

**DATA COLLECTION:** Qualtrics survey, Response Rate: 26%

**FINDINGS:** The survey results highlight two primary participant motivations: 26 individuals joined to pursue a healthier lifestyle, while 28 identified stress relief as their main reason for joining the Intramurals. The assessment results demonstrate a strong connection between participation in intramural activities and academic success. Specifically, 20 participants reported that being involved in intramurals motivated them to succeed in school, 21 noted an improved ability to focus, and 23 shared that their outlook on school became more positive. 35 individuals reported joining for the feeling of community, while 21 identified networking opportunities as a key motivation. Additionally, qualitative responses consistently emphasized that one of the greatest strengths of intramurals is their ability to bring people together.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** In athletics we value the balance between Intramural and Varsity sports in gym usage. Given the gyms popularity and high demand, we will look for solutions to satisfy the demand. We continuously evaluate possibilities for expanding open gym hours, while simultaneously exploring opportunities to introduce additional Intramural programs, creating a broader engagement with our student community.

## SPRING 2026



**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. To learn to use physical activity to help with academic outcomes.  
Projected Attendance: 200, Actual Attendance: 275

**DATA COLLECTION:** Qualtrics survey, Response Rate: 19%

**FINDINGS:** Intramural activity helped 13 participants improve their ability to focus, showing programs ability to assist students in the classroom. In addition, 11 participants reported that intramurals improved their outlook on school, while 9 participants said it motivated them to succeed as students. Survey results showed that 25 participants valued the social aspect of intramural, while 25 also highlighted the importance of engaging in a team dynamic. Additionally, 24 participants said intramural helped them engage in a team community.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will continue to build on the success of partnership built through engaging a wider community in Intramural offerings. We want to continue to engage students, faculty and staff to be better connected to Athletic Department and continue to build and connect our 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 2025



**DESCRIPTION:** National Career Development Month email campaign to increase Weissman student Handshake usage. Supports Goal 1: Maximize students' potential to succeed

**LEARNING OUTCOMES:** Weissman student will learn how to update their Handshake profile, schedule an appointment with a career advisor, attend a career-oriented event

**DATA COLLECTION:** Handshake Engagement Data  
Projected Participation: 18%, Actual Participation: 12.82%

**FINDINGS:** Prior to our email campaign, 67% of all Weissman undergrad students had logged into their Handshake account. Once the campaign concluded, 69% of all Weissman undergrads had completed Handshake profile (a 2% increase). Additionally, 9% of Weissman undergrad students had completed their Handshake profile. Once the campaign concluded, 10% of all Weissman undergrads had completed Handshake profile (a 1% increase). Prior to our email campaign, 9% of all Weissman undergrad students had scheduled an appointment with a career advisor. Once the campaign concluded, 10% of all Weissman undergrads had scheduled an appointment with a career advisor (a 1% increase).

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Although overall results were positive, our approach may benefit from taking a more targeted approach. For email, sending out messaging based on meta-major groupings versus a blanket approach to all Weissman major.

## SPRING 2026

**DESCRIPTION:** To better engage faculty in career-connected learning, we launched a faculty blog series. Supports Goal 2: Promote excellence in research and impactful teaching

**LEARNING OUTCOMES:** Faculty will become better aware of how to embed career readiness into their courses

**DATA COLLECTION:** Blogs@Baruch Engagement Data  
Avg. Blog Post Views: 112.75; Avg. Page View Per Visitor: 1.33 Avg. # of Unique Visitors Per Post: 86.25

**FINDINGS:** Our Spring 2026 faculty blog posts garnered a total of 451 views across all blog post, an avg. of 112.75 view per post, and most meaningfully, an avg. post repeat rate of 1.33!

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on a categorical analysis, including fall 2025 faculty blog posts, discipline-specific posts (e.g., post targeting faculty in a particular major) attracted more viewers and repeat post views on average compared to discipline-agnostics posts. We hope to increase the number of discipline-specific posts.



## 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



# COUNSELING CENTER

## FALL 2025



**DESCRIPTION:** All students participating in Group Therapy in the fall of 2025 were asked to complete the survey. Supports Goal 1: Maximize students' potential to succeed and Goal 3: Strengthen our collaborative and engaged community.



**LEARNING OUTCOMES:** Students will learn how to communicate more effectively. Students will learn how to connect with others more.

**DATA COLLECTION:** Paper Survey. Response rate 80.6%  
Projected Attendance: 52, Actual Attendance: 49

**FINDINGS:** Of the 25 students who completed the Group Therapy Survey, 72% agreed or strongly agreed that the group helped them learn how to communicate more effectively. Additionally, 86% agreed or strongly agreed that they were satisfied with the quality of the group experience. About their group experience, one student shared, "I felt like I wasn't alone and I was able to express my emotions when I typically don't and felt heard and self-aware". Of the 25 students who completed the Group Therapy Survey, 91% agreed or strongly agreed that it was supportive to know that others shared similar experiences and 73% agreed or strongly agreed that they felt their contributions were helpful to other members of the group. About their group therapy experience, one student shared, "It was nice to not feel so alone. The group also helped me to feel more confident and less nervous to speak up."

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We are working to increase participation in the LGBTQ+ and Black Mental Health Matters Groups. During this time, students are experiencing increased anxiety related to these identities.

## SPRING 2026

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



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

**DATA COLLECTION:** Qualtrics Survey. Response rate: 19%  
Projected Attendance: 350, Actual Attendance: 302

**FINDINGS:** Students receiving at least 3 sessions of individual therapy were invited to complete an anonymous Wellness Survey to assess how well counseling was helping to address issues interfering with academic performance and their overall well-being. Of the 80 students who completed the survey, 91% reported that their overall well-being improved after counseling. Students identified multiple key learnings: ways to manage anxiety, stress, and depression; how to trust and believe in themselves more; how to have more effective and fulfilling interpersonal relationships; improved communication skills; how to challenge negative thoughts; how to identify and accept the full range of their emotions; and ways to keep themselves safe from self-harm.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** We will continue to train all counselors on emotion regulation and trauma recovery interventions due to these being primary reasons for students seeking help. We will also continue to develop and offer workshops on belonging to help students feel more connected to each other and to Baruch, which can reduce depression and anxiety.

# 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



# OFFICE OF THE DEAN OF STUDENTS

## FALL 2025



**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 would learn strategies to prepare their own meal for less than \$5. Students would become familiar with the NYC Farmers Markets where they could redeem their free health bucks.



**DATA COLLECTION:** Qualtrics Survey, 60% Response Rate  
Projected Attendance: 15, Actual Attendance: 25

**FINDINGS:** Students completed a post assessment survey where 93% (n=13) of the participants implemented the strategies discussed during the workshop to prepare their own meal at home on a budget. 21% (n=3) of attendees felt extremely confident preparing their own meal for less than \$5, while 53% (n=8) felt somewhat confident, and 21% (n=3) felt neutral. Students completed a post assessment survey where 93% (n=13) of the participants implemented the strategies discussed during the workshop to prepare their own meal at home on a budget. 21% (n=3) of attendees felt extremely confident preparing their own meal for less than \$5, while 53% (n=8) felt somewhat confident, and 21% (n=3) felt neutral.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** 100 free health bucks were distributed among the 25 attendees, each worth a \$2 value. 55% (n=55) of the health bucks were redeemed before they expired on December 31, 2025. 40% (n=6) of participants were very likely to visit a NYC Farmers Market again in the future, while 53% (n=8) were unsure.

## SPRING 2026

**DESCRIPTION:** Evaluate the effectiveness of Student Affairs Committee as determined by members. [Supports Goal 3: Strengthen our collaborative and engaged community.](#)



**LEARNING OUTCOMES:** Establish an understanding of how impactful the committee system is for the participating members to determine if they should continue.

Projected Attendance: 30, Actual Attendance: 20

**DATA COLLECTION:** Qualtrics Survey, Response Rate 67%

**FINDINGS:** The two most common committees served on included Professional Development (53%) and SALT (42%). Less than half (45%) reported that serving on a committee was a good use of their time, the same percentage felt it contributed to their professional growth. 42% of respondents identified that committees enhanced the work of Student Affairs. Finally, 40% identified that committees are vital to Student affairs reaching its goals.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the results of this survey, it is clear that the majority of Student Affairs professionals do not find the current committee structure to be meaningful to their personal or professional growth. Committees will be suspended for the time being, with the possibility of returning under a new structure or purpose as identified by the new Vice President for Student Affairs.

# STUDENT DISABILITY SERVICES

## MISSION

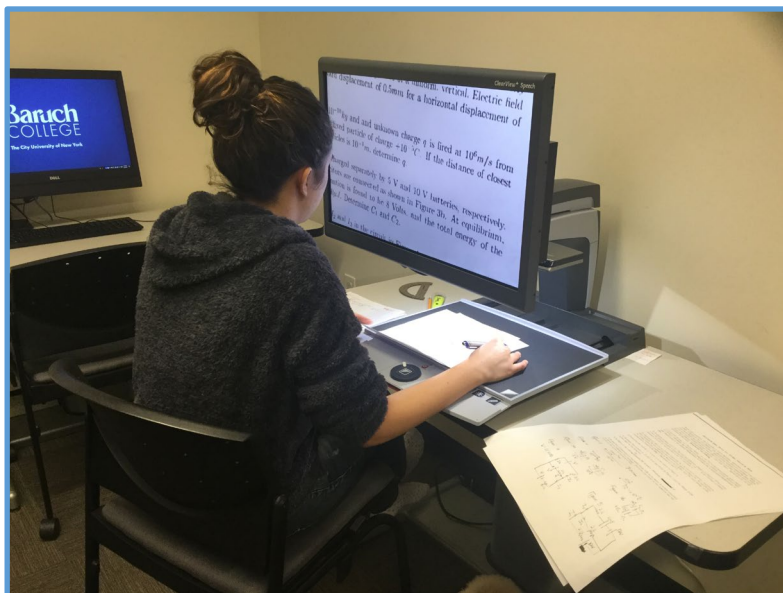
Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide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



# STUDENT DISABILITY SERVICES

## FALL 2025

**DESCRIPTION:** Great Works Accessibility Workshop was a hybrid, pedagogy-focused session on bringing best practices [Goal 1: Maximize students' potential to succeed](#)



**LEARNING OUTCOMES:** Participants understand their responsibility to create inclusive learning environments. Participants can evaluate accessibility implementation alongside practical constraints and ethical considerations.



**DATA COLLECTION:** Online Survey, Response Rate: 100%  
Projected Attendance: 22, Actual Attendance: 8

**FINDINGS:** Strong sense of responsibility: Nearly all respondents (95%) agree that faculty are responsible for ensuring course accessibility. Adoption of accessible materials: About 73% report that course materials are accessible and available electronically.

The responses strongly support this learning outcome faculty demonstrate the ability to analyze accessibility practices within real-world constraints and ethical considerations, even when full implementation is challenging.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Issue identified: Confusion about policies and inconsistent understanding. Planned changes: Develop structured training sessions on: Accessibility standards (captioning, document formatting), Accommodation policies (e.g., recording, syllabus language), Create simple, practical guides and checklists for faculty, Provide examples/templates (e.g., syllabus statements, accessible materials), Issue identified: Faculty report high workload and lack of support

## SPRING 2026

**DESCRIPTION:** Student Disability Services testing accommodations. [Goal 3: Strengthen our collaborative and engaged community.](#)



**LEARNING OUTCOMES:** Students will demonstrate understanding of the testing accommodations process, including how to schedule exams and access approved supports. Students will experience reduced stress and increased confidence during testing situations as a result of accessible, well-coordinated accommodations.

**DATA COLLECTION:** Paper survey, Response Rate: 41%  
Projected Attendance: 115, Actual Attendance: 110

**FINDINGS:** Students reported that accommodations such as extended time, quiet testing environments, and organized processes helped them complete exams more effectively and comfortably. Feedback describing reduced stress, appropriate supports, and well-coordinated arrangements indicates that students were able to use their approved accommodations as intended. Overall, the high levels of satisfaction and consistent positive responses demonstrate that the accommodations reduced test-related barriers and supported students' academic performance.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the assessment findings, the office will use this information to enhance and modernize its processes by transitioning to a fully electronic exam request system. While survey results show that most students found the current process clear and effective, qualitative feedback identified opportunities to streamline forms, reduce confusion, and improve communication.

## 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 2025

**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.

**DATA COLLECTION:** Qualtrics Survey, Response Rate 51%  
Projected Attendance: 100, Actual Attendance: 92

**FINDINGS:** The post assessment findings showed that students strengthened their leadership knowledge and practical leadership skills through participation in workshops, interactive activities, and team-based challenges during Leadership Weekend. Approximately 90.47% of students stated that by participating in the Strengths workshop it helped them better understand what a leader can provide. While approximately 83% of students stated that the workshop helped them understand what their role was on a team.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Based on the assessment results, we hope to use this information to increase the number of students who participate in Leadership Weekend in future years. The positive feedback and demonstrated learning outcomes highlight the program's impact on student leadership development, self-awareness, and community engagement.

Additionally, we hope to increase the number of student leaders across campus by examining how the skills and knowledge gained during Leadership Weekend are applied through continued involvement within the Baruch College community. By encouraging participants to take on leadership roles in student organizations, campus initiatives, and peer mentorship opportunities, we aim to strengthen student engagement and foster a more connected and empowered campus environment.



## SPRING 2026

**DESCRIPTION:** Bearcats LEAD is a semester-long leadership development program designed to help students strengthen their leadership capacity through workshops, community engagement, self-reflection, critical thinking, and intercultural learning. [Supports Goal 3: Strengthen our collaborative and engaged community.](#)

**LEARNING OUTCOMES:** Students will be able to utilize critical thinking and problem-solving skills to address challenges in academic, professional, and community settings.

**DATA COLLECTION:** Microsoft Forms survey, Response Rate 100%  
Projected Attendance: 27, Actual Attendance: 27

**FINDINGS:** Participants demonstrated significant growth in critical thinking and problem-solving. Approximately 66.7% of respondents reported that the program helped them develop these skills very well, while 33.3% reported that it helped them develop these skills well. Furthermore, 70.4% of participants rated the leadership workshops as extremely helpful in developing their leadership skills, and 29.6% rated them as somewhat helpful.

**ANTICIPATED CHANGES AS A RESULT OF ASSESSMENT:** Overall, assessment results indicate that Bearcats LEAD successfully achieved its intended learning outcomes. Participants reported high levels of satisfaction, belonging, leadership skill development, and personal growth. Future iterations of the program will incorporate participant feedback by exploring additional networking opportunities, increasing opportunities for interaction between workshops, and extending the length of selected sessions. Staff will also continue refining communication strategies and exploring incentives that encourage continued engagement throughout the program

