

# Student Services Annual Report

2022-2023







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# Welcome Message

## From the Vice President of Student Services



Arriving at Seton Hall 10 years ago, I value the University's vision as a home for the mind, the heart and the spirit through collegial partnerships with students, faculty, staff, administration and the priest community.

Our annual divisional report is an important way to acknowledge our accomplishments and provide insights into future opportunities. We are grateful for the positive impact and outcomes of our division's hard work, dedication and commitment in our areas of Academic Success, Campus Inclusion and Community, Engagement and Central Administration, Public Safety and Security, and Student Wellness and Support.

### As the Division of Student Services, we continue to value:

- Seton Hall's Catholic tradition
- Our students and their success inside and outside of the classroom
- Our diverse, inclusive and supportive community
- Our continual drive for excellence and professional growth

### Our division continues to lead three University-wide committees.

- The Council for Student Success (CSS) aims to create an equitable and consistent premier student experience, enhance student support and retention, and prepare students to be impactful global citizens.
- The Diversity, Equity and Inclusion (DEI) Committee strives to further cultivate and nurture a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion and social justice on campus and in the wider world.
- The Health Intervention Communication Team (HICT) provides insight into our community health and safety protocols, created in consultation with numerous health and higher education experts and officials.

I am humbled and honored to serve the Division of Student Services through vision and planning, listening and support, and optimism and positivity. Thank you for continuing to



embrace our divisional mission of student success and creating a positive impact on students inside and outside of the classroom. I look forward to welcoming back our new and returning students and building on the tremendous momentum outlined in our University strategic plan.

We continue to be stronger and better together, and I could not be more proud or grateful to be part of this Division and Seton Hall.

Please continue to take care of yourself and each other. Go Pirates!

All the best,

*Monica Burnette*

**Monica Burnette, Ph.D.**

*Vice President*



## Divisional Mission, Vision and Goal

### Our Mission

➤ As stewards of Seton Hall University, the Division of Student Services members enhance and support our students' holistic development by providing them with a dynamic educational environment. The best professional practices, the latest technological advances, and the values of the Catholic tradition inform all that we do. Our work with students is intentionally designed to foster excellence in academics and spiritual and personal growth so that all are empowered to reach their full potential as servant leaders.

### Our Vision

➤ Seton Hall University's Division of Student Services is the recognized model for creating a culture of success and excellence in the student experience by providing opportunities for our students to develop the necessary skills to become responsible and compassionate global citizens who serve as they lead.

### Our Goal

➤ The Division of Student Services fosters the implementation of Goals 3 and 4 of the Seton Hall University Strategic Plan — *Harvest our Treasures*. Goal 3 aims to create an equitable and consistent premier student experience, enhance student support and retention, and prepare students to be impactful global citizens. Goal 4 further cultivates and nurtures a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion and social justice on campus and in the wider world.

# Signature Events and Activities



## ACADEMIC SUCCESS

- Army ROTC Pirate Week Celebration public outreach event
- Fall and spring overnight field training exercises (FTX)
- Summer New Student Orientation
- 4.0 GPA Reception Ceremony
- SHU Tutopia/SHARC Fest end-of-semester tutoring event
- Academic Coaching
- Comprehensive tutoring programs
- Academic and mentoring meetings
- Gen 1 Alumni Panel
- Academic and Personal Enhancement Workshops
- Career Fairs
- Equity and Inclusion Multi-School Hiring Event



## CAMPUS INCLUSION AND COMMUNITY

- Circle of Change Conference attendance in Miami, Florida
- Hard Hat Tour of Ellis Island
- Books and Brunch
- Professional School Tours
- Financial Literacy Workshop series
- RISE Culture Fest



## ENGAGEMENT AND CENTRAL ADMINISTRATION

- Christmas at the Hall
- SHU Speaks Events
- New Student Orientations
- Spring Concert and Carnival
- Divisional Budget, Operations and Systems Access
- Student Email Outreach and DEI Campus Outreach

# Signature Events and Activities



## PUBLIC SAFETY AND SECURITY

- Campus ID and Access Control
- Parking Access
- SHUFLY Shuttle Service
- SafeRide On-Demand Escort Service
- CERT (Community Emergency Response Team)
- R.A.D. Basic Physical Defense
- Security Advisory Council



## STUDENT WELLNESS AND SUPPORT

- [KNOW MORE](#)
- [Great Minds Dare to Care Initiative](#)
- [Connectivity Group](#)
- [Disability Support Services Academic coaching sessions](#)
- [The First 56 Days](#)
- [Fire Safety Month](#)
- [Campus Connect Suicide Prevention Gatekeeper Training](#)
- [Mental Health Informational Workshops](#)
- [Vaccine Clinics](#)
- [Alcohol Awareness Table](#)



# Academic Success

## Welcome Letter from the AVP and Dean of the Center for Academic Success



As I begin my third academic year at Seton Hall, I am honored to serve the offices of Academic Support for Student-Athletes, Academic Resource Center, Career Services, the Center for Academic Success, Gen One, Pirate Pathway, ROTC and the Transfer Center. Although the University has faced unprecedented challenges posed by the pandemic, this past academic year we have emerged from the pandemic stronger and more resilient than ever before. Seton Hall's commitment to excellence and the dedication of the Division of Student Services inspire me. I eagerly embrace the opportunity to continue to contribute to our collective success, as we empower our students to reach their highest potential.

As a former Division I student-athlete, my connection to Academic Support for Student-Athletes runs deep. The guidance and support provided by Director Matthew Geibel have propelled our student-athletes to extraordinary achievements. In the fall of 2022, an impressive 57 percent of our student-athletes were named to the dean's list, accompanied by an outstanding cumulative GPA of 3.496. This remarkable academic success continued into the spring, with 60 percent of our student-athletes earning dean's list recognition and maintaining a cumulative GPA of 3.493. The accolades do not end there. In the spring,



43 exceptional student-athletes were inducted into Chi Alpha Sigma, the prestigious College Athlete Honor Society. Membership in this society is a testament to their unwavering dedication, as it recognizes those who have maintained a minimum cumulative GPA of 3.40 at the junior and senior levels. Under the leadership of Matt Geibel, Amanda DiDonato and Carissa Leoni, our student-athletes are demonstrating an unwavering commitment to excellence both in the classroom and on the courts and fields. It is truly inspiring to witness the achievements of our student-athletes and the dedication of the entire team. Together, they exemplify the ideal balance between academic pursuits and athletic excellence.

Under the leadership of Dr. Nicole Paternoster, the director of the Academic Resources Center (ARC), an exciting new addition was made to the team this past fall. ARC Program Coordinator Edward (Ted) McCulloch joined forces with Dr. Paternoster, and their collaboration has yielded remarkable results. Together, they achieved the prestigious designation of being CRLA (College Reading and Learning Association) certified, a gold standard for tutoring centers. This certification not only demonstrates the ARC's commitment to excellence but also allows for the recognition of the exceptional achievements of its tutors. The ARC now certifies its tutors as Level 1 tutors, a testament to their expertise and dedication. In January 2023, the ARC proudly certified 11 tutors based on their participation in 10 hours of workshops and 50 hours of valuable student contact.

Moreover, the ARC had the honor of hosting the annual CRLA regional conference in March 2023. This conference served as a platform for academic resource professionals from Pennsylvania and New Jersey to come together, share best practices and strengthen their community. It was a true celebration of collaboration and knowledge exchange. To conclude the year on a high note, the ARC introduced an exciting rebranding of its signature event, previously known as SHUTopia. The event is now called SHARC Fest and takes place on Reading Day, offering a range of workshops and all-day drop-in tutoring sessions with tutors from the ARC, Math Learning Lab and the Global Learning Center. This spring, a record-breaking 228 students attended the event, representing a 10 percent increase from the previous year. For the latest updates and insights from the ARC, I invite you to follow their Instagram page @setonhall\_arc. It's a valuable resource for staying connected and informed about the exceptional services and opportunities they provide.

The Center for Academic Success had an exceptional year of achievements and success, leaving a lasting impact on our students. Our dedicated Assistant Dean, Josh Dornbos, and Student Success Advisor team recorded an astounding 8,857 student appointments on Compass during the fall and spring semesters. As a result, we witnessed a significant rise in the retention rate of our first-year students, with 94.9 percent enrolling for their second semester in spring 2023. This is a remarkable increase from 93.2 percent the previous year and the highest fall-to-spring retention rate at the University since 2016. In addition, our fall-to-fall retention rate for the first-year students of fall 2022 is tracking at an impressive 86 percent, surpassing the 83 percent rate from the previous year. If this trend continues, it will be the highest fall-to-fall retention rate at the University in the past 10 years, showcasing the effectiveness of our efforts in supporting and retaining students. Under the advisement of Director Brittany Gogates, transfer students received comprehensive guidance, resulting in the successful transition of 67 new transfer students who began their journey in spring 2023.

Moreover, our Pirate Pathway Students were introduced to a wide array of resources available at the University to support their matriculation. As a result, 54 Pirate Pathway students successfully matriculated to Seton Hall in spring 2023 after completing a semester of coursework in the fall as conditionally accepted students. We were fortunate to be awarded a \$750,000 Opportunity Meets Innovation grant, leading to the establishment of The First-Generation Forward (Gen 1) Program, spearheaded by Dr. Nicole Battaglia. This program provides crucial academic support to first-generation, Pell-eligible students, ensuring their successful academic and social integration into college and promoting timely graduation. The fall-to-spring retention rates for students in the Gen 1 summer program reached an impressive 95 percent, while students in the Gen 1 Peer Mentor program achieved a perfect 100 percent retention rate. To stay informed with the latest news and updates, I encourage you to follow the Center for Academic Success' Instagram account, @setonhallcas. It serves as a valuable resource for accessing important information and staying connected with the exceptional work being done by the center.

Under the leadership of Jorge Rivera, the Career Center (TCC) has excelled in organizing a multitude of impactful events, promotions and achievements throughout the year. Notably, we take immense pride in sharing that the overall

employment rate for SHU students reaching an outstanding 98.5 percent, a substantial increase from 95 percent in 2021. This impressive employment rate is calculated based on students who have actively pursued career-related opportunities. During the fall, the Career Center hosted its highly anticipated Annual Fall Career Fair and Expo, attracting an impressive presence of 105 organizations and drawing 687 students. The Spring Career Fair and Expo was equally successful, with 98 organizations joining us and an attendance of 427 students, demonstrating an encouraging 23 percent increase compared to the previous year. These numbers highlight the strong connections forged with industry partners and the invaluable networking opportunities we provide for our students. And understanding the importance of a robust online presence, we enlisted the services of a professional photographer to offer free headshots to participating seniors, enhancing their portfolios on platforms like LinkedIn, Handshake and other social media channels. In a collaboration with the Buccino Leadership Center, the Career Center established the Pirates Closet, a supportive initiative located in the Career Center. The Pirates Closet offers free professional business attire to all students in need, ensuring that they are equipped with the necessary resources to make a strong impression in their professional pursuits.

Additionally, we launched the annual COMMArts Honor Alumni Mentor Partners (CHAMP) program; we facilitated visits to organizations such as FBI Headquarters, Sloane & Company's office at the World Trade Center, and the New York Yankees. The Career Center also played host to significant events including the Finance Networking Forum and our highly anticipated annual Media, Sports & Marketing Networking Forum. To culminate the academic year on a high note, we organized the Annual "Get Hired! Pirate Boot Camp" exclusively for graduating seniors. This comprehensive event featured professional development workshops, a networking lunch and a Mini Career Expo, providing our students with the tools they need to succeed as they transition into their professional lives. To stay informed with the latest news and updates, I encourage you to follow the Center for Academic Success' Instagram account, @careercentershu. It serves as a valuable resource for accessing important information and staying connected with the exceptional work being done by the center. Army LTC Adam Scher assumed command of ROTC last summer, leaving an indelible mark on the program from the very beginning. His leadership has propelled

SHU ROTC to establish a strong presence on campus, actively engaging in various volunteer initiatives, such as supporting basketball games, serving Thanksgiving dinners, participating in SHARC Fest or contributing to the vibrant atmosphere of Pirate Week. Pirate Week, a highlight of the year, showcased a range of exciting activities, including competitive events, captivating military vehicle displays, movie nights on the green, and a magnificent military ball. LTC Scher's guidance and vision were instrumental in creating this immersive experience for the entire campus.

Furthermore, under LTC Scher's exceptional guidance, an impressive cohort of 15 cadets was successfully commissioned as 2nd lieutenants in the United States Army during this academic year. This achievement serves as a testament to the dedication, discipline and outstanding leadership fostered within the SHU ROTC program. Additionally, I encourage you to follow the SHU ROTC Instagram account, @shu\_piratebattalion. Stay connected with the exciting events, achievements and experiences of our ROTC program, showcasing the incredible journey of our cadets as they prepare to become future leaders. In our vibrant Seton Hall community, I want you to know that I am committed to supporting you on your journey toward unlocking your full potential. The possibilities that lie ahead of us are truly exhilarating. As we navigate the post-pandemic era, my steadfast commitment remains to listen attentively and learn from each and every one of you. Together, we will build upon our remarkable trajectory of success and accomplishments. Let us forge ahead, united in our pursuit of excellence, as we continue to shape a future filled with endless possibilities. Go Pirates!

**Vaughn Calhoun, Ed.D., M.P.A.**

*Assistant Vice President and Dean of the Center for Academic Success*

## ACADEMIC RESOURCE CENTER

### DIRECTOR

Nicole Paternoster, *director of Academic Resource Center*

### CONTACT INFORMATION

nicole.paternoster@shu.edu

### STAFF

2 full-time employees, 40 student workers

### MISSION

The mission of the Ruth Sharkey Academic Resource Center (ARC) is to help Seton Hall University students realize their full potential and reach beyond. The ARC brings together academic support services into one distinct area that nurtures student success.

### LEARNING OUTCOMES

- Students will develop the necessary skills to enhance their academic understanding and become independent learners.
- Students will have the capacity to analyze and evaluate their work.
- Students from all backgrounds will develop the skills and abilities to thrive academically at Seton Hall.

### SIGNATURE ACTIVITIES

- Provided peer tutoring and Supplemental Instruction (SI) for undergraduate colleges and programs
- SHU Tutopia in the fall and spring semesters – rebranded as SHARC Fest for the spring 2023 semester – brings together tutors from across campus to facilitate final exam workshops and assist students prepare for exams through offering all-day drop-in tutoring.
- Academic skills and content workshops include time



management, campus resources and study skills.

- Campus-wide tutor training. Tutors from the ARC, Math Learning Lab, RISE, EOP and PreMed/PreDent come together twice a year for all-day training to enhance their tutoring skills and learn from others in the community.
- Academic coaching for undergraduate and graduate students

### HIGHLIGHTS

- 3,018 1:1 in-person or online tutoring visits
- 1,086 Supplemental Instruction (SI) visits. SI supports General Biology I and II, General Chemistry I and II, and Anatomy and Physiology I and II
- 322 students attended SHU Tutopia in fall 2022. In spring 2023, 228 students attended SHARC Fest, representing a 10 percent increase compared to spring 2022
- All graduating tutors in fall 2022 and spring 2023 were admitted to the post-graduate program of their choice or graduated with an offer of employment

### PAST DEPARTMENTAL GOALS FOR 2022-23

**Goal 1:** Begin the process of certifying tutors across campus (CRLA Level 1).

This goal was completed. The tutoring centers of Seton Hall were awarded CRLA (College Reading and Learning Association) certification in November 2022. In spring 2023, the ARC certified 18 tutors.

**Goal 2:** Revamp the Academic Coaching program to include increased support to first-year students through a

partnership with CAS (Center for Academic Success). This goal was completed with hopes of further increasing outreach in the upcoming academic year. In fall 2022, the ARC academic coaching program partnered with CAS' Pirate Pathways. Academic coaches regularly visited study halls held three times a week in the ARC and performed outreach to students. In spring 2023, we partnered with CAS to support the SKILS classes. Visits from spring 2023 were up 448 percent from spring 2022, the first full semester we ran the program.

**Goal 3:** Increase the availability of technological resources to enhance tutoring sessions.

This goal is in process. New furniture and presentation technology was added to the ARC to improve student collaboration in 2022-23.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

**ACADEMIC YEAR: 6** – student usage surveys, tutor self-evaluations and tutor evaluations (done once per semester)

### DESCRIPTION OF 2022-23 ASSESSMENTS

- After their sessions, students were given a QR code to fill out a satisfaction survey. Questions included information about how many times the students have used the ARC; if they would recommend our services to others; and a Likert scale area on items such as tutor knowledge, customer service and satisfaction with the session.
- The Tutor Satisfaction Survey contained questions on the positives of working at the ARC, the negatives, what would make their job easier, etc.
- Tutor evaluations were conducted by Nicole Paternoster, Edward McCulloch and the peer tutor coordinators during



the fall and spring semesters. We used the observations to meet with the tutors to discuss their areas of strength and weaknesses.

### ASSESSMENT RESULTS AND DATA REPORTING

- **Student Surveys:** All students who filled out the survey stated they would recommend our services to others. Demographic analysis suggests additional outreach would be beneficial to reach additional student populations.
- **The Tutor Satisfaction Survey:** Results from this survey indicate an overall high satisfaction with the job due to the environment, flexibility, being able to help peers, developing connections and helping to reinforce the material for themselves. Improvement feedback is being addressed with increased collaboration between the different services of the ARC as well as other as other tutoring departments (two times a year all staff training, monthly meetings, Teams channel, and end of the semester celebrations with ARC, MLL and Student-Athlete Tutoring).
- **Tutor Evaluations:** All tutors did well on their evaluations, with most of the comments discussing their subject knowledge, patience with the students, and ability to be excellent mentors – those given constructive feedback focused on ARC procedures and policies, including timely responses.

### USAGE OF ASSESSMENT RESULTS

- Increase campus community outreach through marketing, campus partnerships and innovative techniques. The ARC plans to work with Professor Adam Warner and the Market Research Student Team to administer a campus-wide survey about tutoring services. This feedback will help to inform marketing practices better. In addition, the ARC



will continue to work with the other tutoring centers on campus and well as make new partnerships to increase the Center's usage.

- New resources for students include ARC refresh and the availability of short “mini-lessons” videos on various topics. ARC refresh will be complete by summer 2023. Videos are currently being recorded and will be released on the SHU YouTube channel as soon as they are edited. Filming will continue in fall 2023. Discussion is in the works about an ARC module shell on our LMS, possible ARC podcast and integration of AR/VR into the ARC.

**DEPARTMENT GOALS FOR 2023-24**

- Explore embedding academic coaches and supplemental instructors in the classrooms.
- In AY 2023-24, we will begin to explore the possibility, and roadblocks, of embedding coaches and Supplemental Instruction (SI) leaders into the classrooms. Academic coaches could support ULife, particularly those that serve Pirate Pathways, and work with the faculty member and peer advisor.
- The established structure of the University of Missouri-Kansas City's Supplemental Instruction focuses on the SI leader attending at least one class a week.
- Increase tutoring services to include the Interprofessional Health Sciences (IHS) campus. The pilot program was run from April-May 2023 in the conference room in Student Services. Turnout was low, but not unexpected due to the late start and newness of the program. Tutoring services at IHS will continue to be offered in fall 2023 with the hope of increased buy-in from faculty to help us market the service.
- Increase the availability of technological resources to enhance tutoring sessions.
- Addition of a VR station and an increased library of mini-lessons available on the Seton Hall YouTube channel.

- Launch tutor.com as an online resource to undergraduate and graduate students.

**ADDITIONAL TESTIMONIALS FROM STUDENTS**

*“This is such a great resource for SHU students. Shoutout to Nicholas who helped me!”*

*“The services provided by all tutors are a great benefit. The Tutors in Residence are especially commendable due to how supportive and knowledgeable they are.”*

*“The service provided by the tutor was excellent.”*

**ADDITIONAL TESTIMONIALS FROM TUTORS**

*“I had a great time at the ARC. It was really motivating to aid other students and watch them flourish in the nursing program. It was also helpful for me to refresh my memory on various subjects and learn teaching strategies.”*

– PRESCILLA T.

*“I will never forget my time being a tutor on campus. I was a tutor for two years, and I have enjoyed every moment of being part of this community. I am so grateful to all of the directors, supervisors and graduate assistants that work so hard to foster this special environment.”*

– HELEN M.

*“I loved my time here. I loved watching students grow in their understanding of topics, and their willingness to seek more resources for their education is inspiring. I've made friends with other tutors and love the academic atmosphere the ARC brings.”*

– ISABEL D.

**DIVISIONAL STAFF ACHIEVEMENTS**

Nicole Paternoster became the website administrator for National College Reading and Learning Association.

## ACADEMIC SUPPORT SERVICES FOR STUDENT-ATHLETES

### DIRECTOR

Matt Geibel

### CONTACT INFORMATION

studentathletesupport@shu.edu

### STAFF

1 director, 1 associate director, 1 assistant director, 2 graduate assistants, 4 professional tutors, approximately 18 peer tutors

### MISSION

The mission of the Office of Academic Support Services for Student-Athletes and the Charles W. Doehler Academic Center for Excellence is to aid in the overall development of the student-athlete from orientation to commencement. We serve our student-athlete community guided by the principles of Catholic education and the standards of excellence set forth by the Division of Student Services, the Department of Athletics, the NCAA and the BIG EAST Conference. We recognize that all students are unique, and therefore we provide a holistic approach to supporting their efforts toward earning a degree from Seton Hall University and becoming productive members of their communities. We celebrate the diversity of our students and develop support services that foster a culture of inclusion and equity. Academic Support Services for Student-Athletes embraces the core values of Seton Hall University and her Catholic mission to collectively support the growth of servant leaders and socially conscious and responsive citizens.



### LEARNING OUTCOMES

- For student-athletes to become independent learners and advocates for their education
- For student-athletes to apply strategies to perform at their highest academic potential consistently

### SIGNATURE ACTIVITIES

- Comprehensive tutoring program including training, individual and drop-in tutoring sessions, regular evaluation and achievement recognition
- Educational strategy development with target students and professional tutors
- Visits by therapy dogs Buster and Iggy
- Weekly academic and mentoring meetings with first-year, transfer and target students
- Ongoing coordination of academic monitoring with coaching and athletic staff

### HIGHLIGHTS

- The cumulative GPA for all student-athletes is currently 3.493, and more than 60 percent of all student-athletes earned dean's list in the spring 2023 semester
- 43 student-athletes were inducted into Chi Alpha Sigma – the National College Athlete Honor Society



- Cornelia Jerres (women’s swimming and diving) and Johannes Pex (men’s soccer) were named the Seton Hall nominees for Big East Scholar-Athlete of the Year, earning a scholarship toward graduate studies
- Luca Dahn was named CSC Second Team Academic All-America
- 30 Seton Hall student-athletes were named to the College Sports Communicators (CSC) Division I Academic All-District Team. Women’s Soccer (3), Volleyball (1), Men’s Soccer (6), Women’s Basketball (1), Women’s Tennis (4), Women’s Golf (4), Men’s Golf (1), Baseball (5), Softball (5)
- Members of the baseball team, Michael Ciminiello and Zachary Sylvester, earned the Petersheim Academic Presentation Award for their Petersheim Interdisciplinary Poster “Application of Machine Learning to Predict Shoulder Biomechanical Efficiency.”
- On April 12, in conjunction with Seton Hall PRIDE, the Department of Athletics and Academic Support Services for Student-Athletes sponsored a PRIDE Game at the Seton Hall baseball game versus NJIT. The purpose is to show support for and allyship with the LGBTQIA+ members of the University community
- Our office hosted four CRLA Certified Trainings for Tutors. Two were presented by Graduate Assistant Sophie Chong.

**PAST DEPARTMENTAL GOALS FOR 2022-23**

- Explore the purchase of new academic center furniture
- Transition back to a fully in-person tutoring program with a limited remote option
- In conjunction with the HALL Program and Athletics, explore Athlete Ally to further support the LGBTQIA+ community at Seton Hall.
- Continue to provide seamless services during staffing adjustments in the fall semester.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23  
ACADEMIC YEAR: 4**

**DESCRIPTION OF 2022-23 ASSESSMENTS**

- Tutor Satisfaction Survey – Fall 2022
- Student-Athlete Satisfaction and Needs Survey – Spring 2023
- Tutor Satisfaction Survey – Spring 2023
- Graduate Assistant Survey 2022-23

**ASSESSMENT RESULTS AND DATA REPORTING**

- Satisfaction and Needs Survey – spring 2023; 33 percent of student-athletes responded
  - ▶ 100 percent of respondents indicated that their advisors’ assistance was provided in a timely manner
  - ▶ 94.6 percent of respondents were extremely or moderately satisfied with the tutoring program as a whole
  - ▶ 94.6 percent of respondents said that they would continue to utilize tutoring services through the Charles W. Doehler Academic Center for Excellence
  - ▶ 91.3 percent of respondents indicated that their advisor in Academic Support Services for Student-Athletes was extremely or very helpful during the registration process
  - ▶ 88 percent of respondents felt extremely or very supported by their advisor in Academic Support Services for Student-Athletes





- ▶ 70 percent of tutors rated their overall tutoring experience as Excellent, 30 percent rated their overall experience as Good

### USAGE OF ASSESSMENT RESULTS

- We will continue to utilize these results to inform our decision-making process as it relates to services provided to students, tutors and graduate assistants in the future.

### DEPARTMENT GOALS FOR 2023-24

- We will continue to utilize these results to inform our decision-making process as it relates to services provided to students, tutors and graduate assistants in the future.
- In conjunction with the HALL Program and Department of Athletics, expand the partnership with Athlete Ally to further support the LGBTQIA+ community at Seton Hall and work toward implementing additional PRIDE activities on campus.
- Explore full-time learning specialist position.
- Explore full-time member of registrar's office staff as Athletics Certification Consultant
- Continue to provide seamless services during staffing adjustments in the fall semester with our Faculty Athletics Representative

### ADDITIONAL TESTIMONIALS

*"I think that everyone in this department is always helpful, friendly and has guided me perfectly throughout my four years. I couldn't ask for a better team."* – STUDENT-ATHLETE

*"I thought it's been a great year and it has benefited me a lot this year and in years prior."* – STUDENT-ATHLETE

*"I appreciate all the academic center does to help me be academically successful."* – STUDENT-ATHLETE

*"The environment in the office and the study hall, and the feeling of being able to help the others improve contributed most to my overall satisfaction."* – TUTOR

*"I have learned to pay attention to not just the material I am teaching, but the student that I am teaching. The people I worked with were smart and capable people, but they had convinced themselves that they were not. Oftentimes, reassuring the student was just as important as explaining a concept they did not understand."* – TUTOR

*"My fondest experience in this position was "the relationships created throughout the two years and being able to learn firsthand from a well-operated office in athletics."* – GRADUATE ASSISTANT

## CAREER CENTER

### DIRECTOR

**Jorge E. Rivera**

### CONTACT INFORMATION

**jorge.rivera@shu.edu**

### STAFF

7 full-time employees, 2 graduate assistants

### MISSION

The Career Center's mission is to empower our students and alumni to achieve their full potential in their careers. We are committed to promoting diversity, equity and inclusion in all our programs and services. We strive to provide personalized guidance and resources that are inclusive and accessible to all, supporting our community in their career exploration, job search and ongoing professional development.

### LEARNING OUTCOMES

Through active participation in the Career Center's events and services, students will:

- **Embrace Experiential Learning:** Students will gain practical skills and a deeper understanding of their fields through valuable hands-on experiences, enhancing their future careers.
- **Enhance Networking Proficiency:** Students will develop and refine virtual and in-person networking skills to establish meaningful connections with industry





professionals, expanding opportunities for collaboration and growth.

- **Foster Leadership Capacities:** Students will develop the skills and mindset to lead and inspire others, making a positive impact in their professional endeavors and communities.

### SIGNATURE ACTIVITIES

- The Career Center hosted two Career Fairs, managed three industry-specific networking events, and collaborated on one multi-school career fair, namely the Equity and Inclusion Multi-School Hiring Event 2023. More than 1,100 students participated in these opportunities to connect with employers and leaders in their chosen fields.
- In collaboration with faculty, student organizations and administrative departments, the Career Center hosted 10 employer information sessions and panels with more than 600 students in attendance. Some of these events included: Law School Confidential, B.L.E.S.C. (Blacks in Law Enforcement Servicing the Community), Networking Breakfast with MLB Network, Boss Lady Event and RWJ Scribing information session.
- The CommArts Honor Alumni Mentor Partners (CHAMP) program successfully completed its 13th year with 30 participating mentors and students. CHAMP pairs students with alumni mentors who have excelled in their professions at leading companies worldwide, providing students with valuable insights into career opportunities and allowing them to gain a competitive edge through the guidance of successful alumni mentors.

### HIGHLIGHTS

- During the fall 2022 semester, the Career Center was pivotal in launching the Pirate's Closet initiative, which

supports student success, access and affordability. This initiative was created to help students overcome financial barriers that may hinder their participation in career fairs and professional development events. By providing free business attire, the Career Center levels the playing field for those who cannot afford the necessary professional clothing, enabling them to make a positive first impression in job interviews. This initiative originated from the idea of junior Jason Santos and his business classmates at the Buccino Leadership Institute.

- The Career Center partnered with the Educational Opportunity Program (EOP) and the Resilience, Integrity, Scholarship and Excellence (RISE) program to host the inaugural Professional Etiquette Dinner event for EOP and RISE Scholars. Attendees enjoyed a delightful three-course meal while receiving valuable guidance on effective communication and professional conduct in a social setting. Esteemed business etiquette presenter and educator Robert Shutt imparted essential dining manners and professional etiquette skills, providing students with a deeper understanding of the significance and origins of these protocols.
- After a significant hiatus caused by the pandemic, the Career Center team has resumed operations and is pleased to announce the availability of employer site visits for our students. The following esteemed organizations have kindly opened their doors to us:
  - ▶ FBI Newark headquarters
  - ▶ The New York Yankees
  - ▶ Newark Museum of Art
  - ▶ Sloane & Co.
  - ▶ CSM Sport & Entertainment
- These valuable opportunities allow our students to





network with industry leaders and gain insights into potential career paths, enabling them to enhance their professional skills and advance their careers.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- During the spring semester, the Career Center launched “Pathfinders,” a pilot shadowing program. This program offered students the opportunity to shadow an employer at their office for either a half or full day, providing valuable insights into potential jobs, career paths and industries.
- During this past year, the Career Center at Seton Hall University successfully implemented its first internship program, providing students with invaluable hands-on experience in communication, MA in Strategic Communication, marketing, journalism, and visual and sound media. This initiative aimed to bridge the gap between classroom learning and practical application, empowering students to develop their skills and explore career pathways in these dynamic fields.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 16

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- **Career Fair Survey:** Employers and students who attended the fall 2022 Career Fair and spring 2023 Career Expo were provided with an evaluation form at the event, inviting them to assess the program and share their experience. The feedback collected will be utilized to improve and enhance future programs.
- **First Destination Survey:** Data on the post-graduation career status of the class of 2022 was collected through

a survey distributed via email and during cap and gown pickup. This survey offers valuable insights into post-graduation outcomes, which are carefully reviewed by the Center to continually enhance our career services.

- **Internship Evaluations:** At the conclusion of each semester, student interns and their supervisors’ complete evaluations assessing the intern’s performance and the overall internship experience. These assessments offer students the chance to identify areas for growth based on the NACE competencies, while also providing valuable benchmarking data on a national scale.
- **Program Evaluations:** Students who took part in the Shadowing Program or a site visit were requested to complete an evaluation after the event, while employers who participated in the Shadowing Program were asked to provide a post-event evaluation. These valuable insights will be utilized to continually enhance and improve each program moving forward.

#### ASSESSMENT RESULTS AND DATA REPORTING

- **Career Fair:** Overall, 106 employers completed the post-event survey. Out of those responses, 97 out of 102 (95 percent) indicated that the program was well organized, and 72 out of 80 (90 percent) would recommend that their organization return in the fall semester. One employer provided the following written feedback, “Very good student turnout. Appreciated organization and communication about event.” For students, 78 out of 99 (79 percent) indicated that achieved their goal for the fall 2023 Career Fair and 59 out of 78 (76 percent) at the spring 2023 Career Expo.
- **First Destination Survey:** Career status information was collected from approximately 1,200 baccalaureate



graduates. For the class of 2022, the “overall success rate” was 98.5 percent. This represents a 3.5 percent increase from the previous year. The success rate is calculated based on those respondents “actively” seeking career-related employment or graduate school.

- **Intern Evaluation:** 92 percent (N=408) of employer evaluators indicated that they would work with the student intern again. In addition, 49 percent of interns were rated in the top 60-99 percentile nationally on career readiness (i.e., “Accomplished” and “Advanced”) compared to their peers (N=24,000) across 159 higher education institutions. On the 2022-23 student self-reflection and evaluations, 99 percent (N=376) of respondents indicated that they either “strongly agree” or “agree” that the internship furthered their understanding of the type of work environment that is or isn’t a “fit” for them. Additionally, 98 percent (N=373) said that they “strongly agree” or “agree” that the internship was a valuable learning experience.
- **Program Evaluations:** For the site visits, 14 students completed a post-event evaluation. Of these students,

13 (93 percent) indicated that they would participate in another site visit. As stated by one student, “This was a great experience, and I would love to do it again!”

- On the post-event evaluations for the Shadowing Program, all five (100 percent) host sites who completed the evaluation indicated that they had an Extremely Positive or Positive Experience, and four (80 percent) sites indicated they would be willing to participate again next year. For students, 12 out of the 12 students (100 percent) who completed the post-program evaluation indicated that they were either extremely satisfied or satisfied with the program, and all 12 (100 percent) also said that they would be extremely likely or likely to recommend the program to a friend. One student described the program as “Very positive and worthwhile experience.”

#### USAGE OF ASSESSMENT RESULTS

- **Career Fair Survey:** The Career Center will review the qualitative responses to the Career Fair Survey from employers to identify areas for improvement. This

review will be completed in July 2023. The staff will develop a plan to address the employer's feedback. The plan will be executed for the next career fair scheduled in September 2023. A survey will be conducted to the employers following the career fair to assess the effectiveness of the changes implemented to improve their experience with our students and staff. The survey results will be reviewed in October 2023 to continue the assessment cycle for the next career fair.

- **First Destination Survey:** The Career Center staff is reviewing the qualitative responses from the First Destination Survey. All responses are coded for strengths and areas for improvement across all schools and colleges. The staff will meet in July 2023 to discuss the survey results, establish goals to address areas for improvement and enhance areas of strength. Strategies will be implemented for the 2023-24 academic year and reassessed with the 2024 First Destination Survey.
- **Intern Evaluations:** The Career Center staff will review the intern evaluations provided by the employers in July 2023. Specifically, the team will identify the NACE competencies where the students were evaluated as performing below average. To address these areas of improvement, the team



will follow up with students to provide feedback to improve their respective competencies. The team will follow up during the fall 2023 semester.

### DEPARTMENT GOALS FOR 2023-24

- **Increase usage of VirtualSpeech, an AI-powered soft skills training on communication skills.**
  - ▶ Increase user engagement by 20 percent within the first year. By achieving this goal, we will look to demonstrate the platform's effectiveness in attracting and retaining users, indicating a positive impact on students' soft skills development.
- **Expand outreach to student programs and organizations.**
  - ▶ The Career Center is committed to expanding career outreach to student programs and organizations, including EOP, RISE and GEN1. Furthermore, outreach efforts will extend to various schools and colleges, such as the Stillman School of Business, the College of Communication and the Arts, and the College of Arts and Sciences.
- **Implement the pilot summer 2022 Career Peer Ambassadors program.**
  - ▶ In collaboration with Enterprise Holdings LLC, the Career Center will utilize the grant funding to implement the Summer Career Peer Ambassadors program. Based on the program's results, the Career Center will seek further support to continue and sustain the program during the fall and spring semesters.

### ADDITIONAL TESTIMONIALS

*Last summer, Jessica Moran, a senior accounting major and a Buccino Scholar, interned as an audit associate at KPMG, one of the "Big Four" accounting firms. Her responsibilities included conducting audits, preparing reports summarizing audit findings and maintaining financial documents. "I got to interact with a wide range of audit professionals, which helped me with my networking and communication skills," Moran said. "I also learned a great deal of collaboration, technical accounting skills and knowledge in working with clients across three different industries." She said that the Career Center's services and events were crucial in helping her land her internship.*

### DIVISIONAL STAFF ACHIEVEMENTS

The Career Center was awarded the Innovation Award at this year's Divisional Awards.

## CENTER FOR ACADEMIC SUCCESS

### DIRECTOR

**Vaughn Calhoun, Ed.D.**, *assistant vice president and dean of the Center for Academic Success*

### CONTACT INFORMATION

**vaughn.calhoun@shu.edu**

### STAFF

1 assistant vice president/dean, 1 assistant dean, 15 student success advisors, 4 graduate assistants, 4 interns, 50 peer advisors

### MISSION

Through advising and teaching, we create a reciprocal relationship with our students where meaningful discussions are fostered about coursework, career aspirations and personal journeys with the intention that students become life-long learners and advocates of their own education while discovering their own identities.

### LEARNING OUTCOMES

Students will be knowledgeable of University policies and procedures regarding:

- Their graduation requirements
- Satisfactory academic progress
- Scholarship and financial eligibility – important dates and deadlines

Students will be equipped to self-advocate, identify and utilize campus resources, engage in campus activities, and foster professional relationships on and off campus.

### SIGNATURE ACTIVITIES

- **Summer Orientation:** A dynamic program designed to introduce incoming students to the University community, providing essential resources and opportunities to foster connections and register for fall courses.
- **Summer SHU Reads!:** A captivating and essential literary program that empowers first-year students to delve into a captivating and thought-provoking book over the summer before their first year, establishing a common reference point for engaging and stimulating conversations in various courses.
- **4.0 GPA Reception:** A prestigious event celebrating the remarkable academic achievements of first-year students who have attained a 4.0 GPA, recognizing their dedication and commitment to excellence.
- **National First-Gen Day social media campaign:**

A dynamic and engaging digital initiative that celebrates and highlights the accomplishments and experiences of first-generation college students, fostering a sense of community and inspiration.

### HIGHLIGHTS

- CAS advisors recorded 8,857 student appointments on Compass during the fall and spring semesters.
- We witnessed a significant rise in the retention rate of our first-year students, with 94.9 percent enrolling for their second semester in spring 2023 (1.6 percent higher than last year).
- Our fall-to-fall retention rate for the first-year students of fall 2022 is tracking at 85 percent, surpassing the 83 percent rate from the previous year.

### PAST DEPARTMENTAL GOALS FOR 2022-23:

- Exemplify a culture of care in CAS that ensures students have access to resources, opportunities and services that prioritize student academics and wellness as we emerge from the COVID-19 pandemic
- Support students advocating for themselves and teaching students how to navigate with academic tools and resources to maximize their academic success
- Promote and participate in professional development opportunities relevant to academic advising and first-year student success
- Collaborate with campus partners to facilitate successful first-year student transition to the second year and increase retention rate





- Onboard new hires and provide a strong system of support and professional development that increases the vibrancy of the work culture. Create an onboarding protocol

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 2

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- The University Life Course Evaluation is a comprehensive course assessment conducted to gather feedback and insights from students regarding their experiences and satisfaction with various aspects of this first-year seminar course. The evaluation process involves a combination of quantitative and qualitative methods to ensure a comprehensive understanding of students' perspectives.

#### ASSESSMENT RESULTS AND DATA REPORTING

- We are committed to implementing several improvements based on the insightful feedback from the first-year seminar course evaluation. Firstly, we will enhance the curriculum by incorporating more interactive and experiential learning opportunities to further engage students in their academic journey. Additionally, we will provide additional resources and support to assist students in their transition to University life, focusing on topics such as time management, study skills and wellness. Lastly, we will work as a team to continually assess and refine the course content, ensuring its alignment with our first-year students' evolving needs and aspirations.

#### USAGE OF ASSESSMENT RESULTS

Implement individual welcome meetings for each first-year student to understand their unique characteristics, needs, areas for improvement and strengths, thereby enabling personalized support and guidance throughout their first year.

#### DEPARTMENT GOALS FOR 2023-24

- Enhancing student engagement: The center aims to foster a stronger sense of community and connection among students by organizing interactive workshops, seminars and events promoting active learning and collaboration.
- Staff professional development: To ensure the delivery of high-quality services, the center has prioritized ongoing training and professional growth opportunities for its staff. This includes participating in conferences, workshops and seminars relevant to academic support and student success.

#### ADDITIONAL TESTIMONIALS

*"I was very happy to have gotten such an amazing ULife class. Since the summer, up until now, I feel like this class has really helped me ease into the college experience and I'm very appreciative of Professor G, who has been super down to Earth since we first met in the summer."*

— ANONYMOUS

*"Professor H is extremely helpful and creates a fun, comforting, and safe environment for her students. Professor H provides an immense amount of useful information that guides students in every aspect of school."*

— ANONYMOUS

*"Professor V [was an] amazing teacher, and he took the time to explain any confusion you may have about the course. He is really good at relating the information back to our everyday lives. He was also always available for meetings. He was always there when you needed him. The meetings with him are very thorough and you can see that he just wants the best for us and to succeed."*

— ANONYMOUS

#### DIVISIONAL STAFF ACHIEVEMENTS

- CAS was honored by the Division by winning the "Best Practices" Award for the 2022-23 academic year.
- Student Success Advisor Tim Fox began his doctoral studies at Seton Hall in spring 2023.
- Operations Coordinator Heather Brito began her doctoral

studies at Seton Hall in spring 2023.

- AVP and Dean Dr. Vaughn Calhoun was featured in Fortune Magazine's Education Edition for his thoughts on earning an Ed.D. vs. Ph.D.

## RISE-GEN1 (FIRST GENERATION PROGRAM)

### DIRECTOR

**Heather Brito**, operations coordinator

### CONTACT INFORMATION

**heather.brito@shu.edu**

### STAFF

1 full-time, 2 interns, 6 student workers

### MISSION

Serves all first-generation students on their collegiate journey. The Gen 1 program provides academic support to first-generation, Pell-eligible students through an interactive, comprehensive and multi-interventional plan that assesses student needs, monitors academic performance and provides increased and focused tutoring, advising, mentoring supplemental instruction and financial support.

### LEARNING OUTCOMES

- First-generation students receive personalized experiences to help them succeed academically and socially.

### SIGNATURE ACTIVITIES

- **Networking and Finding a Mentor:** The workshop created a space for students to learn how to build their network and find a peer mentor to help them navigate their careers. Gen-1 swag and refreshments were provided to students who attended. This event was counted as an event students were required to participate to earn a \$250 textbook scholarship.
- **Gen 1 Alumni Panel:** In collaboration with the Career Center, Gen 1 hosted an alumni panel featuring two alums who went through the program. The alumni discussed their professional experience and how the program prepared them for their careers. Light refreshments and free Gen1 swag were provided at the event.
- **Healing Your Inner Child:** This workshop allowed students to reconnect with their inner child. It featured games, TV shows, activities and food they all loved as kids. We also collaborated with CAPS on this event to provide students with takeaways that discussed the importance of healing

your inner child, recognizing generational trauma and overall mental health. These takeaways included a copy of *No Bad Parts* by Richard C. Schwartz, Ph.D.

- **Financial Literacy and Budgeting Workshop:** This was a budgeting workshop in collaboration with the Career Center. It consisted of two portions: an informational presentation from the Career Center followed by DIY financial tracker making, where students were provided stationery and a budget journal to customize. Students' attendance granted them entry into a raffle for a budget journal kit.
- **How to Stay Motivated:** One of our peer mentors led the workshop, and they offered students tips on staying motivated when completing schoolwork. Light refreshments and free Gen1 swag were provided at the event.

### HIGHLIGHTS

- Participation by 15 first-generation students in the Circle of Change conference in Miami, Florida. Seton Hall was awarded the First Gen Students Champion Award at the conference
- Awarded 65 scholarships to First Generation/RISE students
- Awarded 30 Textbook Scholarships to incoming first-generation first-year students

### PAST DEPARTMENTAL GOALS FOR 2022-23

- **Improve Outreach:** With the introduction of a monthly newsletter and office hours, our program created more





opportunities to connect with the first-generation student population.

- **Collaboration with Campus Partners:** This year, we aimed to create more opportunities to collaborate with other departments within student services. Through these collaborations, our students were given greater access to more campus resources.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23  
ACADEMIC YEAR: 5**

**DESCRIPTION OF 2022-23 ASSESSMENTS**

- We conducted surveys, including S.W.O.T analysis and student event evaluations. The surveys are intended to monitor student engagement with Gen 1 campus events and ways to improve future events and engagement.

**ASSESSMENT RESULTS AND DATA REPORTING**

- Students reported increased engagement when including guest speakers during events.

**USAGE OF ASSESSMENT RESULTS**

- Through our assessment, we concluded that we improved in outreach by increasing the interaction we received on Engage, with the number of members growing by

20 percent. Despite this, we saw a slight improvement in attendance, an issue we plan to address as we prepare for next year.

**DEPARTMENT GOALS FOR 2023-24**

- In 2023-24, we aim to develop workshops that are more creative in their subject matter and provide different incentives to students. We also strive to make workshops more accessible to commuter students.
- Develop our peer-mentor program focusing on increasing student participation and creating more opportunities for peer mentors to interact with students

**ADDITIONAL TESTIMONIALS**

*“I think as a first-generation student it is easy to feel like you are in a pool of people who have it all figured out while you are scrambling to understand the basics. It can feel lonely when you are seemingly doing everything on your own, and you think that you are the only person struggling. The FirstGen Forward program allowed me to realize that I am not alone in my feelings, instead, I am another person in a pool of people who are also struggling, stressed, and worried. Being first gen is not easy and it is something that people do not talk about. Your feelings are valid, you are never as alone as you feel. My advice to you is to find your*



*motivations/goals and find a way to constantly remind yourself of them. You are deserving and you do belong, so allow yourself to welcome and embrace this experience.”*

— SASHA O., JUNIOR

*“I wanted to thank you for being such a helpful and lovely person while providing such useful information about CAPS. I was great to hear about the abilities CAPS can hold on to campus and even off campus. Thank you for organizing a well put presentation for us. And helping us learn more about CAPS and how there is always someone there for us. Thank you for your services and wonderful team.”*

— ANONYMOUS

*“I would like to thank you for speaking to the Gen 1 program and helping us with the general information about the Career Center. I came in very unsure of how the Career Center operated, and I was nervous about starting anything with it. However, knowing that you are an advisor, a familiar face, and are there to help is very reassuring. I hope to speak with you again in the near future about career opportunities once I feel more comfortable with my schedule and college life.”*

— ANONYMOUS

## ROTC

### DIRECTOR

**LTC Adam Scher**, professor of military science

### CONTACT INFORMATION

adam.scher@shu.edu

### STAFF

8 full-time employees

### MISSION

Seton Hall University Army ROTC educates, mentors, trains and commissions college students to be Army officers and leaders of character committed to excellence and a lifetime of service to the nation.

### LEARNING OUTCOMES

- Develop cadets into leaders of character to serve the nation with honor and distinction
- Enhance cadets' critical thinking, written and oral communication skills
- Train cadets to serve as U.S. Army officers capable of leading American soldiers in combat

### SIGNATURE ACTIVITIES

- **Cadet Summer Training at Fort Knox**
  - ▶ 14 cadets completed a 35-day training and assessment exercise at Fort Knox required of all cadets to commission
- **Fall and spring overnight field training exercises (FTX)**
  - ▶ Cadets completed one three-day training exercise at Picatinny Arsenal, New Jersey, in the fall semester and one three-day exercise combined with Rutgers University and Princeton University at Joint Base McGuire-Dix-Lakehurst in the spring semester.
- **Winter Break Cadet Troop Leadership Training**
  - ▶ Two Cadets shadowed active-duty Army officers at Fort Drum, New York, during winter break.
- **Staff Rides**
  - ▶ Students enrolled in Military Science 402 visited the Antietam National Battlefield, an annual trip to trace the footsteps and decisions of historical leaders in battle.
  - ▶ Cadets enrolled in Military History traveled to Gettysburg National Military Park to bring to life, on the very terrain, the leadership, tactics and strategy of the historical leaders on that battlefield.
- **Pirate Week**
  - ▶ Army ROTC conducted its inaugural Pirate Week Celebration. This follows the time-honored tradition of storied U.S. Army units like the 82nd Airborne Division All-American Week and the 101st Airborne Division.
- **Week of the Eagles**
  - ▶ The public outreach event demonstrated to our campus community some of the interesting things the ROTC program offers. It revitalized our important history in our 130th year since Seton Hall began training Army officers





### HIGHLIGHTS

- Commissioned 16 2nd Lieutenants into the United States Army in the academic year 2022-23
- Awarded more than \$650,000 in scholarship dollars to cadets across the program
- Provided 415 hours of instruction and training to each cadet during academic year 2022-23
- Graduation rate of 95 percent for cadets that contracted in class of 2023
- ROTC received a new department head, LTC Adam Scher, and three new assistant professors of Military Science during academic year 2022-23

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Develop the class of 2023 into capable 2nd Lieutenants ready to lead troops in combat
- Prepare the class of 2024 for success at cadet summer training
- Train the classes of 2025 and 2026 to be proficient members of a squad
- Retain first-year students

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

**ACADEMIC YEAR: 3**

### DESCRIPTION OF 2022-23 ASSESSMENTS

- Start of fall semester survey, sent to all students as a way to assess their experience so far in ROTC.
- One external audit conducted by 2nd Brigade, United States Army Cadet Command through interviews and inspection of records, processes and finances.

- End of fall 2022 student survey was sent to all students in ROTC to gauge their satisfaction with their experiences during the fall semester, especially changes made to ROTC scheduling.

### ASSESSMENT RESULTS AND DATA REPORTING

- Start of the fall 2022 survey, 90 percent of 51 respondents reported being satisfied or extremely satisfied with the Pirate Battalion.
- External audit found that cadet records were incomplete for 2019-21, and cadets had inadequate access to physical training facilities during designated physical training times based on the current ROTC host school agreement.
- End of fall 2022 survey – 100 percent of respondents reported that the fall 2022 semester helped prepare them for their future as Army officers.



## ACADEMIC SUCCESS

- Multiple responses were received that schedule conflicts with other academic classes are something they would change about the Pirate Battalion.
- Numerous cadets are disappointed with the lack of access to fitness facilities on campus.

### USAGE OF ASSESSMENT RESULTS

- To ensure a reduction in scheduling conflicts, students were notified of the fall 2023 ROTC course schedule in February 2023
- Department personnel have been working with athletic and academic staff to increase access to physical training resources.
- Continue utilizing U.S. Army-approved curriculum to prepare cadets to become Army officers and community leaders

### DEPARTMENT GOALS FOR 2023-24

- Commission second lieutenants of character ready to be Army officers and contributing servant leaders in their communities
- Exemplify a culture in ROTC that supports student development and guided discovery learning
- Promote a “Pirate Presence” on campus by collaborating with campus partners to integrate ROTC into the fabric of the University as a resource and asset to the campus community
- Contribute to the Catholic Education Mission through a study abroad program in spring 2024 chronicling the leadership of SHU alum Chaplain Charles Watters
- Onboard new hires and provide a faculty development program



### ADDITIONAL TESTIMONIALS

*“The Pirate Battalion provides a helpful, positive, and professional environment.”* — ANONYMOUS

*“The Pirate Battalion motivates me; the ms4s and cadre have motivated and helped me this whole fall semester.”* — ANONYMOUS

### DIVISIONAL STAFF ACHIEVEMENTS

- **LTC Adam Scher** was selected for temporary duty during the summer session to serve as the military assistant to the Under Secretary of Defense for Policy.
- **CPT Hope Stremcha** completed the U.S. Army Master Educator Course at the University of Louisville during winter session 2023.





# Campus Inclusion and Community

Welcome Letter from the AVP and Dean of Campus Inclusion and Community

➤ Welcome to the Seton Hall University Office of Campus Inclusion and Community (OCIC). Our team aims to foster a supportive, diverse and equitable campus environment that provides a premier student experience, promotes student success, and advances goals 3 and 4 of Seton Hall University’s strategic plan. As a model for inclusive excellence, the OCIC works collaboratively with students, faculty, staff, administration, the priest community and SHU constituents to ensure that the OCIC is a partner in the University’s efforts to cultivate a Seton Hall experience that is validating of all community members and contributive to them feeling a strong sense of belonging.

The OCIC celebrates the richness of our community’s diverse perspectives and embraces our subdivision’s role in creating spaces for our community members to engage around ideas related to diversity, equity, inclusion and social justice. Additionally, we recognize how important our work is in educating and empowering our students as they develop as servant leaders in a global society. Our efforts are spotlighted in several ways. As the home to several highly regarded college access and support programs such as the Educational Opportunity Program (EOP), the Pre-Medical Pre-Dental Plus Program (PMPDPP) and Trio Student Support Services RISE Program (Resilience,

Integrity, Scholarship and Excellence), the OCIC provides opportunities for historically underrepresented and financially and educationally disadvantaged students to pursue and attain postsecondary education, progress toward a career, and become agents of change beyond their time at Seton Hall University. Additionally, programming and activities offered by the University's Campus Inclusion Center, the newest addition to the Office of Campus Inclusion and Community, create opportunities for learning, training and engagement across the DEI spectrum for our broader community. Using communication, collaboration and coordination as guiding principles, the Office of Campus Inclusion and Community believes in enhancing the Seton Hall experience by leading with empathy and building with our community, not just for them.

The OCIC is responsible for providing a transformational experience for SHU students, where they self-actualize and embrace the idea that they have the power to change the world. From robust programming to premier student support services, the OCIC values its role in educating the campus community and assisting students in reaching their full potential. At the same time, they navigate their Seton Hall journeys. As assistant vice president and dean, I will continue leading the Office of Campus Inclusion and Community in its quest to help students become the best versions of themselves and see what marvels unfold. My vision for the 2023-24 academic year is to continue building on our success history and ensure that our students experience some of the best years of their lives.

**Majid Whitney, M.S.W.**

*Assistant Vice President and Dean of Campus Inclusion and Community*

## EDUCATIONAL OPPORTUNITY PROGRAM

**DIRECTOR**

**Jason Oliveira**

**CONTACT INFORMATION**

**jason.oliveira@shu.edu**

**STAFF**

8 full-time, 1 part-time, 4 graduate assistants, 22 peer mentors, 15 tutors

**MISSION**

The Educational Opportunity Program (EOP) at Seton Hall University provides access to higher education and support through graduation for students from educationally and economically disadvantaged backgrounds. EOP offers a diverse and collaborative environment that prepares students to become highly educated and skilled servant leaders within their professional and personal communities that are prepared to compete and succeed in a global society. To help achieve this, EOP provides resources for recruitment, educational initiatives, student support services, leadership development and professional development activities.

**LEARNING OUTCOMES**

- Students will be able to develop effective problem-solving skills that will allow them to adequately utilize appropriate program and campus resources (in and out of class) to support individual needs.
- Students will be able to formulate skills and habits of mind that will assist them in completing the E.D.G.E Summer Institute, which provides our incoming first-year students with the skills and tools necessary to be successful at Seton Hall.





**SIGNATURE ACTIVITIES**

- **Circle of Change:** Jose Rodas and Jason Oliveira accompanied nine students to the Circle of Change conference in Miami, Florida. The conference provided first-generation, culturally-diverse students with a transformational leadership program that connected them to successful top-tier professionals and organizations.
- **Ellis Island:** Jose Rodas and Jason Oliveira accompanied 10 EOP students to Ellis Island Hard on a guided 90-minute tour that explored select areas of the 750-bed Ellis Island Hospital, including infectious and contagious disease wards, kitchen, mortuary and the autopsy room.
- **E.D.G.E. Summer Institute:** Six-week summer enrichment program for incoming first-time, full-time, first-year students.
- **Books and Brunch:** This event is held on Reading Day and allows students across both EOF programs to study and work together while preparing for finals.

**HIGHLIGHTS**

- EOF Academic Achievement Award Ceremony is a state-sponsored award ceremony for graduating seniors with a 3.2 or higher. During the 2022-23 academic year, EOP had 40 students recognized by the state.
- After the spring 2023 semester, the program GPA for the 2022-23 academic year was 3.25.

**PAST DEPARTMENTAL GOALS FOR 2022-23**

- Provide a summer enrichment, transformational and transitional summer program (E.D.G.E Summer Institute) to at least 76 first-time, full-time first-year students

- Represent Seton Hall and EOP at a minimum of 100 events. The events included classroom visits, college fairs, community events, SHU Events and Instant Decision Days.
- Provide targeted programming, mentoring and tutoring through our L.E.A.P Center, allowing for group cohesion, student development, and academic success for our EOP Scholars

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 4**

**DESCRIPTION OF 2022-23 ASSESSMENTS**

- Fall 2022 and spring 2023 semester and cumulative grade assessment. Our student success advisors completed this assessment to determine semester and cumulative GPA, retention and graduation rates.
- After the E.D.G.E Summer Institute, students were required to complete a survey and assess their academic and social experiences.
- **Senior Exit Interview:** After a student’s time at SHU and EOP, students are required to complete an exit interview to provide feedback on their experience and ways to improve.
- **Student Satisfaction Survey for EOP Academic Advising:** After the fall 2022 and spring 2023 semesters, EOP scholars were sent a survey to assess their experience working with their EOP student success advisor.

**ASSESSMENT RESULTS AND DATA REPORTING**

- After the spring 2023 semester, the overall program semester and cumulative GPA increased. The spring 2023 semester GPA was 3.11, and the cumulative GPA was 3.25.
- After the spring 2023 semester, EOP had a success rate of 88 percent in graduating seniors completing exit surveys.
- During the 2022-23 academic year, EOP students completed 9,090 enrichment hours.

**USAGE OF ASSESSMENT RESULTS**

- Data from the E.D.G.E Summer Institute survey will be used to obtain, evaluate and implement viable student feedback to improve the program for incoming scholars.
- Data from the grade assessments and Senior Exit surveys will be used to evaluate services and implement overall program changes.
- The data from the student satisfaction for EOP



academic advising survey will be incorporated into the advisors' performance evaluations. Additional training opportunities will be provided to best support our students' needs.

**DEPARTMENT GOALS FOR 2023-24**

- Provide a transitional and transformative E.D.G.E Summer Institute to 65 first-time, full-time first-year students, an experience designed to introduce incoming scholars to academic and social demands while helping them ease their transition to the fall semester.
- Continue to collaborate with campus partners and departments to address the academic, social, financial and personal needs of EOP students to ensure retention and completion.
- Offer a 10-part series on financial literacy beginning fall 2023. We will offer five sessions during the fall 2023 semester and five sessions during the spring 2024 semester.
- Offer one Educational Enrichment trip and one overnight leadership retreat during the 2023-24 academic year.

**ADDITIONAL TESTIMONIALS**

*“My advisor was a team player and really encouraged me to push through tough times. I was able to relate to my advisor, and he didn’t talk to me as a student: He talked to me as a friend. He made my experience 10 times better.”*

*“EOP and my advisor have been exceptional with helping me achieve certain goals. Coming back from having the worst two semesters, I have had the support and help from advisor as needed. I hope future students will receive the same.”*

*“I joined the EOP program after the fall semester already started so I was a little behind, but my advisor made*

*sure that I was all caught up. He helped me further understand the program, and despite me struggling with my academics, my advisor was always considerate of my circumstances. Overall, great experience ... where was this type of advising in high school?”*

*“EOP really was a jump start to social life. The advisors were honest and kept me on track. EOP gave me a multitude of connections.”*

*“I would not have passed classes if it weren’t for EOP.”*

*“Great experience. When I first joined the program, it helped me get acclimated with school.”*

*“The EOP was beneficial. I always knew the office was there. I met a lot of people. Good to know resources are available.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- Division of Student Services Outstanding Mission Award

**PRE-MEDICAL/  
PRE-DENTAL PLUS PROGRAM**

**DIRECTOR**

**Jason Oliveira**

**CONTACT INFORMATION**

**jason.oliveira@shu.edu**

**STAFF**

1 director, 1 associate director, 1 assistant director, 13 student workers ( 5 tutors and 8 peer mentors)

**MISSION**

The Pre-Medical/Pre-Dental Plus Program (PMPDPP) at Seton Hall seeks to provide access to higher education for students from families and communities disadvantaged by low income and lack of access to the quality educational preparation necessary to attend college. The PMPDPP seeks to prepare historically under-served students from New Jersey for careers in medicine, dentistry or other science and health-related professions. Additionally, by partnering with many of New Jersey’s K-12 educational systems, the PMPDPP will seek to provide a diverse and collaborative environment that prepares students to be highly educated and skilled servant leaders in a global society. To help achieve this, the PMPDPP will support



recruitment, educational initiatives, student support services, leadership development and professional development activities.

#### LEARNING OUTCOMES

- Students will be able to develop effective problem-solving skills that will allow them to adequately utilize the appropriate program and campus resources (in and out of class) to support their individual needs.
- Students will be able to formulate skills and habits of mind that will assist them in completing the six-week summer enrichment program and successfully transitioning to the college environment.
- Students will be able to assess academic goals, in accordance with requirements, for progression to specified majors, graduation and advancement to professional or graduate school.

#### SIGNATURE ACTIVITIES

- **PMPDPP Summer Program:** PMPDPP incoming first-year students participate in a six-week pre-freshman program to assist in acclimating and transitioning to the academic and social rigors of the college environment.
- **Books and Brunch tutoring sessions on Reading Day (Co-sponsorship with EOP):** Tutors are provided each semester on Reading Day in numerous areas to assist students in preparing for final exams.
- **Visits to professional schools:** Students participate in trips to out-of-state and local medical, dental and other health professions locations.
- **PMPDPP Academic Society Events:** Students complete community service projects, participate in hands-on demonstrations, and receive information pertinent to

navigating professional school application processes and the healthcare environment.

#### HIGHLIGHTS

- 100 percent of seniors received the Outstanding Academic Achievement Award/Academic Achievement Award from the New Jersey Office of the Secretary of Higher Education; several students presented at the SHU Petersheim Symposium.
- 100 percent student persistence rate; three students graduated early in December 2022 instead of May 2023.
- 63 percent of the class had a cumulative GPA of 3.5 or greater at the end of spring 2023, and one student had a 4.0 cumulative GPA; 93 percent of the class had a cumulative GPA of 3.0 or greater at the end of spring 2023; Biology-PT Track student graduated magna cum laude for B.S. portion of the degree.
- 100 percent of students graduated with honors; one graduated summa cum laude, and 57 percent graduated magna cum laude; 57 percent have already been accepted to medical school or a master's/professional school program, and 43 percent remain in the application process.
- 100 percent of students who applied to summer research and experiential learning opportunities gained acceptance.

#### PAST DEPARTMENTAL GOALS FOR 2022-23

- Provide targeted programming and advising that facilitates group cohesion, cooperation, student development and academic success for all program students
- Assist in a diverse and collaborative environment for students who reflect the diversity of New Jersey



- Prepare educationally and economically underserved undergraduate students for acceptance to medical, dental, veterinary and other health and allied health professions
- Expand current experiential learning opportunities (volunteer and paid), additional community partnerships and provision of quality pipeline opportunities to medical/dental/veterinary/graduate school
- Provide students with financial literacy training

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 5

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- **Semester and Cumulative Grades Assessment** (completed in the fall and spring by departmental personnel via a compilation of grades and statistics to review students' semester and cumulative GPA, retention rate and graduation rate for all funded students).
- **Academic Year Student Support Services Satisfaction Survey** (assessment of the overall provision of resources and student satisfaction/recommendations for improvement).
- **Senior Exit and Contact Survey** (Provided to graduating seniors at the end of the fall/spring semester to obtain reactions to their college experience and obtain their additional contact information and plans for future academic pursuits).
- **Professional School Test Prep and Strategy Meeting Survey** (to juniors to assess the effectiveness of meetings held to assist them in the MCAT/DAT/GRE/OAT and tertiary school application process).
- **Summer Enrichment Program Student Satisfaction Survey** (to evaluate the effectiveness of the goals of easing the first-year student academic and social college transition process ).

#### ASSESSMENT RESULTS AND DATA REPORTING

- 100 percent of respondents reported satisfaction with PMPDPP Student Meetings, Society meetings and funding, and being extremely satisfied with PMPDPP trips to medical and dental schools.
- 100 percent of respondents reported PMPDPP advisement support as helpful; 80 percent found it extremely helpful.
- After the Test Prep Strategy meetings, 80 percent of respondents reported feeling more aware of the professional school application and test step process.



- After completing the PMPDPP summer program experience, 86 percent of respondents reported satisfaction with their sense of academic preparation, and 100 percent reported satisfaction with their sense of social preparation for the transition to their first fall semester.
- 57 percent of senior respondents reported a high-level sense of cohesiveness with the senior class and all class levels.
- 50 percent of respondents found PMPDPP tutoring extremely helpful; 50 percent did not utilize PMPDPP tutoring.
- Concerning the intensity of the summer program experience, there was a desire to provide “down-time”/ rec center time.

#### USAGE OF ASSESSMENT RESULTS

- Continue providing high-quality support to the University advisement process for the upcoming academic year
- Identify additional resources to accompany peer tutoring services for the upcoming academic year. Continue Test Prep Strategy meetings and investigate the feasibility of beginning the process during the fall instead of the spring semester
- Continue providing tutorial services, time management resources, study techniques, instructor feedback and new processes, such as one-on-one reviews with



classmates and test prep sessions provided by the peer tutors during the summer enrichment program

- Provide additional time in the summer program schedule for rec center and free-time options

#### DEPARTMENT GOALS FOR 2023-24

- Provide targeted programming and advising that facilitates group cohesion, cooperation, student development and academic success for all program students
- Assist in a diverse and collaborative environment for students who reflect the diversity of New Jersey
- Prepare educationally and economically underserved undergraduate students for acceptance to medical, dental, veterinary and other health and allied health professions
- Expand current experiential learning opportunities (volunteer and paid), additional community partnerships and provision of quality pipeline opportunities to medical/dental/veterinary/graduate school
- Reimagine the process of mandatory one-on-one notes review/tutoring sessions for first-year students

#### ADDITIONAL TESTIMONIALS

*“Advising is always easy, thanks to their help.”*

*“[The pre-freshman summer enrichment program] really made me feel prepared both academically and socially*

*and let me meet people in my major before college actually started.”*

*“Loved this program and everything it has provided me with. I am greatly appreciative of everyone’s help and the financial help I received. I am forever grateful!”*

*“The program was so beneficial and helped my transition as a student and allowed me to have a foundation to work with. I was able to learn how to study and apply my knowledge in exams.”*

*“I felt a sense of family from being a part of the program that really motivated me and made me do better in my courses.”*

*“This program has helped me reach my full potential and provided me the resources to do so. From summer programs to medical school guidance. This program has shaped everything we need to be successful towards our needs and goals.”*

*“Thank you for the endless support the past four years. I am eternally grateful for this program and the opportunities it gave me.”*

*“There are many opportunities funded by the program that otherwise would not be an option.”*

*“I loved it. Such a privilege to be in this program and become one with the PMPDPP family!”*

*“PMPDPP is awesome, and Dr. G was very helpful with medical school guidance, application, MCAT and gap year plans. Thank you!”*

*“PMPD helped me so much when financing my undergrad. I knew I had their support, and Mr. O. specifically always made me feel comfortable going to him with my financial stress, and he always made me feel better. Especially when going on my medical brigade trip, going to the first-gen conference and choosing a graduate school.”*

#### DIVISIONAL STAFF ACHIEVEMENTS

- **Dr. Cassandra Graham** presented at the 2023 CRLA (College Reading Learning Association) NJ/PA Regional Conference on “Study Strategy: Explaining Material to Peers – Who Does it Help?”
- Division of Student Services Outstanding Mission Award

## RISE (RESILIENCE, INTEGRITY, SCHOLARSHIP, AND EXCELLENCE)

### DIRECTOR

Brandon Larmore

### CONTACT INFORMATION

brandon.larmore@shu.edu

### STAFF

3 full-time employees, 1 graduate assistant,  
10 student workers

### MISSION

RISE seeks to increase persistence and graduation rates for first-generation, low-income students and/or students with a disability by providing participants with a broad array of services, including academic, financial, career and personal support.

### LEARNING OUTCOMES

- Empower students to learn about financial literacy, cultural competency and postgraduate preparation
- Educate students on effective scholarly practices
- Advance knowledge on how to be an effective citizen throughout their college career and beyond

### SIGNATURE ACTIVITIES

- Financial Literacy Workshop series
- End of the year Recognition Meeting to celebrate the success of our scholars and acknowledge graduating seniors
- RISE Summer institute



- National TRiO Day on February 24
- RISE Culture Fest, held annually during the spring semester, celebrates the vast diversity at Seton Hall

### HIGHLIGHTS

- Eight RISE scholars attended the Miami, Florida, Circle of Change Leadership conference
- Two professional staff members departed, and we welcomed two new staff members.
- RISE scholar Caitlin Lacey was selected to deliver the 2023 Commencement Address at this year's graduation ceremony.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Provide an off-campus professional experience for program scholars; investigate and offer an opportunity to send scholars to a professional development event or program
- Enhance our program study skills offerings by investigating and proposing innovative academic tools to improve the academic preparedness of scholars
- Revitalize office areas to build community and foster an effective learning environment

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 3

### DESCRIPTION OF 2022-23 ASSESSMENTS

- RISE needs assessment: Discover what the current needs of the RISE scholars are academically, socially, culturally and in career preparedness



- **RISE end of fall semester satisfaction survey:** Assess and understand what resources and experiences the scholars of the RISE program value: used to gain an understanding of what their advisement experience is within and outside of the department
- **RISE end of year evaluation:** Assess the program's strengths and areas of improvement

#### ASSESSMENT RESULTS AND DATA REPORTING

##### Needs:

- More drop-in hours to accommodate the concerns our students have at various points throughout the year
- Quiet hours during the week and weekend access to the RISE study spaces
- More study skills tools to allow students the ability to improve their skills independently

#### ADDITIONAL OUTCOMES

- 96 percent overall program satisfaction

#### USAGE OF ASSESSMENT RESULTS

- Results will be used to re-imagine how office hours are structured around key times of the year.
- Student staff office hours will include monthly weekend hours to offer guided study sessions.
- Weekly quiet hours will be established and counterbalanced to meet the needs of a wide variety of schedules.
- Take new technologies program-wide to enhance individual study skills

#### DEPARTMENT GOALS FOR 2023-24

- Utilize new technologies to improve student academic and career outcomes

- ▶ Identify and survey the use of new technologies that can improve outcomes in individual and group situations
- Refresh and enhance the financial literacy programming through intentional collaborations with the Stillman School of Business and external partners
- Develop partnerships with professors and professional resources to improve the understanding of current financial information along with future-focused financial education
- Continue to meet and exceed the grant requirements
  - ▶ Meet the needs of both DOE CPPs to become a premier Student Support Services program leading toward a successful grant renewal application

#### ADDITIONAL TESTIMONIALS

*"This is my home away from home."*

*"The staff and the students of the RISE program welcomed me with open arms and made me feel like I was always a part of the program."*

*"The staff really care about you, not only as a student but as a person with dreams."*

*"I come to RISE for literally everything. It's the place on campus I go to when I want a question answered."*

#### DIVISIONAL STAFF ACHIEVEMENTS

- 3 new staff members over academic year 2022-23
  - ▶ Assistant Director – **Joshua Lomas** (May 2023)
  - ▶ Program Coordinator – **Khazema Rauf** (November 2022)
  - ▶ Graduate Assistant – **Meshala Morton** (September 2022)



# Engagement and Central Administration

Welcome Letter from  
the AVP and Dean  
of Student Engagement



As we close on another successful academic year, I want to thank the team behind the work we do in Engagement and Central Administration. The Office of Student Engagement (OSE) and Central Administration's main goal is to provide a premier experience for our students and an excellent customer service experience for our community at large. Through the efforts of this team, we were able to leverage the Engage platform to connect with our students and allow them to create experiences personal to their growth. Guided by the goals of our strategic plan, you will see that creating a premier experience for our students remains our primary focus.

As the assistant vice president for this area, my focus is not only on engagement but also central administration which includes divisional operations, professional development and other divisional initiatives. As a member of the Seton Hall University family for 15 years, seeing the growth in our students year to year is a joy that cannot be replaced. It is also important that I thank all the campus partners that OSE works with day in and day out to create the experiences our students will remember.

We reached year three of our strategic plan this past year, and the work continues. Our student engagement team

continues to grow the Engage platform, which has made it easier for our community to access events and curate the experience they want. Engage has also allowed our clubs and organizations, fraternity and sorority life, and student activities to be more efficient and accessible.

The reopening of the University Center was a significant accomplishment this past year. After spending the past two years in Schwartz Hall, the Business Affairs – Scheduling and Operations team of Ghana Hylton and Audrey Butts welcomed the campus community back into the state-of-the-art University Center and continued to provide the excellent service that makes our operations run smoothly.

We will continue to make the experiences of our campus community great and look forward to the start of another year.

**Winston Roberts, M.S.**

*Assistant Vice President and Dean of Student Engagement*

**CAMPUS INCLUSION CENTER AND BUSINESS AFFAIRS**

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**DIRECTOR**

**Ghana Hylton**

**CONTACT INFORMATION**

**ghana.hylton@shu.edu**

**STAFF**

Director, assistant director, 5 student worker managers, 25 student workers

**MISSION**

Business Affairs drives the event scheduling for Bethany and the University Center, and campus-wide communication to our students, faculty, staff, administration, parents and alumni. Our goal is to provide streamlined, efficient and effective operational processes and procedures for our division and establish partnerships with campus constituents. The purpose of the Campus Inclusion and Community Center is to educate and empower our Seton Hall community to advance diversity, equity, inclusion and social justice efforts on campus and in the wider world. The learning space will promote inclusion, belonging, collegiality and collaboration among students, faculty, staff and administrators.

**LEARNING OUTCOMES**

- Implementing and refreshing policies, procedures, timelines, budgets and other areas of event management
- Partnering across campus as well as externally with vendors, community partners and venue clients to support exceptional events and campus inclusion experiences
- Recognizing the importance of time management, customer service and flexibility in a constantly changing and highly collaborative environment

**SIGNATURE ACTIVITIES**

- Event Reservations and 25Live Management for Bethany and the University Center
- Venue for signature events such as Seton Hall Weekend, Christmas at the Hall, Ash Wednesday, etc.
- Monthly student events calendar
- Weekly student email outreach
- Weekly DEI campus outreach

**HIGHLIGHTS**

- Reopening of University Center on November 28, 2022
- Opening of Campus Inclusion and Community Center

- Implemented music system on Pirate Plaza (University Center) daily from 7 a.m. to midnight

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Organize new space on campus gained by the University Center renovation
- Communicate new additions of additional rooms, fire pit, and game space
- Document and institutionalize policy and procedure around new spaces and items in the University Center, such as bulletin board policy, TV screen, marketing and promotions

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 2

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- 25Live contains reporting features regarding events

#### ASSESSMENT RESULTS AND DATA REPORTING

- Bethany Hall held 249 documented events with 19,169 participants between February 1 through April 30, 2023
- University Center held 111 documented events between November 28, 2022, and April 30, 2023

#### USAGE OF ASSESSMENT RESULTS

- Anticipate the increased use of space and be proactive around staff scheduling, resource allocation and building maintenance

#### DEPARTMENT GOALS FOR 2023-24

- Streamline 25Live to have more event resources from campus partners
- Formal assessment of increased rentals as part of the campus-wide Auxiliary Revenue Committee

#### ADDITIONAL TESTIMONIALS

*“... Ghana H., please accept my thanks to you, James, and the rest of the student workers in Bethany Hall for your support of today’s Service Recognition Awards Ceremony. The event was a great success in part because of the assistance provided by you and your team. From the initial set-up to the last-minute addition of chairs to accommodate our guests, everything went smoothly thanks to your dedicated event support staff. Many thanks for your support and looking forward to the next one!”*

– STEPHANIE M-A., MANAGER, TRAINING AND ORGANIZATIONAL DEVELOPMENT DEPARTMENT OF HUMAN RESOURCES



*“I have appreciated having Ghana H. as a supervisor. It has been a pleasure because she really rewards hard work, which is rare to come by. She expected a lot from us and set high standards, which will make us better students and people.”*

– ALVIN “DONNIE” O., CLASS OF 2023

*“We are excited to award you as the 2023 recipient of the Campus Champion award for your commitment to the success of Seton Hall student-athletes in the classroom and during competition. You are an amazing role model for our student-athletes and a huge part of their continued achievements.”*

– NIKO M., ASSISTANT ATHLETICS DIRECTOR, ANNUAL GIVING

*“I wanted to express my utmost gratitude to you for everything you have done for me over the past couple of years. Your constant care for myself and your entire staff made these shifts indescribably easier. Your selflessness meant a great deal. You have been a wonderful boss to me, and it is more than safe to say to your entire staff. Words will never be enough to express how extremely appreciative I am of you and all that you’ve done for me.”*

– SAMUEL A., CLASS OF 2023

#### DIVISIONAL STAFF ACHIEVEMENTS

- **Ghana Hylton** was named director of campus inclusion in February 2023 and co-opened the Campus Inclusion and Community Center.

- Athletics recognized **Ghana Hylton** with the 2023 Campus Champion Award.
- Business Affairs is awarded the Campus Partner Award at the Student Services Divisional Meeting.
- **Ghana Hylton** was invited to the board of directors for ACE Women's Network of NJ (NJACE).

## STUDENT ENGAGEMENT

### DIRECTOR

**Winston Roberts**, *assistant vice president and dean of student engagement*

### CONTACT INFORMATION

[winston.roberts@shu.edu](mailto:winston.roberts@shu.edu)

### STAFF

1 assistant VP/dean, 1 assistant dean, 5 assistant directors, 1 operations manager, 1 graduate student worker, 5 undergraduate student workers

### MISSION

To be a partner in providing experiential opportunities for students to learn and develop through co-curricular learning. Keeping the care of the whole person and the values of Seton Hall University at the forefront, the Student Engagement team seeks to empower, challenge and inspire students to be servant leaders in a global society.

### LEARNING OUTCOMES

- Students will be able to engage in a comprehensive, dynamic and consistent co-curricular offerings to foster the premier student experience.
- Students will be able to explore involvement and experiential learning opportunities inside and outside of the University.
- Students will be able to engage in memorable, intellectual and inspirational experiences through a variety of programs, events, service opportunities and resources.
- Students will be able to cultivate institutional affinity/pride by honoring campus traditions, connections and achievements; and attending University-wide programs and athletic events.

### SIGNATURE ACTIVITIES

- **Christmas at the Hall:** annual Christmas celebration
- **Involvement Fair:** annual fair to introduce students to involvement opportunities on campus

- **Fraternity/Sorority Life Recruitment:** recruitment for new members for our fraternities and sororities
- **New Student Orientations:** welcome new students to the Seton Hall campus during the summer and fall
- **Weeks of Welcome:** programming designed for new incoming students
- **SAB's SHU Speaks:** major speaker series hosted by SAB
- **SAB's ONWARD (spring concert):** major concert program hosted by SAB
- **SAB's Spring Carnival:** major spring event sponsored by SAB
- **Student Leadership Awards:** OSE hosted an event to recognize University student leaders
- **Student Leadership Conference:** development opportunity for student leaders on the Seton Hall campus, sponsored by OSE

### HIGHLIGHTS

- ONWARD, the SAB spring concert featuring Rae Sremmurd, was the largest in recent Seton Hall history, with more than 1,900 students in attendance. The concert announcement was received with overwhelming excitement, with more than 1,300 likes and shares on Instagram and more than 1,000 tickets sold on the first day of sales.
- The Student Activities Board Fall Comedy Q&A, featuring YouTube sensation Cody Ko, yielded 857 attendees, and the annual SHU Speaks, featuring Gaten Matarazzo from Stranger Things, yielded 527 attendees.







- The Office of Student Engagement and the Student Government Association welcomed 15 new student organizations during the 2022-23 academic year.

**PAST DEPARTMENTAL GOALS FOR 2022-23**

- Launch a program model emphasizing late-night and weekend programming to support a premier student experience. **Completed**
- Create and implement a shared student leadership application and training process that coordinates shared training opportunities within the Division of Student Services. **Completed**
- Launch student engagement platform and establish rubric/learning objectives for experiences to be included on co-curricular pathways. **In progress**
- Roll out a new student organization training curriculum inclusive of self-paced modules and al la carte training opportunities. **Completed**
- Develop and institute a student employment model that creates opportunities for experiential learning within the Office of Student Engagement. **In progress**
- Continue to work with students to identify the needs of marginalized student populations and high-focus cohorts (i.e., commuters, transfers, graduate students, LGBTQIA+, BIPOC, I.H.S. students). **In progress**

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR**

OSE engaged in several assessments during the 2022-23 academic year, including data collection from ENGAGE, GPA data collection and satisfaction surveys.

**DESCRIPTION OF 2022-23 ASSESSMENTS**

- **ENGAGE:** collection of data regarding number of total active users, number of total programs and attendance at OSE events.
- **GPA's:** Fraternity and Sorority Life (FSL) collects GPA data to determine the academic health of its students that go through new member education.
- **Philanthropy:** FSL collects data on how much monies have been raised by fraternities and sororities.
- **Surveys:** OSE conducts satisfaction surveys to gauge student feelings toward SAB programs.

**ASSESSMENT RESULTS AND DATA REPORTING**

- Engage has 8,627 active users, including undergraduate/graduate students and faculty/staff.
- The Office of Student Engagement hosted a total of 2,452 programs during the 2022-23 academic year.
- The Student Activities Board (SAB) hosted a total of 43



events this academic year with a cumulative attendance of 14,946.

- Our fraternities and sororities welcomed 277 new members to the community (fall: 80; spring: 197) and are proud to say the average cumulative GPA is 3.38.
- IHSC Student Activities hosted a total of 33 events with a cumulative attendance of 1,859 students.
- The Fraternity/Sorority Life community has raised more than \$74,000 to various philanthropic causes.
- 94 percent of students agreed with the statement: As a result of attending SAB events, I have enjoyed my Seton Hall experience more.

**USAGE OF ASSESSMENT RESULTS**

The percentage of students who believe engagement in our events have bettered their experience at Seton Hall has led to OSE spending more time creating new experiences for our students – most notably co-curricular pathways that allow students to have tailored experiences (i.e., DEI pathway). Also increasing weekend programming opportunities in a strategic way to that the return on investment is high.

**DEPARTMENT GOALS FOR 2023-24**

- Continue refining shared student training and experiences within the Office of Student Engagement leadership opportunities by including additional training topics.
- Measure co-curricular pathways engagement on Engage for student learning and leadership, including DEIJ and general Student Leadership development.
- Continue developing, assessing and instituting a student employment model that creates opportunities for

experiential learning within the Office of Student Engagement.

- Develop a comprehensive weekend programming schedule inclusive of clubs/organizations, campus partner events and South Orange community events.
- Reestablish an in-person and student-led Leadership Conference.
- Audit the Student Government Association's processes, precedents and bylaws and update based on student feedback.
- Create an incentive program for Fraternity/Sorority Life to be present and active in larger OSE and SHU community events.

**ADDITIONAL TESTIMONIALS FROM THE STUDENT ACTIVITIES BOARD**

*“I love SHU because of SAB like every time I see any engagement events you guys hold or whenever I’m leaving from one of them, I’m so amazed at the time and effort you guys put into all of it for us. Thank you for helping me love my school more and more with each event.”*

– SAB END OF YEAR SURVEY RESPONSE

*“I loved poker night with SAB. I met so many of my longtime friends there and had an absolute blast, too.”*

– SAB END OF YEAR SURVEY RESPONSE

*“I appreciate being able to be a representative for the student body. Every time an artist was suggested to us, both my co-coordinator Jill and I wanted to make sure they would be received well by the student body. While it is a tiring process at times, it is very rewarding to decide*

*on a guest we think SHU will love and see the event come to life. It's a fun way to make an impact on the school community and put a smile on people's faces."*

– DYLAN S., SAB LIVE EVENTS COORDINATOR, CLASS OF 2024

*"It truly was an incredible experience working with you all, and I will miss working alongside such an amazing team. I appreciate all the support and guidance throughout this year and will miss all of you."*

– ARIEL G., SAB TRADITIONS COORDINATOR, CLASS OF 2024

**ADDITIONAL TESTIMONIALS FROM THE STUDENT GOVERNMENT**

*"Being involved in SGA since my freshman year and now going into my senior year, I can see that I have grown so much as both a student and leader. ... Serving on SGA is such a great opportunity for students to make a real difference."*

– EVELYN T., CLASS OF 2024

*"SGA [has] prompted me to become more aware of the issues the student body faces and how best to tackle them alongside our committed faculty and administrators ... Getting involved with SGA has been a great way for me to help amplify the voices of my peers and get more connected to Seton Hall."*

– DANIEL B., CLASS OF 2024

*"I Just wanted to say thank you for all your work behind the scenes with the Christmas tree lighting ceremony at*

*Christmas at the Hall. I know you, OSE, and SAB put in so much hard work, and as a student, I just wanted to express my appreciation."*

– JOSEPH K., CLASS OF 2023

**DIVISIONAL STAFF ACHIEVEMENTS**

Assistant Vice President for Student Services **Winston Roberts** received the President's Award for Service.

**STUDENT SERVICES OPERATIONS**

**DIRECTOR**

Andrew Minegar, senior director of operations

**CONTACT INFORMATION**

andrew.minegar@shu.edu

**STAFF**

2 full-time employees (beginning fiscal year 2024)

**MISSION**

Student Services Operations is committed to enhancing both the student experience and the efficiency of the division through strategic implementation of technology, data and reporting, and division-wide program assessment.

**LEARNING OUTCOMES**

- Through trainings and one-on-one work with the assistant director of assessment, and in conjunction with senior





leadership, departments will learn and be able to implement best practices and division-wide standards for program assessment.

- Departments will be empowered to run reports and retrieve data for their projects and inquiries by learning effective use of the reporting tools available to them.
- Department leads will fully understand and be able to monitor their budgets, ensuring fiscal stewardship and responsibility.

### SIGNATURE ACTIVITIES

- **Project implementation:** Assessment of potential vendors and products, guiding the process of vendor documentation and contract review, and working with Information Technology (IT) to integrate with Seton Hall's technology ecosystem.
- **Divisional budget:** In collaboration with the Offices of Finance and Budget, implement periodic and end-of-year review of budgets with each area in the division, end-of-year budget review.
- **Systems access, troubleshooting and training:** Management of access to divisional platforms, initial support and training, maintenance of onboarding documentation, and troubleshooting with IT.
- **Report creation and guidance:** Customized report creation, access, automation and utilization for the division.
- **Assessment training and guidance:** Assistant director of assessment trains department leads on assessment best practices, and in conjunction with senior leadership, establishes division-wide program assessment standards.

### HIGHLIGHTS

- Implemented advisor assignment process for changes of major, allowing updates to be carried to Compass and DegreeWorks.

- Streamlined end-of-year budget review and request process
- Began mobile credential project implementation and finalized campuswide hardware assessment
- Completed division-wide software access onboarding guide, which will simplify the onboarding process for all positions in all departments

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Develop a comprehensive assessment program with the leadership team.
- Rework the support processes for various systems in the division and formalize steps for each, including Compass.
- Develop and deploy comprehensive onboarding process for the division, including standard operating procedures for each area.

### DEPARTMENT GOALS FOR 2023-24

- Complete implementation of mobile credentials on the South Orange campus
- This step will bring security benefits to building access and transactions through a modern approach to student ID.
- The assistant director of assessment, in conjunction with senior leadership, will develop a division-wide comprehensive assessment program. This will include division-wide trainings, establishing best practices and creating a schedule of assessments.
- Improve onboarding and offboarding for the division of Student Services. This will eliminate delays in providing tools to new employees, expand knowledge of available tools, and promote self-sufficiency and better outcomes.



# Public Safety and Security

Welcome Letter from  
the AVP and Director of  
Public Safety and Security

➤ The dynamic nature of today's University environment presents unique challenges to those charged with providing security. The capability to adapt and address complicated issues in our ever-changing world requires commitment, careful planning, staffing, training and supervision of personnel. The Department of Public Safety and Security has taken steps to ensure that our staff is trained and equipped to respond to any situation that may develop. The Department of Public Safety has been organized into five major components: Physical Security, Safety and Security Systems, Office of Emergency Management, Parking Services and Campus ID. The administrative staff at the Department of Public Safety is comprised primarily of former law enforcement officers who bring a wealth of experience and expertise to the department. Our staff is a hybrid force that utilizes University employees and contract guard services. Many of our initiatives are based on the community-policing model as used across the country. As a result of being customer-centric service, our department has been able to maintain consistency in the services we provide, and community members have come to depend.

**E. Sergio Oliva**

*Associate Vice President and Director,  
Department of Public Safety and Security*

## CAMPUS ID

### DIRECTOR

Ibiyemi Adesanya, *manager*

### CONTACT INFORMATION

ibiyemi.adesanya@shu.edu

### STAFF

3 full-time employees, 3 student workers

### MISSION

The Campus ID Office provides services to the Seton Hall University community by utilizing an efficient technological one-card solution for various campus operations, including identification, access and financial transactions.

### LEARNING OUTCOMES

- Educate students about the differences between Pirate's Gold and Pirate's Bucks
- Educate students about where to use Pirate's Bucks
- Educate students about the merchants who accept Pirate's Gold

### SIGNATURE ACTIVITIES

- **Identification:** The Campus ID Office is responsible for issuing and maintaining the Seton Hall University Pirate Campus Card, which is the official ID card of the University. It is used by all Seton Hall University students, faculty, employees, visiting students, scholars or fellows, as well as authorized contractors, vendors, volunteers and consultants on all campuses.
- **Access Control:** The Campus ID office manages access readers (453), as well as creates and assigns access levels (894) on multiple campuses.
- **Temporary Account Generation:** The Campus ID office, upon request and approval, generates temporary accounts and issues ID cards to visiting students, scholars or fellows, as well as authorized contractors, vendors, volunteers and consultants.
- We partner with CampusCash, to build revenue by managing off-campus merchants who want to take advantage of our Pirate's Gold program.

### HIGHLIGHTS

- Auto assignment of the University Center prayer room to active students and employees.
- Creation of 90 new access levels to the 75 new readers in the University center.
- Improvement of student meal access experience;



collaborated with business affairs and GDS to remove time restrictions on commuter meal plan.

### PAST DEPARTMENTAL GOALS FOR 2022-23:

- Addition of more off-campus merchants that accept Pirate's Gold.
- Collaboration with the admissions department to create a more informative process for online photo submission.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

#### ACADEMIC YEAR:

Evaluated the impact of time restrictions on commuter meal plan.

### DESCRIPTION OF 2022-23 ASSESSMENTS

- The time restrictions on the commuter meal plan impacted the dining experience of commuters compared to students that have the unlimited meal plans. A transaction report on meal plan use showed students were not using their plan.

### ASSESSMENT RESULTS AND DATA REPORTING

- With the assessment result, a decision was made by Business Affairs and GDS to remove time restrictions on commuter meal plans.

### USAGE OF ASSESSMENT RESULTS

- Reassess student satisfaction with commuter meal plans.

### DEPARTMENT GOALS FOR 2023-24

- Collaboration with TLTC to create a video that shows how

to upload online photos for ID cards. Start the mobile credentials project.

**ADDITIONAL TESTIMONIALS**

*“I can now use my commuter meal plan to access the dining room whenever I need to eat without waiting for a specific meal time.”*

*“Grubhub continues to be my favorite app for getting food after hours.”*

*“Access to the prayer room provides a space for me to center myself.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- **Ibiyemi Adesanya** defended her “Food Insecurity Among College Students: Perception of College Administrators” dissertation and was granted her Ed.D. degree.

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**PARKING SERVICES**

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**DIRECTOR**

**Marisol Rivera**, *manager*

**CONTACT INFORMATION**

**marisol.rivera@shu.edu**

**STAFF**

1 parking services manager, 1 parking service coordinator, 3 student workers

**MISSION**

Parking and Transportation Services are dedicated to providing the premier customer service experience to support the mission of public safety and Seton Hall University. Through our innovative and professional management of parking and transportation resources and facilities, we aim to meet the diverse needs of all campus entities. Our main objective is to develop and maintain an exceptional parking infrastructure that prioritizes courteous, safe and efficient transport of individuals to their desired locations.

**LEARNING OUTCOMES**

- Informing the university community about the updated policies and procedures that streamline the process of purchasing permits online.
- Educating the community of departments and organizations on how to obtain permits needed for their individual program groups.



**SIGNATURE ACTIVITIES**

- At the beginning of the academic year, parking services assisted in the distribution of more than 3,500 Pirate magnets to those purchasing parking permits.
- Transporting students and other community members on SHUFLY, our fixed route shuttle.
- Transporting students and other community member on SafeRide, our on-demand escort service.

**HIGHLIGHTS**

- To enhance the visitor experience and reduce congestion at campus gates, Parking Services has introduced an event permit registration link for visitors to pre-register their vehicles before arriving on campus.
- We attended the Parking Service Expo to stay up to date on the latest parking technologies and trends, network with industry professionals, and learn best practices for managing our parking operations.

**PAST DEPARTMENTAL GOALS FOR 2022-23**

- Assessment of transportation services.
- Develop and release additional educational videos on parking and transportation policies and procedures.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23  
ACADEMIC YEAR: 2**



**DESCRIPTION OF 2022-23 ASSESSMENTS**

- We collected information to improve our mobile app and enhance our SHUFLY and SafeRide services for the University community.

**ASSESSMENT RESULTS AND DATA REPORTING**

- Permits purchased: 7,447
- Citations: 7,300
- Daily visitors passes: 90,800
- SHUFLY ridership: 35,312

**USAGE OF ASSESSMENT RESULTS**

- The above data helped us plan for the parking and transportation services demand in the upcoming year.

**DEPARTMENT GOALS FOR 2023-24**

- To implement a pilot lottery system for parking permits for sophomores and juniors to ensure fair distribution of permits for each class level to park in the parking garage.
- To introduce a new transportation tracking system to improve efficiency and convenience. The software will allow students and staff to track shuttles and buses in real-time and will combine both SHUfly and the on-demand service SafeRide into one app.

**ADDITIONAL TESTIMONIAL**

*“Your dedication and attention to details is noticed by our entire team. We can tell that you care about our needs and would not hesitate to accommodate.”*

—ORIENTATION LEADER

**DIVISIONAL STAFF ACHIEVEMENTS**

The Pirate Battalion Army ROTC Program awarded our Parking Services department a certificate of appreciation for our invaluable support and contribution of time to improve their battalion.

**PUBLIC SAFETY AND SECURITY**

**DIRECTOR**

**E. Sergio Oliva**, *associate vice president, director of public safety and security*

**CONTACT INFORMATION**

**sergio.oliva@shu.edu**

**STAFF**

1 associate vice president/director, 1 associate director fire safety systems, 1 associate director security operations, 3 assistant directors (*operations, investigations, OEM*), 1 assistant director Seton Hall Law School, 4 security managers (*South Orange campus*)

**MISSION**

The Department of Public Safety and Security is primarily responsible for the safety and security of our students, faculty, staff and visitors on the South Orange, IHSC and Law School campuses. A safe and secure physical environment is one of the cornerstones upon which a superior academic environment is created. Our mission is to ensure that University resources are protected at all of our facilities, as are the personal freedoms that fuel an open exchange of ideas and experiences among our constituents. The physical security of our facilities and properties is a major component of the department’s functional requirements. To this end, public safety strives to provide a range of services in a professional and expedient manner to foster an atmosphere that supports the overall mission of the University.

**LEARNING OUTCOMES**

- Patrol the South Orange campus and all off-campus University locations on foot, bicycle and motor vehicles (including Seton Hall Law School in Newark)
- Respond to all emergencies
- Provide assistance at major special events
- Enforce University parking and traffic regulations
- Install and maintain all fire safety and main campus security camera systems
- Maintain and install the Lenel access control system
- Support and install campus intrusion alarm systems
- Manage Pirate Alert Emergency Notification System
  - ▶ a. Text, voice and email messages to community members
  - ▶ b. Alertus, desktop override emergency notification system
  - ▶ c. Emergency siren notification system
- 109 vehicle jump starts were provided.



- 30 people were assisted with vehicle lockouts.
- On-campus escorts were provided to 69 community members.

### SIGNATURE ACTIVITIES:

- SHUFLY Shuttle is a fixed route shuttle service provided by parking services, with stops throughout campus and South Orange. It is a convenient way for Seton Hall community members and accompanied guests to get to Ora Manor, Stop & Shop and the South Orange Train Station. SHUFLY provided 35,312 rides for fiscal year 2022.
- SafeRide Transportation Service is an on-demand type system within a University-designated zone. The system utilizes the TapRide app to request rides. SafeRide provided 29,061 rides in FY 2022.
- Rape Aggression Defense (RAD), a nationally recognized self-defense program for women, is a 12-hour course conducted on campus and involves physical activity. For additional information, visit [www.shu.edu/public-safety/rad-training](http://www.shu.edu/public-safety/rad-training).
- Community Emergency Response Team (CERT) is a nationwide program providing basic disaster survival and rescue skills training. This program is conducted annually. For further information, contact the assistant director of emergency management at [barry.eck@shu.edu](mailto:barry.eck@shu.edu).
- Fire Awareness Training shows the proper use of fire extinguishers, identification of fire hazards, fire evacuation and survival techniques. This training is required for community members sponsoring campus events that require a Sterno as a heating source.

### HIGHLIGHTS

- South Orange Campus is a gated community with perimeter fencing and security manned gatehouses at both vehicle entrances.
- All pedestrian gates are card-access controlled.
- There are 82 Blue Light emergency phones throughout the South Orange campus.
- There are 439 interior, exterior and perimeter Closed Circuit Television Cameras (CCTV) throughout the campus.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- The 2022 EOP (Emergency Operations Plan) has been reviewed, revised and approved. The emergency management office will begin training students, faculty and staff on using the plan, assigning duties and responsibilities, and acquiring the resources needed to

respond to any University emergency.

- Expand the University's CERT (Community Emergency Response Team) program to four offerings. A total of four training programs were completed. Two were provided to the nursing students at the Interprofessional Health Sciences Campus, one for the nursing students at the accelerated nursing program on the Brookdale Campus, and an additional one on the South Orange campus.
- To coordinate and conduct an active threat (shooter) exercise with the village of South Orange using University assets and participants as players. In June 2023, a two-day training was conducted on campus with the participation of South Orange Police, Newark Police and Public Safety staff.
- To install a License Plate Recognition (LPR) gate arm at the rear entrance. This project is still in progress, the gate has been installed, but supply chain issues have affected the availability of cameras.
- Install and upgrade CCTV at Turrell, Ora Manor and Boland Hall, as well as various locations throughout the main campus. Boland Hall and Ora Manor cameras have been upgraded. Eighty-six cameras were installed in the University Center. Other cameras updates were performed in the Green Area, Complex area and Madison and Seton Drive.

### DEPARTMENT GOALS FOR 2023-24

- Update the Safe Ride software and user interface. To provide more accurate data and improve the rider's experience
- The implementation of Verbal Judo training for all Public Safety personnel. This will equip them with valuable communication techniques to effectively de-escalate conflicts and foster cooperation.

### DIVISIONAL STAFF ACHIEVEMENTS

- With 21 years of service at Seton Hall University, **E. Sergio Oliva, M.A.**, was appointed to associate vice president and director of public safety.
- **Jeffrey Payne** was elevated to associate director of police safety.
- Security Manager **Peter Iossa** was promoted to assistant director.
- **Alex Gonzalez** was elevated to senior coordinator for life safety systems.



# Student Wellness and Support

Welcome Letter from the AVP and Dean of Students



Student wellness and support are present with and for our students 24 hours a day, seven days a week. A dedicated team of professionals and paraprofessionals is available to students when and where they are needed. Our programs and services are designed to support students to gain the skills and competencies they need to grow and flourish.

As we work across the campus to implement our strategic plan, Harvest Our Treasures, we are guided by that document in our daily work. Through commitment, service and vision we are devoted to providing our students with the premier student experience. This is accomplished by a focus on each student's success, excellence in service and setting the standard for best practices in each of our areas. Brief highlights include:

- In addition to individual therapy for students, Counseling and Psychological Services (CAPS) also increased outreach and prevention programming by 15 percent in the past year, reaching 38 percent more members of the University community.
- The Dean of Students Office led the third year of the Great Minds Dare to Care initiative providing numerous educational and outreach programs that reached more

than 9,000 students. We were informed that the grant was renewed for a fourth year, bringing the total amount received for the Dare to Care program to \$1,000,000.

- CAPS, the Dean of Students Office and the Office for Campus Inclusion and Community collaborated to secure a grant for more than \$388,000 from the State of New Jersey. The program is in partnership with the Office of the Secretary of Higher Education (OSHE) and is the Mental Health in Higher Education and Professional Development Grant.
- Students registering with Disability Support Services (DSS) continued to increase this year, with more than 900 students being served.
- Even as the COVID-19 pandemic waned, Health Services continued to lead in services for students and was recognized for this by earning reaccreditation from the Accreditation Association for Ambulatory Health Care, one of only three universities in New Jersey to have this distinction.
- Housing and Residence Life (HRL) began to see positive changes in paraprofessional performance standards, student staff retention and student engagement through an invigorated new live-in staff and an emphasis on staff-student connections. This was realized most strikingly in the record number of students – 225 – who applied to be resident assistants for the coming year.

We are excited to share all these accomplishments and more with you in this annual report.

I am blessed to work with a team of smart and talented individuals who come to our campuses each day ready to serve our students and our University with purpose, integrity and passion. I am proud of the work we have accomplished.

**Karen Van Norman, M.Ed.**

*Associate Vice President and Dean of Students*

## COUNSELING AND PSYCHOLOGICAL SERVICES

### DIRECTOR

**Dianne Aguero-Trotter**

### CONTACT INFORMATION

**dianne.aguero-trotter@shu.edu**

### STAFF

9 full-time and 2 part-time clinical staff members;  
1 department secretary; 3 part-time, unpaid psychology practicum trainees

### MISSION

Counseling and Psychological Services (CAPS) fosters the psychological health and well-being of our students to enable them to thrive, develop and achieve academic and personal success. We hold a strong commitment to the diverse Seton Hall community that we serve and strive to promote equity and inclusion throughout the University, treating each person with respect and dignity.

### LEARNING OUTCOMES

- Students will learn coping skills and self-care mechanisms to gain and maintain mental wellness.
- Students will be better able to cope with academic, personal, emotional and interpersonal challenges and stressors.
- Students, faculty and staff will learn how to identify signs of emotional distress and know how to refer students to CAPS.

### SIGNATURE ACTIVITIES

- **Clinical services:** CAPS provides a wide range of therapeutic services to enrolled Seton Hall students, including undergraduate, graduate, law and seminary students. CAPS offers initial assessments, brief individual therapy, crisis intervention, unlimited group counseling, case management and consultation. CAPS has fully incorporated teletherapy into its permanently offered services.
- **Outreach and prevention:** Counseling and Psychological Services offers a variety of prevention and outreach programs designed to provide education about various mental health issues, to familiarize the community with our services, to reduce the stigma associated with seeking counseling, and to assist students in getting appropriate services to address emotional and developmental concerns. Outreach programming is particularly important because it is a vehicle by which

we respond directly to University, community and/or systemic issues that present in real-time, and it allows us to serve a larger number of students than would otherwise be possible. CAPS routinely engages in the following outreach and prevention activities:

- ▶ Introduction to CAPS services during various student orientations
  - ▶ Campus Connect suicide prevention gatekeeper training
  - ▶ Mental health informational workshops
  - ▶ Student leader training
  - ▶ How to identify and refer students in distress training
  - ▶ Stress and anxiety management workshops
  - ▶ What's Up Doc? online video series
  - ▶ Self-help website resources
  - ▶ Wellness room
- Student-led mental health advocacy CAPS has been home to Seton Hall's Active Minds chapter since 2013. Active Minds is a national student-run organization dedicated to ending mental health stigma and building a sense of community on campuses. Seton Hall Active Minds chapter plays a role on campus in spreading awareness, facilitating supportive conversations around mental health, and strengthening prevention efforts on campus.
  - **Doctoral training program:** CAPS provides a comprehensive doctoral level training program (practicum) to aspiring professionals. The training program is designed to provide graduate students enrolled in psychology doctoral programs with firsthand experience of the full range of clinical services and prevention activities provided by University counseling centers. CAPS practicum students provide services to clients while under the direct supervision of CAPS staff.

### HIGHLIGHTS

- Consistent with our longstanding commitment to eliminate barriers to access, CAPS introduced a new role — coordinator of outreach for diversity, equity, inclusion and justice initiatives — and expanded outreach and prevention efforts toward traditionally marginalized students. As a result of these efforts, one-quarter of all CAPS outreach appointments addressed topics related to DEIJ and mental health. Meaningful collaborations and programs were offered to: First Generation Forward, RISE, the Office of International Programs (OIP), Unanue Latino Institute and the Pre-professional Advising Center. Examples of programs included Mastering Adulthood, Overcoming Imposter Syndrome, Building Resiliency and the inaugural



International Students Support Group. In addition to these partnerships, CAPS actively participated as a member of the University's DEI Committee by contributing to several heritage month celebrations and completing the NCBI train the trainer program.

- CAPS successfully introduced the role of case manager/crisis counselor during the fall semester, which resulted in an 11 percent increase in case management appointments. The addition of this role enabled us to provide consistent support and follow-up for students who presented with treatment needs outside of the scope of CAPS services and transitioned to off-campus treatment.
- In collaboration with the Dean of Students Office and the Office of Campus Inclusion and Community, CAPS was awarded \$388,000 by New Jersey's Office of the Secretary of Higher Education grant to expand and enhance mental health services to better meet the needs of students, with a distinct focus on traditionally underrepresented student populations. This funding will enable CAPS to recruit three full-time graduate interns/fellows, significantly increasing our capacity to serve students of all identities and, especially students who historically have faced barriers to help-seeking.
- With the support of Dare to Care funding, CAPS hosted Campus Connect Train-the-Trainer Suicide Prevention Gatekeeper Training to members of the SHU community as well as to student services colleagues from universities across New Jersey. Campus Connect is a program intended to provide confidence and skill for participants to identify and support students at risk for suicide. The train-the-trainer prepares attendees to be facilitators of this training for their staff and University community. Thirty-seven administrators, staff and campus leaders attended this training.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Successfully hire a case manager/crisis counselor to facilitate immediate access to care and to provide case management services. With the addition of this role, CAPS will create and implement standard procedures for

referring students to off-campus treatment, as well as to outline consistent follow-up for students who present with treatment needs outside of the scope of CAPS services. **Completed and in progress.**

- CAPS will explore the possibility of creating an online scheduling process with the objective of facilitating access to CAPS services. **Online scheduling option was explored, and it was determined that online scheduling is not a feasible option for CAPS at this time.**
- Fully incorporate a new outreach role, coordinator of outreach for DEIJ initiatives, to expand outreach efforts designed reach students of all identities, with a focus on marginalized identities. **Completed.**
- CAPS will work with SGA to continue to encourage mental health awareness and prevention efforts as a community wide responsibility. **Completed and in progress.**

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

**ACADEMIC YEAR: 4**

### DESCRIPTION OF 2022-23 ASSESSMENTS

- CAPS participates in a national research consortium (Center for Collegiate Mental Health, CCMH) that gathers anonymous data from more than 180 colleges and university counseling centers, describing 190,907 unique college students seeking mental health treatment, 4,688 clinicians and more than 1.2 million counseling center appointments. With client consent, data that is gathered is obtained from the CAPS client recordkeeping database and pertains to college student mental health, counseling center utilization, delivery of services and client demographics. Data is analyzed annually, and national trends are used as a benchmark against which CAPS assesses its service delivery and utilization. CAPS routinely applies data obtained from this consortium to inform change that reflects best practices in collegiate mental health.
- Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62) (2019). Center for Collegiate Mental Health. University Park, Pennsylvania, Pennsylvania State University. The CCAPS-62 is a 62-item instrument with eight distinct subscales related to psychological symptoms and distress in college students and incorporates a general Distress Index. This measure enables clinicians to assess changes in clients' reported symptom distress over the course of treatment. It has been standard practice to utilize the CCAPS- 34, the brief format of the CCAPS instrument, as a repeated measure, administering the instrument to clients prior to every individual session.
- **Client Satisfaction Survey:** Once a year, CAPS invites clients with at least one attended appointment to complete an anonymous satisfaction survey via Campus Labs. The survey is designed to assess various domains that encompass CAPS services. The survey incorporates both Likert-type and open-ended response questions. Results of this survey are analyzed and used to improve service delivery with the goal of better meeting student's needs.
- Student leader training is an important aspect of the CAPS outreach and prevention program. Participant achievement of learning outcomes is routinely assessed via administration of a qualitative pre- and post-survey that is administered using the Student Response System of Campus Labs.

### ASSESSMENT RESULTS AND DATA REPORTING

- Attended clinical appointments totaled 3,985, with 667 new clients receiving clinical services. Despite a slight decrease in new clients accessing services, notable for this year is a 9 percent increase in the number of therapy appointments (in-person and remote) from the previous year. This increase is significant considering being short staffed during the first half of the academic year. A decrease in student demand for services enabled our clinicians to offer more consistent individual therapy appointments, which may correspond with the positive outcomes of treatment that are described in the assessment findings of this report.
- CAPS offered 90 outreach, prevention and training programs during the 2022-23 academic year, reaching a total of 6,869 community members. CAPS outreach and prevention aimed to help students learn effective mental health coping strategies and to increase accessibility to mental health resources across campus. CAPS fully incorporated a new outreach role, coordinator of outreach for DEIJ initiatives, to expand outreach efforts designed to reach students of all identities, with a focus on marginalized identities. This year's highlights include:
  - ▶ A 15 percent increase in total outreach programs, representing a 13 percent increase in total hours spent in direct outreach
  - ▶ A 38 percent increase in number of SHU community members reached via outreach programming
  - ▶ 26 percent of CAPS outreach was focused on issues related to DEIJ
  - ▶ Page views for the CAPS Self-Help page increased by 56 percent.





knowing what to expect from counseling at all.

- Survey data from 2022-23 CAPS trainings for peer advisors, RISE student leaders and resident assistants revealed that students who participated in these trainings reported significantly more confidence and comfort when identifying and talking to students in distress and greater skill to ask a student if they are thinking about suicide. Participants in these trainings reported less comfort in their ability to refer students to CAPS.

**USAGE OF ASSESSMENT RESULTS**

- Greater alignment between students’ expectations and CAPS scope of service can result in greater outcomes for clients seeking services. Student feedback will be used as an opportunity to enhance psychoeducation about the counseling process both community wide through outreach and individually with student clients during initial assessments. Additionally, CAPS will continue to

focus prevention efforts toward helping students build distress tolerance and resiliency.

- We will assign CAPS staff to serve as liaisons with specific campus partners/departments with the aim to build on existing community partnerships, create new collaborations to better understand the mental health needs of students and to ensure colleagues across campus feel equipped with knowledge about CAPS.
- Incorporate more direct instruction and experiential practice during student leader training that focuses on building confidence and skill on how to refer students in distress to CAPS.

**DEPARTMENT GOALS FOR 2023-24**

- Fully incorporate the state-funded teletherapy platform, Uwill, into the CAPS service model
- Fully implement the OSHE grant agreement by onboarding three graduate interns/fellows into the department operations
- Continuing to build upon DEIJ initiatives by conducting NCBI trainings and by focusing the role of the new graduate interns/fellows onto departments that serve students who have historically faced barriers to help-seeking
- Explore the use of Clinician-Assisted Virtual Reality Therapy to address increasing levels of reported anxiety

**ADDITIONAL TESTIMONIALS**

*“Wonderful people, wonderful environment, wonderful counseling. Has helped me to sincerely work through my traumatic experience.”*

*“Insight about my problem: how I operate, what motivate me, how harsh I am with myself. Ultimately someone that listened to me.”*

*“First time sticking with a counselor, and I couldn’t be more happy! I feel like I have grown so much as a person and it’s thanks to the work I have done together with my counselor.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- **Caroline Black** was promoted to coordinator for outreach and prevention for CAPS.
- **Chenelle Lauture** was promoted to coordinator for outreach and prevention for diversity, equity, inclusion and justice for CAPS.
- **Yessine Griffin** was promoted to group coordinator for CAPS.

## DEAN OF STUDENTS OFFICE

### DIRECTOR

**Karen Van Norman**, *associate vice president and dean of students*

### CONTACT INFORMATION

**karen.vannorman@shu.edu**

### STAFF

1 associate vice president and dean of students (*full-time admin*), 1 associate dean of students (*full-time admin*), 1 assistant dean of students (*full-time admin*), 1 secretary (*full-time staff*), 2 student workers

### MISSION

The Dean of Students Office advocates for students and their success throughout their academic career. Led by the principles of collaboration, communication and coordination, we provide services and opportunities that empower students in their personal and professional growth. We do this with a focus on integrity and guided by the University's Catholic mission.

### LEARNING OUTCOMES

By engaging with the programs and services of the Dean of Students Offices, students will:

- Develop responsible decision-making skills.
- Engage in reflective thought, particularly in terms of how the individual's actions can impact another and the community and demonstrate growth from that process.
- Be more likely to take appropriate actions that influence the safety and well-being of their peers.

### SIGNATURE ACTIVITIES

- **KNOW MORE** is a collaborative effort between administration and students that works to provide the Seton Hall community with education and resources for sexual violence prevention, bystander intervention and responsible decision-making around drugs and alcohol through creative outreach programs and campaigns. The KNOW MORE Peer Educators are a group of undergraduate students who work directly with the Dean of Students Office to receive comprehensive training through NASPA's Certified Peer Educator program. The peer educators provide a student voice and perspective to shift societal norms and attitudes around drugs and alcohol, empower students to stand up and help their fellow Pirates, and provide education to end sexual violence.
- **The Behavioral Intervention Team (BIT)** exists to support students and the wider University community. The team

receives, collects, assesses and, when appropriate, acts upon information regarding students of concern. Any member of the University community may refer concern for or with a student's behavior to the team. The team will develop an action plan based upon information available. The action plan may range from maintaining a confidential file to intervening with the student and conducting a formal threat assessment. The majority of plans connect a student with resources and provides assistance to address the concerning behavior and to be successful in the continuation of his/her college career. The plan may change and evolve as additional information becomes available.

- **Great Minds Dare to Care** is an initiative supported by a grant from the State of New Jersey. Through campus-wide events, collaborative programs, expanded services and multimedia outreach, Dare to Care builds a supportive campus network for students' mental health, well-being and suicide prevention.
- **Student Code of Conduct and Student Review Board:** The Student Code of Conduct is adapted from the "Model Student Code," widely recognized as the gold standard for colleges and university conduct systems. The code reflects our community's values, helps students appreciate their role and impact, and provides opportunities for them to shape the community. The process upon which the code is built is one of fundamental fairness, a pursuit of truth and the creative resolution of conflicts. As a Catholic institution, with the acceptance of responsibility, the community holds the possibility of restitution and healing. The code commits us with our University mission to each person's inherent dignity and respect and the needs of a community of learners. It is a resource to assist in maintaining a social environment where all our members can flourish and grow intellectually, spiritually and socially.

### HIGHLIGHTS

- The KNOW MORE program sponsored 35 programs throughout the year to provide education about sexual violence prevention, alcohol and other drugs, and bystander intervention. Many of the programs were led by 14 peer educators and engaged more than 6,500 students.
- As part of the Great Minds Dare to Care program, the Dean of Students Office provided and collaborated on almost 50 programs and outreach events throughout the year. Combined, these programs reached more than 9,500 students.



- We have been notified that the grant for the Great Minds Dare to Care program will be renewed for a fourth year, bringing our total funding over that time period to \$1,000,000.
- The Dean of Students Office collaborated with Counseling and Psychological Services and the Office of Campus Inclusion and Community to secure a grant from the State of New Jersey for more than \$388,000 to expand counseling services for students and cultural competency for paraprofessionals over the next two years. The grant is in partnership with the Office of the Secretary of Higher Education (OSHE) and is the program for Mental Health in Higher Education and Professional Development Grant.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- We will launch a highly engaging tutorial for all new students about sexual violence prevention and resources for reporting, with a goal of 90 percent of students completing the program.
  - ▶ This goal was mostly met. The new tutorial was successfully launched and was well received by students. Peer educators rated this tutorial as more impactful than other tutorials they had viewed. The number of students completing the tutorial was 87 percent, just short of the goal. We found that students were confused by also being required to complete the tutorial the Title IX office issued at a similar time.
- We will complete the redesign of the Dean of Students Office and Title IX websites to be more accessible and informative for students.
  - ▶ The Dean of Students and the Title IX websites were both redesigned and relaunched in the past year. Both designs provide easier navigation, leading to better access to information for students. Updates to both sites continue as needed.
- We will assess student learning for each of the Kognito tutorial programs to determine the program's sustainability.
  - ▶ A review of utilization and student interest and demand was completed. This information was used to determine program renewal.
- We will expand the Dare to Care with the development of peer educators for the program.
  - ▶ This goal was met with the successful recruitment, training and launch of a 10-person peer educator team for the first year.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 5

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- Behavioral Information Team tracking number and source of referrals to indicate if/where additional outreach is needed. Type of referral to indicate trends of issues/concerns for potential Dean's Office and/or CAPS outreach, programming
- Title IX tracking number, location, allegation to indicate trends for programming and prevention
- Utilization rates of Kognito tutorials
- Student conduct tracking number, location and violations to indicate trends for intervention needs
- Assessment of peer education training and experience to determine the knowledge level of several topics and areas relevant to their role

#### ASSESSMENT RESULTS AND DATA REPORTING

- Behavioral Intervention Team
  - ▶ 2020-21 referrals to team = 78
  - ▶ 2021-22 referrals to team = 102
  - ▶ 2022-23 referrals to team = 107

This year, the number of referrals related to lack of academic attendance and poor academic performance increased. As a result, we will review the team membership.

- All eligible peer educators will return to their role/position for the 2023-24 academic year.

#### USAGE OF ASSESSMENT RESULTS

- Based upon analysis of the referrals to the Behavioral Intervention Team and review of national data, we will increase faculty and staff utilization of the Kognito At-Risk training by 10 percent. This will align with the goals of the Great Minds Dare to Care initiative and further enhance that program.
- Utilizing the feedback from the peer educator evaluations, we will increase training on best practices for one-on-one and small group interactions between peer educators and students, successful event planning and effective marketing of events.

#### DEPARTMENT GOALS FOR 2023-24

- We will implement a bystander/Narcan/CPR training that will reach at least 200 interested volunteers.
- We will introduce a new bystander education program for all incoming students at the August Orientation.

- We will introduce eCheckUp to Go as an education sanction for alcohol and cannabis student conduct violations.
- We will serve as the chair and host for the New Jersey Higher Education Mental Health Summit, with more than 20 peer institutions and 200 colleagues in attendance.

### ADDITIONAL TESTIMONIALS

*“Although only in its first year with student peer educators, Dare to Care has become much more than tabling or Instagram posts. It is an organization plentiful in both resources and community, with every event staffed by an abundance of enthusiastic peer educators who are prepared to share information and connect with every passing student. I am so grateful to be in the inaugural class of peer educators and to assist with Dare to Care’s mission of mental health awareness.”* — ALYSSA H.

*“Being a student coordinator and peer educator for KNOW MORE allowed me to become more involved in campus life and provide valuable information to my peers. Through our strong peer educator team, we’ve been able to experience the rewarding feeling of making a positive impact on not just our peers but the Seton Hall community.”* — RYAN D.

*“Being a peer educator has been the most rewarding experience for me on campus. Seeing every student walk around with our merch helps me know that we are able to make a difference for mental health. I am so glad I got to be part of the University’s first peer educator crew!”* — MARCO F.



### DIVISIONAL STAFF ACHIEVEMENTS

- The Dean of Students Office received the Divisional Award for Best Practices.
- **Nicole Giglia** earned a Ph.D. in higher educational leadership, management and policy at Seton Hall University in May 2023.
- **Nicole Giglia** was selected as the recipient of the Gerard Babo Award from the College of Education and Human Services.
- **Nicole Giglia** served as a board member and programming chair for the NJ – ACE Women’s Network.
- **Karen Van Norman** served as a program reviewer for NASPA’s national conference.

## DISABILITY SUPPORT SERVICES

### DIRECTOR

**Carolyn Corbran**, director of disability support services

### CONTACT INFORMATION

[carolyn.corbran@shu.edu](mailto:carolyn.corbran@shu.edu)

### STAFF

1 director, full-time; 2 assistant directors, full-time (1 at IHS campus and 1 at South Orange campus); 1 secretary/testing coordinator, full-time at South Orange campus; 1 part-time testing coordinator at IHS campus; 9 part-time student workers at South Orange campus

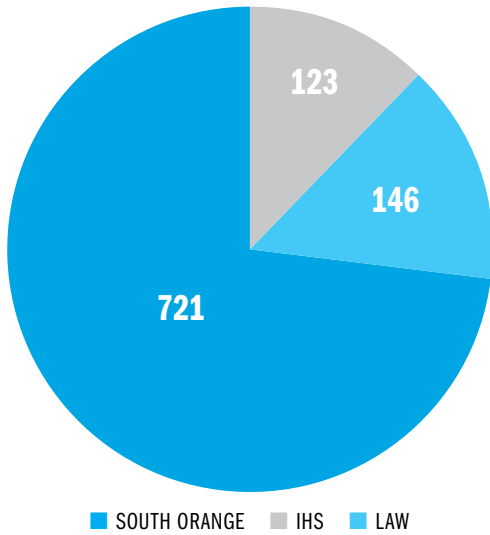
### MISSION

The mission of Disability Support Services (DSS) is to provide students with disabilities equal access to all University programs and activities while raising campus-wide awareness of issues impacting this student population. DSS works collaboratively with academic departments and student affairs offices to engage and support the intellectual and social development of students with disabilities. To this end, DSS strives to promote academic excellence, develop self-advocacy skills, and increase student leadership opportunities.

### LEARNING OUTCOMES

- Students will know that the DSS office exists and what services and accommodations are available.
- Students will learn how to self-identify their needs to faculty.
- Students will learn how to self-advocate for their accommodation needs and when to notify DSS staff of issues so that DSS staff can negotiate

DSS REGISTERED STUDENTS 2022-23

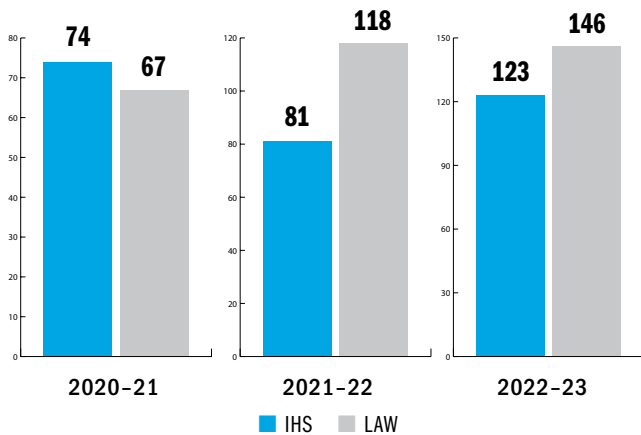


accommodations with faculty. DSS has continued this year, and the approach began in 2021-22 to begin training students on basic self-advocacy skills during their intake meetings.

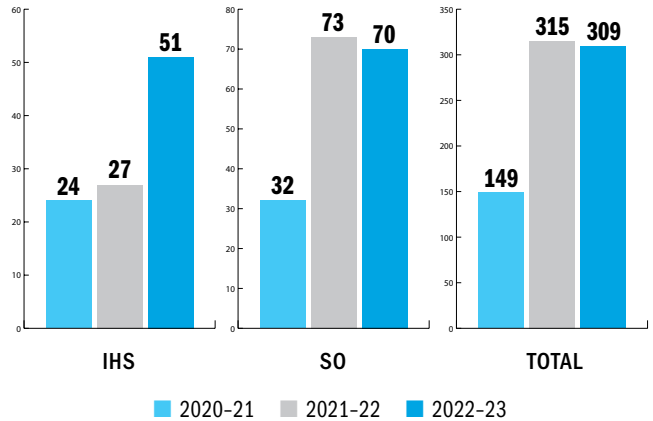
**SIGNATURE ACTIVITIES**

- **Accommodation Determination and Provision:** DSS reviews students' requests for accommodation and determines reasonable accommodations in accordance with applicable federal and state laws.
- **Exam Proctoring:** DSS provides exam proctoring as a service to faculty to assist in meeting students' accommodation needs.
- **Outreach and Collaboration:** Provide information and resources to the campus community regarding disability access and inclusion
- DSS continued offering Connectivity Group this academic

DSS REGISTERED STUDENTS AT IHS/LAW



DSS INTAKE MEETINGS BY CAMPUS



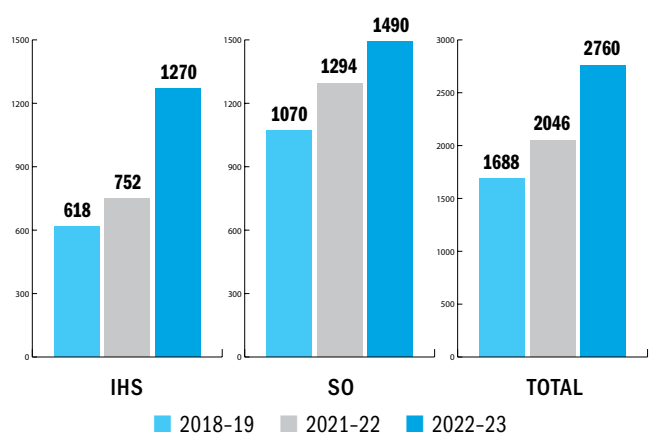
year to students who have had difficulty connecting socially on campus. This group has gotten off to a great start, with students meeting weekly on Fridays, and it is led by Gianna Graw, our assistant director for South Orange DSS.

- South Orange DSS staff continued offering academic coaching sessions to registered students needing additional support to improve their executive functioning, organizational and study skills with staff understanding their disability accommodations. DSS provided this service to 28 students in 2022-23.

**HIGHLIGHTS**

- DSS kicked off the first initiation ceremony for the Delta Alpha Pi (DAPi) National Honor Society and inducted 22 seniors into DAPi in spring 2023. DSS is excited to launch DAPi with events and initiation in the fall for our other undergraduate students.
- DSS has increased faculty outreach. Gianna Graw presented at the new faculty training and will do so again in August 2023. DSS offered some open hours for faculty

DSS EXAM PROCTORING



to call or stop in regarding assistance learning the new accommodations management system, AIM.

- DSS at South Orange and IHS hosted a Dare to Care study break for students during Reading Days in December 2022 and May 2023 to connect with DSS staff, socialize, grab a snack and decompress while studying for their final exams. This expanded the study break event to include students at the IHS campus in 2022-23.
- DSS engaged with admissions on several events to increase knowledge of DSS services. Carolyn Corbran presented to high school guidance counselors visiting campus and participated in the admissions events for parents of incoming students. Gianna Graw presented to our admissions staff to help them learn how to answer questions from prospective students who inquire about services.
- DSS co-hosted an event with Career Services about applying to graduate school and using accommodations in fall 2022.

**PAST DEPARTMENTAL GOALS FOR 2022-23**

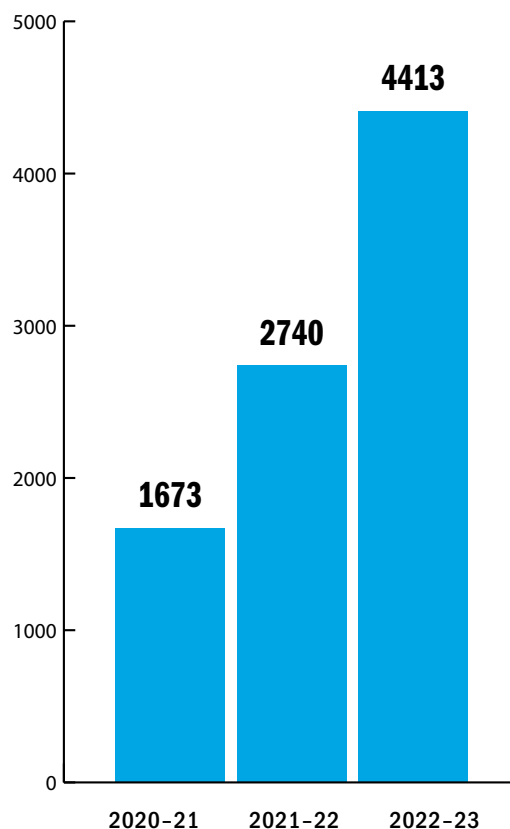
- DSS will implement a new accommodations management system, AIM, during the 2022-23 academic year. As the new system is rolled out, this will involve increased training for students, faculty and staff. **Completed**
- DSS will begin to write student self-advocacy training content and determine the timeline for the first group to participate in training. **In progress.**
- DSS will begin a Delta Alpha Pi International Honor Society (DAPI) chapter during the 2022-23 academic year. This society will acknowledge and celebrate the academic achievements of undergraduate students using accommodations who have completed at least 24 credits while maintaining a GPA of 3.10 or higher and graduate students who have completed at least 18 credits while maintaining a GPA of 3.30 or higher. Began in 2022-23 with seniors. **In progress with the remainder of eligible students for 2023-24.**
- DSS will begin developing faculty training resources to roll out in the 2023-24 academic year and will continue to conduct several departmental faculty trainings over 2022-23. **In progress**

**NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 3**

**DESCRIPTION OF 2022-23 ASSESSMENTS**

- Office name study conducted as part of a review to determine if the name of DSS should be changed.

**2022-23 DSS OFFICE VISITS AND APPOINTMENTS**



- Tracking of students registered with the department to monitor trends in utilization, services needed and identified disabilities.
- Benchmarking data was collected via phone calls and emails to peer institutions on DSS staffing and numbers of students supported.

**ASSESSMENT RESULTS AND DATA REPORTING**



- DSS collected information on office names used by DSS offices at 105 colleges and universities throughout the United States. DSS staff are having ongoing conversations about the pros and cons of implementing an office name change. DSS has identified two names that would embody the mission of DSS and will be conducting a student survey this upcoming year (2023-24) to gather student feedback about a potential change.
- DSS collected information from peer institutions on the number of students served and their current staffing levels. Results indicated that based on the number of students served by DSS, the current staffing is at least two fewer people than in DSS offices at other institutions providing similar service levels.

- DSS experienced a significant increase in the number of students registered with the office for using services. See graphs for breakdown by campus of registered students and increase in number of students registered.
- The number of students registered with DSS in 2022-24 (990) was 19 percent higher than in 2021-22 (832) and 62.8 percent higher than in 2020-21 (608). SO DSS had a 13.2 percent increase in number of students registered between 2021-22 (637) and 2022-23 (721). LAW DSS had a 23.7 percent increase in number of students registered between 2021-22 (118) and 2022-23 (146). IHS DSS had a 51.9 percent increase in number of students registered between 2021-22 (81) and 2022-23 (123).
- Overall, DSS experienced a slight increase in total intake meetings of 3.6 percent from 415 intakes conducted in 2021-22 to 430 intakes conducted in 2022-23. Notably, 419 of the 430 intake meetings completed this year were conducted by only two DSS staff members (97.4 percent) due to the DSS staff being down the full-time assistant director role at IHS for the entire fall 2022 semester. This affected the level of outreach that DSS staff could conduct. However, the number of students still being seen by fewer staff members speaks to the efforts this past year to ensure that the staffing gap did not negatively impact services. IHS DSS intakes increased to 88.9 percent from intake conducted in 2021-22 (27) to 2022-23 (51).
- 584 students contacted the DSS office about registering for services during 2022-23. Of those, 430 students (73.6 percent) registered with the office. In 2021-22, DSS had a 58.2 percent intake completion rate and had strived to increase the rate of students contacting the office by following through to completing intake meetings to set up accommodations. This reflects a 15.2 percent change between the completion rate in 2021-22 and 2022-23 in the number of students successfully registering with the office. This improvement in intake completion is also significant, given the reduced DSS staff in fall 2022.
- DSS continued to experience higher exam proctoring needs during 2022-23. DSS overall proctored 2,760 exams in 2022-24 (34.9 percent increase) compared to 2,046 in 2021-22. DSS at SO proctored 15 percent more exams in 2022-23 (1,490) compared to 2021-22 (1,294). DSS at IHS proctored 68.9 percent more exams in 2022-23 (1,270) compared to 2021-22 (752).
- In 2022-23, DSS began tracking the number of office visits requiring staff assistance and meetings with



### Alcohol Awareness

**Tips and Information from Health Services**








#### Risk Factors for Alcohol Use

Alcohol use may begin in the teens, but alcohol use disorder occurs more frequently in the 20s and 30s, though it can start at any age.


- Family History**
- Mental Health**
- Social & Cultural Factors**
- Drinking Habits**
- History of Bariatric Surgery**

#### US Standard Drink Sizes

|   |  |
|---|--|
|  <b>12 ounces</b><br>5% ABV beer |  <b>8 ounces</b><br>7% ABV malt liqu  |
|  <b>5 ounces</b><br>12% ABV wine |  <b>1.5 ounces</b><br>40% (80 proof) ABV distilled spirits (gin, rum, vodka, whiskey, etc.) |


ABV = Alcohol by Volume

**Have a fun drink without the alcohol!**




#### Non-Alcoholic Margarita

1/2 oz. Fresh lime juice  
1/2 oz. orange juice  
1/2 oz. triple orange syrup  
1 oz. chilled lime juice  
Rim salt




#### Cranberry Seltzer

2 oz. cranberry juice  
2 oz. chilled lime juice  
2 tablespoons lemon  
8 oz. chilled seltzer  
Salt rim




#### Mojito Seltzer

1/2 oz. lime juice  
1/2 oz. triple orange syrup  
2 tablespoons cranberry juice  
2 tablespoons lemon  
1 ounce club  
8 oz. seltzer




#### Milkshake

2 tablespoons cranberry juice  
2 tablespoons orange juice  
1/2 oz. triple orange syrup  
1/2 oz. lime juice  
8 oz. chilled cranberry



#### Sunny's Cranberry Seltzer Cooler

2 oz. cranberry juice  
2 oz. chilled lime juice  
2 oz. triple orange syrup  
8 oz. chilled seltzer  
Salt rim



#### Sparkling Tropical Mocktail

1/2 oz. lime juice  
1/2 oz. triple orange syrup  
1/2 oz. cranberry juice  
1/2 oz. orange juice  
1 oz. chilled lime juice  
8 oz. chilled seltzer  
Salt rim



students, faculty and staff. DSS at IHS had 1,673 office visits and meetings. DSS at SO had 2,740 office visits and meetings. In total, DSS staff had 4,413 office visits and meetings in 2022-23.

#### USAGE OF ASSESSMENT RESULTS

- DSS staff will recommend if a name change and rebranding plan is appropriate based on the office names study and survey of constituents by the end of the 2023-24 academic year.
- DSS staff will continue to monitor how outreach efforts by staff impact the rate of students completing an intake after they have initiated contact with DSS and will hope to raise the completion rate to 75 percent or better than it was in 2022-23 (73.6 percent).

#### DEPARTMENT GOALS FOR 2023-24

- DSS will expand the offerings of Connectivity Group to improve the ability of this resource to help more students to make connections on campus with other students by recruiting students with different interests.
- DSS will apply for SGA recognition of DAPI as a student organization on campus in fall 2023. DSS will plan two initiation ceremonies for the 2023-24 year to induct more members as the society grows on-campus and more students become eligible.
- DSS will begin to write student self-advocacy training content and determine the timeline for the first group to participate in training.
- DSS will begin developing a Faculty Liaison program to allow for better faculty training on best practices for accommodating students to begin. This will involve inviting faculty willing to teach other faculty how they handle accommodations in their courses. This will allow

DSS to cultivate relationships with faculty with a positive view on accommodating students and help improve the effectiveness of faculty training through partnership rather than solely mandating compliance.

#### ADDITIONAL TESTIMONIALS

*“I’d like to preface by saying thank you for being so kind and helpful last semester. Having accommodations genuinely changed my outlook on law school, and I’ve gotten back 2 A’s so far. Thank you so much for helping me change my life and grades, genuinely.”*

– DSS LAW STUDENT

*“Thank you for all that DSS did for me in these four years. It truly gave a wonderful experience.”*

– GRADUATING DSS SOUTH ORANGE SENIOR, CLASS OF 2023

*“I finally submitted my app - thank you again for all your help Carolyn. The resources you shared were single-handedly the most helpful ever. You are a gift of a human being and disability support services director!”*

– SETON HALL DSS ALUMNI

*“Lastly, before I forget, I just wanted to thank you (and your staff) for all you have done to make my law school experience so smooth. The accommodations process in general can sometimes be a bit arduous, and that is aside from the self-conscious nature of getting granted the testing accommodation. Your responsiveness and eager-to-work-with persona is noticed and deeply appreciated. I am eternally grateful.”*

– GRADUATING SETON HALL LAW STUDENT

*“We worked together regarding accommodations during my first couple of years at the school of medicine when you were still working with them. I wanted to update you that I matched into psychiatry residency at Hackensack University Medical Center, and to thank you again for all your support back then. It made a big difference in my ability to successfully navigate and complete medical school, which I appreciate very much.”*

– PREVIOUS SHU DSS SCHOOL OF MEDICINE GRADUATING STUDENT, CLASS OF 2023

*“Thank you so much for always helping me during this most recent semester and throughout my time in college! I really appreciate all of the support you gave me and for meeting with me every week to touch base with me and take care of what I had hoped to address. I graduated with*

*my Bachelor of Science last week, and I am so grateful for you guiding me towards this achievement.”*

— GRADUATING DSS ACADEMIC COACHING STUDENT, CLASS OF 2023

*“I am graduating from the program in the upcoming days. I just want to thank you for all of your help and support during my time at Seton Hall. You have made this process very easy to navigate.”*

— GRADUATING DSS LAW STUDENT

## HEALTH SERVICES

### DIRECTOR

**Diane Lynch**

### CONTACT INFORMATION

**diane.lynch@shu.edu**

### STAFF

6 full-time employees, 2 part-time 10-month employees, 1 part-time contracted temporary employee

### MISSION

Health Services promotes and supports health in its broadest interpretation by providing high-quality health care to University students and health education that increases healthcare literacy and promotes a safe environment of caring and community on our campus. The department recognizes trends in medicine and nursing, develops policies and programs to reflect these trends, and coordinates services with other departments aimed at an integrated view of health and wellness that is mission attentive.

### LEARNING OUTCOMES

- For students to develop the ability to effectively communicate with healthcare providers and learn to navigate the healthcare system more confidently.
- For students to understand the relationship between their diagnosis and treatment plan.
- For students to understand the relationship between their treatment plan and reaching their health goals to engage in making healthy well-informed decisions.

### SIGNATURE ACTIVITIES

- **Vaccine Clinics:** Planned and organized COVID-19 and flu clinics for staff and employees.
- **Preceptor Program:** Our office continued to serve as a clinical rotation site for students in the nurse practitioner and physician assistant programs..
- **Planting Wellness:** Campus tabling event during the fall



Dare to Care Fair aimed at sharing health tips using the domains of wellness. Students were offered inspirational quotes, potted plants, sleep masks and tea to help them on their journey.

- **Foods that Improve Your Mood Table:** Participated in Spring Dare to Care Fair, providing information, recipes and samples of mood-boosting foods and drinks
- **Alcohol Awareness Table:** Partnered with KNOW MORE Peer educators to increase knowledge regarding alcohol safety, individual risk assessments and fun alternative non-alcoholic drink recipes.

### HIGHLIGHTS

- Health Services earned reaccreditation for another three years from the Accreditation Association for Ambulatory Health Care (AAAHC) following a site visit in the spring. This distinction is held by only three New Jersey university health centers. It demonstrates our commitment to meeting and maintaining high service, care and clinical practice standards for our students.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Work with campus partners to expand programming and outreach to students by planning and organizing at least two new events on campus.
  - ▶ This goal was exceeded as we provided three outreach events for students as described above.
- Work with campus partners to improve communication of department services to students using a multi-pronged approach.

- ▶ This goal was met was met through utilization of social media, CCTV, email, campus posters and outreach events.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23 ACADEMIC YEAR: 5

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- **Fall Point of Care Testing:** Documentation of billing analysis. Benchmarking study to evaluate the number of POC testing documented and billed for each patient and compare to last year's data to prove the sustainability of QI interventions.
- **Fall Mental Health Screening with follow-up depression intervention documentation study:** To identify if the depression intervention and/or documentation was utilized every time students had a positive PHQ2 screening to monitor the quality of care being delivered
- **Spring Patient Utilization and Satisfaction Survey** to share information with students on services available, evaluate utilization and measure patient satisfaction for those who have utilized our services. This survey served the dual purpose of monitoring the quality of services while promoting our professional staff and what we provide to those who have not utilized our services.
- **Depression Screenings:** A two-question depression screening (PHQ2) is administered once per year and as needed to students allowing us to identify and connect students to on and off-campus resources.
- **Alcohol Screenings:** A two-question screening is administered to students once per year and as needed to aid in identifying unhealthy alcohol use and provide a brief intervention.



#### ASSESSMENT RESULTS AND DATA REPORTING

- 96 percent of students reported feeling welcomed by our reception staff.
- 93 percent of students reported all their questions were answered during their visit.
- 87 percent of students reported they would recommend Health Services to a friend following their visit.
- During the 2022-23 academic year, health services provided 1,653 depression screenings during routine visits. 185 interventions were provided, identifying 166 students with positive screenings. These students were provided support and connected to resources for follow-up care.

#### USAGE OF ASSESSMENT RESULTS

- Increase the number of students who would recommend a friend to health services from 87 percent to 90 percent during the 2023-24 academic year.
- Health Services will continue to offer annual and as-needed mental health checkups at least once per year to 100 percent of students utilizing our services during the 2023-24 academic year.

#### DEPARTMENT GOALS FOR 2023-24

- Implement the Ask Me Three Program to support health literacy. Using the Institute for Healthcare Improvement tools, providers will document addressing the three specific questions used by the program to help students better understand their health conditions and what they need to do to stay healthy.
- Identify two areas for quality improvement after reviewing incident reports, patient surveys and AAAHC standards.
- Introduce at least one additional health screening relevant to the college aged population that will enhance and expand upon our existing programs and support healthy habits and lifestyle.

#### ADDITIONAL TESTIMONIALS

*“Very good service, had an amazing experience and got treated fast.”* — ANONYMOUS (FROM SPRING 2023 SURVEY)

*“Service here was better than one of my previous primary care doctor’s offices. Good job.”*  
— ANONYMOUS (FROM SPRING 2023 SURVEY)

*“My provider was extremely attentive, and gave me tips and samples to manage my illness. The overall experience was 10/10 with a short wait and respectful front desk employees.”* — ANONYMOUS (FROM SPRING 2023 SURVEY)



### DIVISIONAL STAFF ACHIEVEMENTS

- **Joseph Henson** was elected member at large of the Mid-Atlantic Health College Health Association.
- A DNP project authored by **Diane Lynch**, Evaluation of Telemedicine as an Option for Providing Safe Accessible, Care to Young Adults in a University Setting, has been downloaded in 44 countries and by 20 institutions over the past year.
- The department earned recognition again this year as a participant in the Annual University and College Flu Shot Challenge.

## HOUSING AND RESIDENCE LIFE

### DIRECTOR

**Nicole Giglia**, *associate dean of students*

### CONTACT INFORMATION

**nicole.giglia@shu.edu**

### STAFF

1 director of residence life (*full-time administrator*),  
2 assistant directors (*full-time professionals*),  
2 area coordinators (*full-time professionals*),  
6 residence coordinators (*full-time professionals*)

### MISSION

Welcome to your home at The Hall. The Department of Housing and Residence Life provides a living, learning environment that fosters academic and personal experience for residents, helping them prepare for the rest of their lives.

### LEARNING OUTCOMES

- As a result of living in Seton Hall University residence halls and participating in residence hall programming, students will:
  - ▶ Develop holistic skill sets that will prepare them for experiences in and outside of the classroom
  - ▶ Learn conflict resolution and how to live together in a diverse community

### SIGNATURE ACTIVITIES

- **The First 56 Days:** Each year the Housing and Residence Life team collaborates with other campus partners to host programming geared toward first-year students during the first 56 days of the fall semester. This initiative serves to ensure new students are engaged and connected to the campus community during a crucial transition period.



- **Fire Safety Month:** Housing and Residence Life hosted 10 programs in October to bring important, life-saving education to students regarding fire safety. Through support from the Aspiring Kindness Foundation, Housing and Residence Life engaged upper-class students in cooking safety programs, fire safety trivia and educational material distribution. Most importantly, students were empowered to be intervening bystanders to address concerns before they escalate.
- **Returning Student Housing Selection:** Each year, students are able to opt into on-campus housing for the following year. Housing and Residence Life increased marketing efforts to ensure that students had ample opportunity to tour residence halls, make connections with future roommates, and follow an easy process to submit a housing deposit and application.

### HIGHLIGHTS

- Partnered with Campus Ministry to revive Seton Hall tradition of Residence Hall Room blessings in September.
- Continued renovation and improvements of Residence Halls consistent with the Strategic Plan with new carpet in Turrell Manor and new furniture for Ora Manor.
- A record number of students (225) applied to be a resident assistant.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- Using data found from assessments, we will update and improve our residential curriculum.
  - ▶ **In Progress:** A new assistant director of residence life was hired in January to focus efforts on improving the residential curriculum.
- Revise mission statement and Housing and Residence Life's web presence on SHU.edu working with Digital Media Services and Web Development to help stakeholders find information on our website easier.
  - ▶ **In Progress:** A new website layout was developed and created for the landing page for Housing and Residence Life. Improvements to website content and design continue. Due to the transition of the director of housing and residence life position, a revised mission will be addressed once a new director is hired.
- Research graduate housing to help increase revenue for the institution.
  - ▶ **Completed:** Research regarding our capacity for graduate housing has been conducted. At this time, we are unable to accommodate graduate students as the demand for undergraduate student housing remains consistent with our occupancy availability.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

#### ACADEMIC YEAR: 4

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- **Cable Usage Survey:** Measured the extent to which students utilize on-campus cable.
- **Intent to Return Survey:** Surveyed students on their intent to return to housing for the spring semester and the following academic year.
- **Housing Cancellation Survey:** Surveyed reasons as to why students leave housing prior to the end of the academic year.
- **Resident Assistant Training Assessment:** Measured effectiveness and satisfaction of RA training.

#### ASSESSMENT RESULTS AND DATA REPORTING

- **Cable Usage Survey:** 75 percent of students indicated that they primarily use personal streaming services for entertainment within the residence halls.
- **Housing Cancellation Survey:** Students indicate that they leave the residence halls for various reasons, including December graduation, living off campus, living with family and studying abroad.
- **Resident Assistant Training:** Overall, students meet intended learning outcomes but still continue to desire



additional hands-on training compared to lecture-based sessions.

### USAGE OF ASSESSMENT RESULTS

- Based on results from the Cable Usage survey, we will not renew the cable contract in the residence halls following the termination of the contract in spring 2024.
- Based on the housing cancellation survey, we will revise the housing cancellation process and policy for early termination of the housing license agreement.
- Based on feedback regarding resident assistant training, we will continue to adapt training sessions to be experiential when possible, through activities such as case studies.

### DEPARTMENT GOALS FOR 2023-24

- Begin benchmarking/planning for Living Learning communities by working closely with Buccino Leadership program as a pilot community for academic year 2024-25.
- Begin benchmarking/planning for new programming curriculum to launch AY 2024-25.
- Increase assessment efforts across all HRL processes to ensure satisfaction and effectiveness of programs, policies and procedures.

### ADDITIONAL TESTIMONIAL

*"My personal journey as a resident assistant has been a rewarding one, centered around building a tight-knit community and fostering a sense of home at the Hall."*



*By being a dependable source of support and resource for students, I've had the privilege of making their University experience truly memorable.”* — MELANIE T.

#### DIVISIONAL STAFF ACHIEVEMENTS

- **Kendra Sherman** was promoted to assistant director of housing and residence life.
- **Kendra Sherman** was selected as a program reviewer for the Association for the Study of Higher Education.
- **Evan Royds** was promoted to area coordinator.
- **Kendra Sherman** was accepted into the Higher Education Leadership Management and Policy Ph.D. program at Seton Hall University.
- **Evan Royds** was selected to participate in the regional entry level Institute through the Mid-Atlantic Association of College and University Housing Officers.
- **Kendra Sherman** was selected to participate in the National Housing Training Institute through the Association for College and University Housing Officers – International.

- **Ray Vincent DeJesus** and **Evan Royds** participated in the National Collation Building Institute.
- **Ray Vincent DeJesus, Frank DiNozzi** and **Daniela Montoya** were admitted into the Master of Arts in Education in Higher Education and Student Affairs program.
- Housing and Residence Life earned the divisional Program of the Year award for their Mental Health Awareness Week program in collaboration with Dare to Care.

# Divisional Staff Achievements

## Awards and Recognitions

- The Pirate Battalion Army ROTC Program awarded our parking services department a certificate of appreciation for our invaluable support and contribution of time to improve their battalion.
- **Nicole Giglia** was selected as recipient of the Gerard Babo award from the College of Education and Human Services.
- **Assistant Vice President for Student Services Winston Roberts** received the President's Award for Service.
- **Ghana Hylton** was recognized by athletics with the 2023 Campus Champion Award.
- **Ghana Hylton** was invited to the board of directors for ACE Women's Network of NJ (NJACE).
- **LTC Adam Scher** was selected for temporary duty during the summer session to serve as the military assistant to the undersecretary of defense for policy.

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## Certificates and Degrees

- **Ibiyemi Adesanya** defended her dissertation titled *Food Insecurity Among College Students: Perception of College Administrators* and was granted her Ed.D. degree.
- Operations coordinator **Heather Brito** began her doctoral studies at Seton Hall in spring 2023.
- **Ray Vincent DeJesus, Frank DiNozzi** and **Daniela Montoya** were admitted into the Master of Arts in Education in Higher Education and Student Affairs program.
- Student success advisor **Tim Fox** began his doctoral studies at Seton Hall in spring 2023.
- **Nicole Giglia** earned a Ph.D. in Higher Educational Leadership, Management and Policy at Seton Hall University in May 2023.
- **Kendra Sherman** was accepted into the Higher Education Leadership Management and Policy Ph.D. program at Seton Hall University.

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## Promotions/Additions

- **Caroline Black** was promoted to coordinator for outreach and prevention for CAPS.
- **Alex Gonzalez** was elevated to senior coordinator for Life Safety Systems.

- **Yessine Griffin** promoted to group coordinator for CAPS.
- **Ghana Hylton** was named director of campus inclusion in February 2023 and co-opened the Campus Inclusion and Community Center.
- Security manager **Peter Iossa** was promoted to assistant director.
- With 21 years of service at Seton Hall University, **E. Sergio Oliva, M.A.**, was appointed to associate vice president and director of public safety.
- **Chenelle Lauture** was promoted to coordinator for outreach and prevention for diversity, equity, inclusion and justice for CAPS.
- **Joshua Lomas** was hired as an assistant director of RISE in May 2023.
- **Meshala Morton** was hired as a RISE graduate assistant in September 2022.
- **Jeffrey Payne** was elevated to associate director of police safety.
- **Khazema Rauf** was hired as program coordinator of RISE in November 2022.
- **Kendra Sherman** was promoted to assistant director of housing and residence life.

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## Professional Development

- **Ray Vincent DeJesus** and **Evan Royds** participated in the National Collation Building Institute.
- **Nicole Giglia** served as a board member and Programming Chair for the NJ – ACE Women's network.
- **Cassandra Graham** presented at the 2023 CRLA (College Reading Learning Association) NJ/PA Regional Conference on "Study Strategy: Explaining Material to Peers – Who Does it Help?"
- **Joseph Henson** was elected member at large of the Mid-Atlantic Health College Health Association.
- **Nicole Paternoster** became the website administrator for National College Reading and Learning Association.
- **Evan Royds** was selected to participate in the Regional Entry level Institute through the Mid-Atlantic Association of College and University Housing Officers.
- **Kendra Sherman** was selected as a program reviewer for the Association for the Study of Higher Education and selected to participate in the National Housing Training Institute through the Association for College and University Housing Officers – International.

# Divisional Staff Achievements

- **CPT Hope Stremcha** completed the U.S. Army Master Educator Course at the University of Louisville during winter session 2023.
- **Karen Van Norman** served as a program reviewer for NASPA's national conference.

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## Publications and Research

- **AVP** and **Dean Dr. Vaughn Calhoun** was featured by *Fortune* magazine's Education Edition for his thoughts on earning an Ed.D. vs. Ph.D.
- The department earned recognition again this year as a participant in the Annual University and College Flu Shot Challenge.

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## 2022-2023 Divisional Awards

Best Practices Award: **Center for Academic Success and Dean of Students Office**

Campus Partner Award: **Business Affairs**

Innovation Award: **Career Center**

Outstanding Mission Award: **Educational Opportunity Fund Programs** (*Educational Opportunity Program and Pre-Medical/Pre-Dental Plus Program*)

Program of the Year Award: **Housing and Residence Life**

## Acknowledgements

Quality Assurance Subcommittee Annual Report  
Ad Hoc Committee

- **Matthew Geibel**, director, Academic Support Services for Student Athletes, Academic Advisement
- **Cassandra Graham, Ph. D.**, associate director, Pre-Medical/Pre-Dental Plus Program and Chair of Division of Student Services Quality Assurance Subcommittee
- **Justin Krass**, associate director, Career Center
- **DJ Schuck**, assistant director, Department of Housing and Residence Life
- **Shadlyne St. Fleur**, student success advisor, Educational Opportunity Program

Annual Report Liaison

- **Winston Roberts**, AVP, Student Services and Dean of Student Engagement

University Relations Team

- **Anthony Liptak**, associate director of content and creative
- **Eric Marquard**, university designer



**What great minds can do.**



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