

# Student Services Annual Report

2023-2024







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# Welcome Message

## From the Vice President of Student Services



Arriving at Seton Hall eleven 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 Operations, 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.

I am humbled and honored to serve the Division of Student Services through vision and planning, listening and support, and optimism and positivity. Our Division embraces our core values of caring for our students, collaboration, communication, service, and support.



As we continue to build our legacy of leaders, we thank you for embracing our divisional mission of student success and creating a welcoming, supportive, and inclusive campus community. I look forward to welcoming our new and returning students back 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

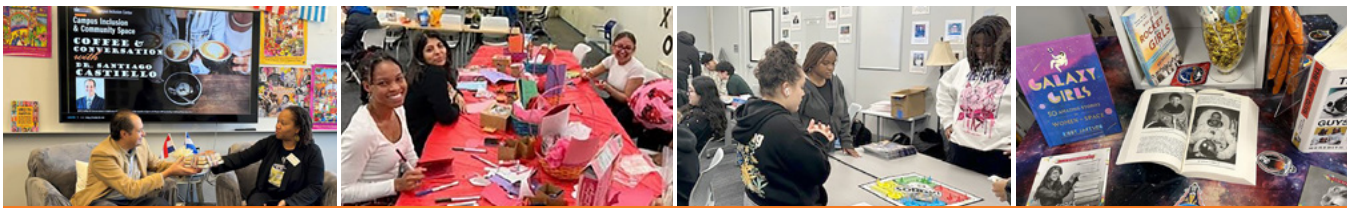
► The Division of Student Services fosters the implementation of Goals 3 and 4 of the Seton Hall University Strategic Plan – *Harvest our Treasures*. Goal 3 aims to create an equitable and consistent premier student experience, enhance student support and retention, and prepare students to be impactful 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

- Weekly academic and mentoring meetings and comprehensive tutoring program for Student-Athletes
- Career Fairs
- Career Center Employer information sessions and panels
- SHARCFest
- Midterm Madness and Study Hall-o-Ween
- Summer Orientation
- SHU Reads! Summer Reading Program
- ROTC Combined Fall Tactical Scenario Training Exercise
- ROTC Vietnam Battle Staff Ride for cadets



## CAMPUS INCLUSION AND COMMUNITY

- Coffee and Conversation
- Heritage Month curated displays and programming
- First-Generation Circle of Change Student Conference
- 6-week PMPDPP and E.D.G.E. Summer Institutes
- Brunch with Your Books
- Academic Society events and visits to professional schools
- 3-week RISE SSS Summer Institute
- RISE Gen 1 Speaker series
- B.L.A.C.K. (Brothers Learning and Ascending in a Community of Knowledge) Mentoring and Alumni Programming

# Signature Events and Activities



## ENGAGEMENT AND CENTRAL ADMINISTRATION

- Professional Development Series
- Student Services Leadership Library
- Systems access, troubleshooting and training
- Christmas at the Hall
- ONWARD Spring Concert
- Spring Fling Carnival
- New Student Orientation and Pirate Adventure
- Seton Hall Weekend



## PUBLIC SAFETY AND SECURITY

- SHUFLY Fixed Route Shuttle Service with TripShot App
- SHU SafeRide On-demand Transportation Escort Service
- Community Emergency Response Team (CERT)
- RAD Self-Defense Training
- Public Safety and Security Advisory Council



## STUDENT WELLNESS AND SUPPORT

- Individual and group therapy, crisis intervention, case management, and consultation
- Mental Health prevention and outreach programs
- Vaccine Clinics
- Preceptor program
- KNOW MORE
- Behavioral Intervention Team
- Accommodation Determination and Provision
- Exam Proctoring
- First 56-Days Programming



# Academic Success

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



Entering my fourth year at Seton Hall, I feel a deep sense of accomplishment alongside this year's senior class. We began this journey together, and witnessing their growth and resilience fills me with immense pride. My role allows me to collaborate with dedicated teams across the Division of Student Services: Academic Support for Student-Athletes, the Academic Resource Center, Career Services, the Center for Academic Success, Pirate Pathway, ROTC, and the Transfer Center. This year, I'm honored to continue contributing to this collaborative network, empowering students to unlock their full potential and achieve their academic and personal aspirations. It's a privilege to be part of a team that fosters such an enriching and supportive environment at Seton Hall.

As a former Division I student-athlete, I deeply understand the importance of academic support for student-athletes. This year, under the exceptional leadership of Director Matthew Geibel, Amanda DiDonato, and Carissa Leoni, our student-athletes achieved remarkable success. Their dedication translates into impressive academic results: a staggering 60 percent of student-athletes earned Dean's List recognition in Spring 2024, boasting a stellar cumulative GPA of 3.531. This commitment to excellence extends beyond the classroom. A phenomenal



42 student-athletes were inducted into the prestigious Chi Alpha Sigma National College Athlete Honor Society in the spring, a testament to their unwavering focus on maintaining a minimum cumulative GPA of 3.40 at the junior and senior levels. These achievements directly result from the balanced approach fostered by the Academic Support for Student-Athletes program. Witnessing these student-athletes excel both on the courts and fields while demonstrating a deep commitment to academics is truly inspiring. They are a powerful example of the synergy between athletic excellence and academic achievement.

The Academic Resources Center (ARC), under the leadership of Dr. Nicole Paternoster and Edward (Ted) McCulloch, achieved a significant milestone this year: Level II certification from the College Reading and Learning Association (CRLA), a prestigious designation signifying the ARC's commitment to exceptional tutoring. This achievement, coupled with Dr. Paternoster and Ted's appointments to the CRLA board, underscores the outstanding leadership and expertise within the ARC. The dedication of the ARC's tutors further fueled student success. This year saw a record increase in utilization of tutoring services, including Academic Coaching, Supplemental Instruction, Tutors in Residence, and Peer Tutoring. This surge reflects a growing culture of de-stigmatizing tutoring support within the Seton Hall community. Beyond academic support, the ARC fostered a vibrant learning environment with engaging events. Initiatives like the first-ever midterm events, themed Study Hall-o-Ween, Midterm Madness, and the record-breaking SHARCFest showcase the ARC's commitment to student engagement throughout the year. For the latest updates and insights from the ARC, follow their Instagram page @setonhall\_arc. It's a valuable resource for staying connected and informed about their exceptional services and opportunities.

The Center for Academic Success (CAS) soared this year, making a real difference in student lives. Under Assistant Dean Josh Dornbos' leadership of our dedicated Student Success Advisors, we connected with 9,074 students in individual appointments. This personalized support played a key role in our first-year students achieving a remarkable Fall to Spring retention rate of 93 percent, ensuring they continued their academic journey at Seton Hall. But the good news doesn't stop there! Our CAS team secured two microgrants from the Office of the President and Provost

for innovative proposals within the new Idea Hall program. Lisa Healey's initiative will empower undecided students, while Brittany Gogates' project focuses on supporting Pirate Pathway students. Both aim to further enhance the student experience and boost retention rates. We successfully restructured CAS, assigning our advisors to one of four strategic focus areas (Pirate Pathway, Transfer Students, Undecided Students, Curriculum and Assessment). Want to learn more about the exceptional work happening at CAS? Follow us on Instagram at @setonhallcas for the latest news and updates. It's your one-stop shop for staying informed about how CAS is helping students thrive!

The Career Center (TCC), under Jorge Rivera's leadership, has been a student success engine this year. Their innovative approach earned them the prestigious 2023-24 Division of Student Services Innovation Award, a testament to their commitment to meet evolving student needs. This translates into real results – TCC boasts a phenomenal 97 percent employment rate for actively engaged students, from large-scale events like the Fall Career Fair and Expo (attracting 93 employers and 697 students) to targeted Spring Career fairs like the Business Internship and Career Expo, Creative Connections Career Fair, STEM, Health and Analytics Career Fair. TCC ensures every student has access to relevant opportunities. Their commitment extends beyond events, with 83 career presentations hosted throughout the year, partnering with departments like Admissions and Athletics as well as RISE and U-Life. This comprehensive approach empowers students at all stages of their journey. To solidify these connections, TCC facilitated a staggering 211 employer career meetings, bringing students face-to-face with top companies like Blackrock, BlueOwl, BML Public Relations, Capital One Ventures, CBS Sports, CNBC, CohnReznick, Deloitte, Enterprise, Federal District Court of NJ, Goldman Sachs, Hilton Hotels, iHeart Radio, Johnson and Johnson, MLB Network, MSNBC, NHL/NBC Universal, NY Red Bulls, Prudential Partners, RWJ Barnabas Health, Sirius XM, UFC, US Customs and Border Protection, Warner Bros, WISS and Company. Stay connected with TCC's exceptional work by following them on Instagram at @careercentershu – it's your one-stop shop for career resources and success stories!

We bid farewell to Lt. Colonel Adam Scher, who leaves a lasting impact after two years commanding the Seton Hall Army ROTC Pirate Battalion program. Under his leadership, ROTC has flourished, establishing a robust presence on

campus through active volunteerism. From supporting basketball games and serving Thanksgiving dinners to participating in SHARCFest and Pirate Week, cadets have consistently enriched the university community. Lt. Colonel Scher's vision culminated in the program's first-ever ROTC study abroad trip to Vietnam. This unique experience fulfilled the cadets' Battle Staff Ride requirement while fostering leadership development through firsthand exposure to historical battlefields. This achievement, along with the successful commissioning of 7 cadets as 2nd Lieutenants this past spring, exemplifies the dedication, discipline, and exceptional leadership cultivated within the SHU ROTC program. For a glimpse into the exciting events, achievements, and experiences shaping our future leaders, follow the SHU ROTC Instagram account @shu\_piratebattalion.

Seton Hall's vibrant community thrives on fostering your full potential. The future holds exciting possibilities, not just for individual journeys but for the collective impact we can make on the world. I believe that education empowers action, and I'm committed to providing the resources and support necessary to unlock your talents and fuel your passions. Through active listening and collaboration, we'll learn from each other, build upon our remarkable record of success, and collectively forge ahead 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

### DEPARTMENT CONTACT

Nicole Paternoster, *director of Academic Resource Center*

### CONTACT INFORMATION

nicole.paternoster@shu.edu

### STAFF

1 director, 1 program coordinator, 42 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 combines 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

- In the Fall and Spring semesters, we offer SHARCfest, a final exam preparation event with workshops and drop-in tutoring.
- Two midterm events are offered to improve academic support. Midterm Madness is offered in the spring, and Study Hall-o-Ween is offered in the fall.
- Campus-wide tutor training brings together all SHU tutors twice a year in August and January.



### HIGHLIGHTS

- In February 2024, the Academic Resource Center and the other tutoring centers on campus were certified by the College Reading and Learning Association (CRLA). This allows us to acknowledge the dedication of our tutoring staff by certifying them as Level 1 (Regular) and Level 2 (Advanced) tutors.
- In Fall 2024, all four of the ARC's programs saw impressive numbers, with an average of 18 percent increase in usage compared to Fall 2023. In Spring 2024, we saw an average increase of 23 percent compared to Spring 2023.
- In Spring 2024, SHARCfest attendance was up 24 percent compared to Spring 2023.
- All graduating tutors were accepted into graduate school or were offered employment in their field of study.

### PAST DEPARTMENTAL GOALS FOR 2023-24

#### Goal 1: Explore embedding academic coaches and supplemental instructors in the classrooms.

In AY 2023-2024, we investigated embedding coaches and SI (Supplemental Instruction) leaders into the classrooms. Academic coaches could support ULife, particularly those who serve Pirate Pathways, and work with faculty members and peer advisors. This goal is in process.

#### Goal 2: Increase tutoring services, including those at the IHS (Interprofessional Health Sciences) campus.

The pilot program ran from April to May 2023 in the IHSC Student Services conference room, and tutoring services

continued in Fall 2023 and Spring 2024. Tutoring at IHSC has steadily increased each semester but work still needs to be done to increase student participation.

**Goal 3:** Increase the availability of technological resources to enhance tutoring sessions, including adding a VR station and an increased library of mini-lessons available on the Seton Hall YouTube channel.

We continued to record videos to be added to YouTube, and we hope to have the VR station ready for Fall 2024.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24

**ACADEMIC YEAR: 4** – student usage surveys, tutor self-evaluations and tutor evaluations (done once per semester)

### DESCRIPTION OF 2023-24 ASSESSMENTS

- After completing their session, students who utilized peer tutoring and academic coaching in the ARC were sent a survey via Compass.
- Students who utilized Supplemental Instruction sessions and/or Tutors in Residence were sent a link to a survey to gauge their satisfaction with those services.
- The Tutor Satisfaction Survey was provided to all student workers at the ARC and included questions on the successes and challenges of working at the ARC.
- 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 areas where they can continue to improve.



### ASSESSMENT RESULTS AND DATA REPORTING

- **Student Surveys:** Surveys sent to students show overall satisfaction with the services. Qualitative results show high satisfaction with the ARC and Academic Coaches as a resource. Areas of concern include the need for increased advertising of services and a greater connection between Supplemental Instruction leaders and their faculty.
- **The Tutor Satisfaction Survey:** Results from this survey indicate an overall high satisfaction with the job due to the environment, flexibility, ability to assist peers, development of connections, and help to reinforce the material for themselves. Some challenges include students who arrive unprepared for tutoring sessions, cancel at the last minute, or do not show up at all.
- **Tutor Evaluations:** 2023-2024 evaluations indicate strong student leaders were hired to work for the ARC. The majority of the team showed they understood the importance of the mission of the ARC and their role as tutors. Most are committed to customer service and developing their skills as tutors and coaches. The areas of improvement included building professional skills and timely email communication.

### USAGE OF ASSESSMENT RESULTS

- In the Summer, the ARC will work with the biology and chemistry departments to plan more effective outreach to students regarding SI sessions and ARC tutoring. The ARC will also concentrate on ensuring faculty understand the importance of connecting with their SI leaders and guiding them towards the material to be covered in the sessions to ensure consistency.
- Tutors indicated frustration with students coming to sessions unprepared or not showing at all. Class visits to ULife classes will allow the ARC to share important information on effectively using tutoring services. In Fall 2024, students will also be reminded of the no-show policy and appointment reminder emails.
- Tutor evaluations showed a need for an increased emphasis on workplace professionalism. All tutoring staff will sign a contract before they can begin work in Fall 2024, indicating an understanding of our attendance policies and the importance of promptly replying to correspondence. Tutors will learn more about the value of professionalism through ongoing training in the fall and spring semesters.



### DEPARTMENT GOALS FOR 2024-25

- Increase utilization rate by 15 percent compared to Fall 2023 and Spring 2024, respectively. Implement robust outreach programs to inform students about the services available through the ARC, including online options such as tutor.com.
- Build stronger relationships with faculty and student groups. Increase outreach to faculty by inviting them to open houses and creating an easy referral system, providing evidence-based results, hosting informal gatherings for faculty and ARC staff, and soliciting feedback from faculty for improvements on how we can better support their courses. Increase communication with student groups on campus and target their needs.
- Implement new assessments and evaluations. Track grades of students who attend tutoring vs. a control group of students who did attend tutoring. Hold focus groups along with our already established session surveys. Develop and implement an action plan based on assessment findings.

### ADDITIONAL TESTIMONIALS FROM STUDENTS

*“Being able to talk to someone who has gone through the material gave me comfort in asking questions.”*

*“I found it [Tutors in Residence program] very useful during stressful times of need and especially the night before an exam if I needed to review something.”*

*“The ARC changed the way I studied. Thank you to the academic coaches for assisting me in getting a study plan together.”*

*“I would not have made it through chem without my SI leader. The tutors helped to save my semester.”*

*“This is an amazing resource.”*

### DIVISIONAL STAFF ACHIEVEMENTS

- Ted McCulloch served as NJ Membership Coordinator for the College Reading and Learning Association-PA/NJ region.
- Ted McCulloch began his Ph.D. program in Higher Education Leadership at Seton Hall.
- Nicole Paternoster and Ted McCulloch served on the boards of professional organizations.
- Nicole Paternoster served as Website Administrator for the National College Reading and Learning Association (CRLA).
- Nicole Paternoster presented on Sense of Belonging in Academic Spaces at the CRLA National Conference in Baltimore in November 2023.

## ACADEMIC SUPPORT SERVICES FOR STUDENT-ATHLETES

### DEPARTMENT CONTACT

Matt Geibel

### CONTACT INFORMATION

studentathletesupport@shu.edu

### STAFF

1 director, 1 senior associate director, 1 associate 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 consistently perform at their highest academic potential.

### 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 dog, Buster.
- 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 after the spring 2024 semester is 3.531, an all-time high.
- Approximately 60 percent of all student-athletes earned Dean's List in the spring 2024 semester.
- 42 student-athletes were inducted into Chi Alpha Sigma - the National College Athlete Honor Society.



- Josie McCartney (women’s swimming and diving) and Zachary Sylvester (baseball) were named the Seton Hall nominees for Big East Scholar-Athlete of the Year, earning a scholarship toward graduate studies.
- Samuel Bjork (men’s soccer) was named CSC Second Team Academic All-America.
- 35 Seton Hall student-athletes were named to the College Sports Communicators (CSC) Division I Academic All-District Team. Women’s Soccer (5), Volleyball (3), Men’s Soccer (6), Women’s Tennis (3), Women’s Golf (4), Baseball (1), Softball (5), Men’s Swimming and Diving (4), Women’s Swimming and Diving (4).
- Three graduating student-athletes earned the highest GPAs within their respective colleges: Mark Walier (Stillman School of Business), Madeline Field (School of Diplomacy and International Relations), and Josephine McCartney (College of Arts and Sciences), all graduating with a perfect 4.0 GPA.

**PAST DEPARTMENTAL GOALS FOR 2023-24**

- Purchase of new academic center furniture to enhance the learning environment.
- In conjunction with the HALL Program and Department of Athletics, expand the partnership with Athlete Ally to further support PRIDE activities and the LGBTQIA+ community.
- Explore additional support positions, including a learning specialist and athletics certification consultant.
- Continue to provide seamless services during staffing adjustments in the fall semester with our Faculty Athletics Representative.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24  
ACADEMIC YEAR: 4**

**DESCRIPTION OF 2023-24 ASSESSMENTS**

- Tutor Satisfaction Survey – Fall 2023
- Student-Athlete Satisfaction and Needs Survey – Spring 2024
- Tutor Satisfaction Survey – Spring 2024
- Graduate Assistant Survey 2023-24

**ASSESSMENT RESULTS AND DATA REPORTING**

- Satisfaction and Needs Survey – spring 2024; 27 percent of student-athletes responded
  - ▶ 100 percent of respondents were extremely or moderately satisfied with the tutoring program as a whole
  - ▶ 100 percent of respondents indicated that their advisors’ assistance was provided in a timely manner.
  - ▶ 97 respondents indicated that their advisor in Academic Support Services for Student-Athletes was extremely or very helpful during the registration process.
  - ▶ 94 percent of respondents felt extremely or very supported by their advisor in Academic Support Services for Student-Athletes
  - ▶ 94 percent of respondents said they will continue utilizing tutoring services through the Charles W. Doehler Academic Center for Excellence.
- Tutor Satisfaction Survey – spring 2024; 62 percent of tutors responded
  - ▶ 71 percent of tutors rated their overall tutoring experience as Excellent, and 29 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 2024-25

- Follow up on the request to create a new academic advisor/tutor coordinator position.
- Engage in additional conversations with the University Registrar regarding a dedicated certification officer.
- Expand collaboration with the ARC to develop academic skills and content workshops for student-athletes.

### ADDITIONAL TESTIMONIALS

*“I really appreciate all the work that is done to help us student-athletes to succeed in our sport while at the same time succeeding in the classroom as well.”*

– STUDENT-ATHLETE

*“I feel like the staff has been wonderful and very helpful throughout my journey thus far at Seton Hall!”*

– STUDENT-ATHLETE

*“I really appreciate all you have done for me the past four years. The ability to use the space, especially the study rooms, was invaluable and the tutoring services were incredibly appreciated.”*

– STUDENT-ATHLETE

*“Thank you for making this opportunity available to me, I have learned lots and have grown as a person.”*

– STUDENT-TUTOR

*“I am deeply indebted to Carissa, Amanda, and Matt for their help, and I am always satisfied by their ways of handling situations and support.”*

– STUDENT-TUTOR

### DIVISIONAL STAFF ACHIEVEMENTS

Amanda DiDonato was promoted to Senior Associate Director, Academic Support Services for Student-Athletes.

Carissa Leoni was promoted to Associate Director, Academic Support Services for Student-Athletes.

## CAREER CENTER

### DEPARTMENT CONTACT

**Jorge E. Rivera**

### CONTACT INFORMATION

**jorge.rivera@shu.edu**

### STAFF

1 director, 1 associate director, 4 assistant directors, 2 coordinators, 1 graduate assistant

### 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 a general Career Fair, coordinated three industry-specific career fairs, and managed three industry-specific networking events. More than 1,650 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 completed its 14th year with 34 participating mentors and students. CHAMP pairs students with alum 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 alum mentors.

### HIGHLIGHTS

- During the fall 2023 semester, the Career Center successfully promoted and expanded the Pirate's Closet initiative to further support student success, access,

and affordability. This initiative was created to help students overcome financial barriers that hindered their participation in career fairs and professional development events. By providing free business attire, the Career Center leveled the playing field for those who could not afford the necessary professional clothing, enabling them to make a positive first impression in job interviews. The generous donations from our university friends and community members significantly contributed to the success of the Career Closet. This initiative originated from an idea by recent graduate Jason Santos, 24' and his business classmates at the Buccino Leadership Institute.

- During the month of November, The Career Center hosted its first-ever off-campus Entertainment and Marketing Network Exchange at the Prudential Center inside the iconic 1982 Lounge. Taking place right before the Men's Basketball season opener game, this event brought professionals from various industries, including Media and Entertainment, Marketing and Sports Media, PR, Journalism, Design, Advertising, Communication, Sales, Market Research, and many more, to meet with our student leaders. Many of these professionals were alums, which allowed students to make great connections and gain valuable insights from those who once stood in their shoes.
- The Career Center continued to host small-scale career events throughout the year at Seton Hall University's satellite space and Welcome Center in the heart of the city's Gateway Complex. Various career retreats and workshops were held in this invaluable location. One notable event was a career workshop titled 'Cracking the Code: Fine-Tuning Your Interview Skills,' in early February 2024. This workshop, conducted in collaboration with





the Buccino Institute, provided an opportunity for nursing students to meet with professionals from the nursing field and learn best practices for interviewing

- The Career Center's second year of the Pathfinder's Job Shadowing program proved highly successful. Throughout the past year, the program continued to excel with the addition of numerous participating organizations, significantly expanding opportunities for students in new industries. Participants were able to shadow employers at their offices for either half or full days, gaining valuable insights into potential jobs, career paths, and industries
- The Career Center team was pleased to offer employer site visits for our students. We were grateful to the following respected organizations for opening their doors to us:
  - ▶ Firmenich
  - ▶ CNBC
  - ▶ FBI Newark headquarters
  - ▶ Passaic County Vicinage
  - ▶ The New York Yankee: These valuable opportunities enable our students to network with industry leaders and gain insights into potential career paths, thereby enhancing their professional skills and advancing their careers.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Increased usage of VirtualSpeech, an AI-powered soft skills training on communication skills. Achieved a 20 percent increase in user engagement within the first year, demonstrating the platform's effectiveness in attracting and retaining users and positively impacting students' soft skills development.
- Expanded outreach to student programs and organizations. The Career Center continued to expand career outreach to student programs and organizations, including EOP,

RISE, and Gen 1. Outreach efforts also extended to various schools and colleges, such as the Stillman School of Business, the College of Human Development, Culture, and Media, and the College of Arts and Sciences.

- Implemented the pilot summer 2022 Career Peer Ambassadors program. In collaboration with Enterprise Holdings LLC, the Career Center utilized grant funding to extend the Summer Career Peer Ambassadors program throughout the fall of 2023 and spring 2024 semesters. This year-round initiative provided valuable opportunities for all students, including our international cohort, offering them the chance to gain practical career experience and support.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 21

#### DESCRIPTION OF 2023-24 ASSESSMENTS

- **Career Fair Survey:** Employers and students who attended the fall 2023 Career Fair and the three industry-specific career fairs in the spring of 2024 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 undergraduate class of 2023 was collected through a survey distributed via email and during cap and gown pickup. For the first time, The Career Center also collected data on the post-graduation career status of the graduate class of 2023. These surveys offer valuable insights into postgraduate outcomes, which are carefully reviewed by the Center to continually enhance our career services.



- **Internship Evaluations:** After each semester, student interns and their supervisors completed 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 Pathfinders (Shadowing) Program and some of the site visits were requested to complete an evaluation after the event. At the same time, employers who participated in the Pathfinders (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, 163 employers completed the post-event survey. Out of those responses, 139 out of 160 (87 percent) indicated that the program was well planned, and 110 out of 119 (92 percent) would recommend that their organization return for a future career fair. One employer provided the following written feedback: "I love every SHU event!" For students, 96 out of 119 (81 percent) indicated that they achieved their goal at the fair they attended
- **First Destination Survey:** Career status information was collected from approximately 1,202 baccalaureate graduates. For the class of 2023, the "overall success rate" was 98 percent. The success rate is calculated based on those respondents "actively" seeking career-related employment or graduate school.
- **Intern Evaluation:** On the 2023-24 student self-reflection and evaluations, 98 percent (N=215) 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, 100 percent (N=219) said that they "strongly agree" or "agree" that the internship was a valuable learning experience.
- **Program Evaluations:** On the post-event evaluations for the Shadowing Program, all ten (100 percent) host sites who completed the evaluation indicated that they had an Extremely Positive or Positive Experience, and all 10 (100 percent) sites indicated they would be willing to participate again next year. For students, nine completed the post-event evaluation. Eight out of these nine students (89 percent) indicated that they were either



extremely satisfied or satisfied with the program and that they would be extremely likely or likely to recommend the program to a friend. One student described the program as “Amazing program; I would love to partake in more!”

- **Program Evaluations:** Post-event evaluations were completed for two site visits and were completed by a total of four students. Of these students, All four (100 percent) indicated that they would participate in another site visit. As stated by one student, “I enjoyed this experience and learned more information that could help me in the future.”

### 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 2024. 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 2024. 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 2024 to continue the assessment cycle for the next career fair.
- **First Destination Survey:** The Career Center staff is reviewing the qualitative responses from the undergraduate and graduate First Destination Survey. All responses are coded for strengths and areas for improvement across all schools and colleges. The staff

will meet in July 2024 to discuss the survey results, establish goals to address areas for improvement, and enhance areas of strength. Strategies will be implemented for the 2024-25 academic year and reassessed with the 2025 First Destination Survey.

- **Intern Evaluations:** The Career Center staff will review the intern evaluations provided by the employers in July 2024. 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 2024-25

- Increase student engagement with career services, utilization of resources, and attendance at career events.
- Purposely expand employer partnerships with multiple organizations in a diverse range of industries, successfully bringing new opportunities to recruit students and organizations to participate in on-campus events and presentations.
- Expand internship and experiential learning opportunities for students.

### ADDITIONAL TESTIMONIALS

*“I had a great experience with the Career Center, as both a student and a student worker at the center. I was able to fully reap the benefits of having all the resources provided by the Career Center. I attended two career fairs, one of which connected me with the company IRC that I ended up interning for and loving the experience.”*

– STUDENT, CLASS OF 2024

### DIVISIONAL STAFF ACHIEVEMENTS

- Bria Pender, Event’s Coordinator, earned her Master of Arts and Education in Higher Education and Student Affairs.
- Nadia Sanon was inducted into Kappa Delta Pi Honor Society.
- For the second year in a row, the Career Center was awarded the 2024 Innovation Award by the Division of Student Services.

## CENTER FOR ACADEMIC SUCCESS

### DEPARTMENT CONTACT

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, 4 senior student success advisors, 8 student success advisors, 1 graduate assistant, 75 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 (Pirate Adventure):** 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.
- **SHU Reads! Summer Program:** A captivating and essential literary program that requires 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.



### HIGHLIGHTS

- CAS partnered on 3 Idea Hall proposals to further serve students in strategic areas this coming year; strengthening services to Pirate Pathway students, Undecided students, and STEM students.
- Currently tracking 83 percent year-to-year retention of the Fall 2023 incoming class.
- 9,074 one-on-one student advisement appts held in the 2023-24 academic year.
- Piloted initiative with Study Abroad to assist students participating in Rome Connection.
- 93 percent of first-year students rated University Life relevant, useful, or beneficial based on course evaluations in Fall 2023.
- 74 percent of first-time transfer students in Fall 2023 are enrolled for Fall 2024.
- 98 percent of Pirate Pathway students indicated they utilized campus resources they intend to continue using going forward.
- Successfully restructured CAS to focus teams on supporting strategic areas of focus (Pirate Pathway, Transfer Students, Undecided Students, Curriculum and Assessment).

### PAST DEPARTMENTAL GOALS FOR 2023-24:

- **Enhancing student engagement:** CAS 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, CAS 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.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24

ACADEMIC YEAR: 6

#### DESCRIPTION OF 2023-24 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.
- **SKIL1106 Interest Survey:** In Fall 2023, all FTFT first-year students were sent a survey to inquire about their interest in taking SKIL 1106 in the spring. The purpose of this survey was to determine the number of students interested (enrollment purposes) and topic areas they would be interested in learning about.
- **Pirate Pathway Mid-Semester SP 24 Guest Speaker Survey:** The Pirate Pathway Program assessment evaluated the effectiveness of the program and support services and noted areas of improvement. It also evaluated the effectiveness of guest speakers in SKIL 1104: College Success Skills.
- **SKIL 1106 UND Focus Group:** The Curriculum and Assessment Team partnered with Lisa Healey in CAS, Dr. Nicole LaCapria in the Division of Student Services, and Dr. Paige Fisher in the Department of Psychology, College of Arts and Sciences to conduct a Focus Group for SKIL 1106 section UND which is reserved for undecided major/exploratory students looking to declare or change their major. The purpose of the focus group was to learn about their experiences of being undecided/undeclared to inform future assessments, policy formation, and programming.
- **SKIL 1104 SP 2024 Curriculum:** The purpose of this assessment is to gather student feedback about the SKIL 1104 course, focusing on the student experience and expectations. The results might be used to evaluate and modify the curriculum, activities, and assignments.
- **FA23-SP24 Transfer Student Survey:** This assessment report provides student data and feedback in the following topic areas: Onboarding Process, Advisement, Registration, and Utilization of SHU Services and Campus Events.

#### USAGE OF ASSESSMENT RESULTS

- **Enhanced Course Content:** We revised and enriched the course material to better align with students' interests and academic needs. This included incorporating more diverse topics and interactive learning resources to keep students engaged and motivated throughout the course.
- **Improved Instructor Training:** We provided additional training and professional development opportunities for instructors to ensure they are well-equipped to deliver the course effectively. This training focused on teaching strategies, student engagement techniques, and methods for providing constructive feedback.
- **Incorporated Student Feedback into Curriculum Design:** We actively involved students in the curriculum design process, using their feedback to shape the course structure and content to better meet their needs and expectations.
- **SKIL1106 Interest Survey:**
  - ▶ 1,710 first-year students were sent the survey from 9/27/23-10/4/23, with a 10 percent response rate, 174 respondents).
  - ▶ As a result of this survey, we had 48 students register for SKIL 1106 across four sections.

#### DEPARTMENT GOALS FOR 2024-25

- Welcome the Fall 2024 incoming class (currently 1,784 deposited, 1,657 signed up for orientation).
- Achieve 85 percent fall-to-fall first-year retention rate by Fall 2025.
- Hold 10,000 advisement appointments by June 2025.
- Increase major declaration rate for first-year Undecided students to 50 percent by the end of their first year, June 2025. Increase Undecided student retention by 0.5 percent.





- Achieve 65 percent Pirate Pathway matriculation rate by January 2025.
- Achieve 85 percent first-year transfer retention rate by Fall 2025.

**ADDITIONAL TESTIMONIALS**

*“The course (ULife) provided me with a lot tools that will be useful through my journey in college and life. Some... activities also have opened me up to the people in my class and inspire me to remain open to others.”*

*“This class (ULife) was the only reason I survived this semester as for the professor she did an excellent including students into the conversation she would also see if a student felt uncomfortable but always tried her best to make them participate the overall teach was amazing.”*

*“I couldn’t have asked for a better instructor for this class (ULife). He was prepared and always was more than happy to help students out of class time. Whenever I had questions, he helped me with them and he helped me adjust to a new school with ease.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- Brittany Gogates earned her Ph.D. in Education from Seton Hall in Spring 2024.
- Assistant Dean Josh Dornbos will begin his doctoral studies in Education at Seton Hall in Fall 2024.
- Dr. Vaughn Calhoun was named NASPA Region II Co-Chair of the Black Diaspora Knowledge Community (BDKC).

**ROTC**

**DEPARTMENT CONTACT**

Thomas Johnston, M.A, Executive Officer, Department of Military Science

**CONTACT INFORMATION**

thomas.johnston@shu.edu

**STAFF**

7 faculty in Department of Military Science, 4 full-time staff members

**MISSION**

The U.S. Army Cadet Pirate Battalion selects, educates, trains, and inspires college students to be Army officers and leaders of character committed to excellence and a lifetime of service to the nation.

**LEARNING OUTCOMES**

- Cadets brief the Army on paragraph operations order (OPORD). This is the army’s deliberate planning process to move through planning, preparation, and execution of an assigned mission. Cadets receive their higher headquarters OPORD and conduct their own platoon-level OPORD
- Cadets demonstrate proficiency in tactical skills. Cadets are tested on land navigation, basic rifle marksmanship, and patrol lanes. Cadets spend one day a week conducting lab focused on honing their tactical skills and applying the classroom educational block of instruction.





### SIGNATURE ACTIVITIES

- **Training:** Combined Fall Training Exercise. Cadets deploy to the field for 48 hours to conduct tactical scenario-based continuous operations, providing them with the most intense and realistic training of the year
- **Study Abroad:** Vietnam Battle Staff Ride for cadets. The senior class travels to Vietnam for a week-long guided tour of Vietnam and how the Vietnam War's lessons apply today.

### HIGHLIGHTS

- Commissioned 8 cadets into the Army as 2nd Lieutenants upon their completion of all ROTC requirements.
- Contracted 20 cadets into the Seton Hall ROTC program, with 10 of them receiving scholarships.
- Cadets Ledden, Mohamed, and Calhman graduated from the US Army Air Assault School at Fort Campbell, Kentucky.
- ROTC cadets conducted rifle ranges in March 2024 with various weapon systems enabling familiarization and increased marksmanship before they go to Advanced Camp this summer.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Have 15 rising seniors contracted to be on track to make mission for commissioning the class of 2025.
- All 15 rising seniors who attend Cadet Summer Training at Ft. Knox successfully pass all requirements. These are requirements for cadets to be eligible for commission

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 2

#### DESCRIPTION OF 2023-24 ASSESSMENTS

- One survey was an anonymous submission through Qualtrics focused on understanding the concerns, culture, and motivation of the corps of cadets.
- The second was a staff-assisted visit from our.

#### ASSESSMENT RESULTS AND DATA REPORTING

- Cadets want to receive more personal and professional development, as well as more tactical training. These results feed our long-range training calendar to better support the cadets and align training requests as able.
- The staff-assisted visit highlighted the roles and responsibilities for our human resources and administration, as well as our recruiting operations officer. The results led to better teamwork between the two staff sections.

#### USAGE OF ASSESSMENT RESULTS

- We use the results from the survey to understand what is important to the corps of cadets. By analyzing survey results and partnering with the administration, ROTC was able to gain access to gym facilities for cross-town campus students.







**DEPARTMENT GOALS FOR 2024-25**

- Improve the program’s ACFT (Army Combat Fitness Test) score by a minimum of 20 points.
- Conduct the 12 Mile Ruck for completion with no fall outs no later than Spring 2025.
- Contract 15 MSIIIIs by Thanksgiving 2024.
- Establish a Cadet Mentorship Program to assist with raising GPAs and preparing cadets for their next training year.

**ADDITIONAL TESTIMONIALS**

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

*“The Pirate Battalion motivates me and helped me this whole fall semester.”* — ANONYMOUS

**DIVISIONAL STAFF ACHIEVEMENTS**

- Two Seton Hall ROTC Cadre members are currently working on their masters.
- We bid farewell to Lt. Colonel Adam Scher, who left a lasting impact after two years commanding the Seton Hall Army ROTC Pirate Battalion program.



# 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). In the 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 the SHU community to ensure that the OCIC is a partner in the University’s efforts to cultivate a Seton Hall experience that validates all community members, contributes to them feeling a strong sense of belonging, and supportive of our students’ development to become servant leaders in a global society.

The OCIC celebrates the richness of our community’s diverse perspectives and embraces our subdivision’s role in advancing the Division’s diversity, equity, inclusion, and social justice efforts. Additionally, we recognize how important our work is in educating and empowering our students to be impactful leaders beyond their undergraduate experience. 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), RISE Gen1, and the

R.I.S.E TRIO Student Support Services Program, the OCIC provides opportunities for historically underrepresented, and financially and educationally disadvantaged students, to pursue and attain postsecondary education, progress toward a prominent career, and become agents of change in the world of tomorrow. Additionally, programming and activities offered by the University’s Campus Inclusion Center 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 has a responsibility to provide 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 exemplary student support services, the OCIC values the role it plays in educating the campus community and assisting students in reaching their full potential while they navigate their Seton Hall journeys. As Associate Vice President and Dean, I will continue to lead the Office of Campus Inclusion and Community in its quest to help students become the best versions of themselves and see what marvels unfold in the process. My vision for the 2024-2025 academic year is that we continue to build on our history of success and ensure that our offices continue to evolve to meet the ever-changing needs of our diverse student population.



**Majid Whitney, M.S.W.**  
*Associate Vice President and Dean,  
Office of Campus Inclusion and  
Community*

## CAMPUS INCLUSION CENTER

### DEPARTMENT CONTACT

**Ghana Hylton**

### CONTACT INFORMATION

**ghana.hylton@shu.edu**

### STAFF

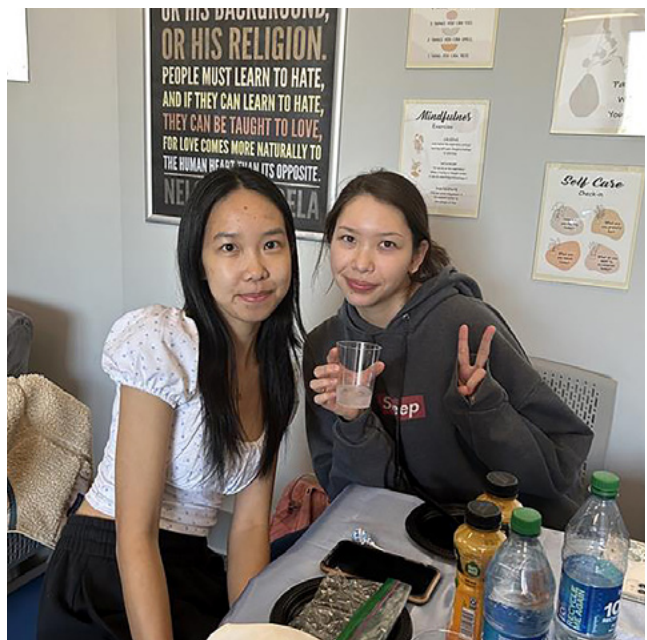
1 director, 2 student workers

### MISSION

The Campus Inclusion and Community Center supports Goal 4 of the University Strategic Plan 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 interactive learning space promotes inclusion, belonging, collegiality, and collaboration among students, faculty, staff, and administrators.

### LEARNING OUTCOMES

- Educate and empower our Seton Hall community about the institutional importance of inclusivity on all levels.
- Promote inclusion, belonging, collegiality, and collaboration among students, faculty, staff, and administrators through programming, events, and modeling goal 4 within the campus culture of Seton Hall University.
- Partner across campus as well as externally with community partners to support exceptional events and campus inclusion experiences.



### SIGNATURE ACTIVITIES

- Coffee and Conversation
- Let's Talk Series
- Pirate Watch Parties
- Heritage Month curated displays and programming
- Wellness and Self Care student events
- National Coalition Building Institute (NCBI) Training Sessions
- DEI Anti-Racism training
- South Orange SPACE (Strategic Partnership and Community Engagement) Committee

### HIGHLIGHTS

- Diversity in Space / MLK / NASA curated exhibit (January/February 2024).
- Curated Women of Faith exhibit for Women's History Month (March 2024).
- Campus Inclusion was part of the Student Service team that received an Idea Hall Award for Pirate Watch Parties.
- Campus inclusion assisted with various heritage month celebrations such as Black History Month, Women's History Month, AAPI Heritage Month, Disability Awareness Month, Hispanic American Heritage Month, and more.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Campus Inclusion Center opened in February 2023.
- Establish the Campus Inclusion Space and build campus and community partnerships.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24

**ACADEMIC YEAR: 4**

### DESCRIPTION OF 2023-24 ASSESSMENTS

- Anti-Racism surveys
- NCBI training evaluations
- DEI Formstack recommendations and feedback
- Event Evaluations

### ASSESSMENT RESULTS AND DATA REPORTING

- Campus participants have found the Anti-Racism and NCBI trainings overwhelmingly helpful, which has led to requests for specific training to departments and areas on campus, including but not limited to Athletics, Diplomacy, Nursing, School of Health and Medical Sciences, and Residence Life.



### USAGE OF ASSESSMENT RESULTS

- We will continue targeted outreach to campus areas as professional development/ student leadership opportunities.
- We will grow collaborative events with campus partners, student groups, and community partners.

### DEPARTMENT GOALS FOR 2024-25

- Enhance South Orange's partnership with Student Services, Athletics and community service partners like DOVE and Greek Life.
- Partner with Assessment Area to develop targeted responses, events, and programs based on metrics received.
- Collaborate with Academic Affairs to build content, programming, and displays around specific curricula.
- Partner with campus communities, including Campus Ministry and Commuter Community.
- Assist in creating programming model for SHU Reads! Summer Program.

### ADDITIONAL TESTIMONIALS

*"Ghana, I admired how much effort and love you put into your job even when the job was hard to love. You set an example for me on how to face challenges and how to handle them with grace. You are easily the best boss I ever had or ever will have."*

— STUDENT, CLASS 2024



*“I recently had Ghana come present the Anti- Racism training along with information about Black history. SHE WAS AMAZING. Our [students] liked how it wasn’t just a lecture and that they were able to ask questions and feel vulnerable. They felt like they really learned a lot. We are so lucky to have her on campus. Thank you!”*

– CAMPUS PARTNER

*“I just wanted to reach out and express our thanks and appreciation to you for coming to our campus and providing us with anti-racism training! We look forward to reading the resources that you shared with us. We are always looking for programs and activities for both our faculty and students.”*

– SETON HALL FACULTY MEMBER

### DIVISIONAL STAFF ACHIEVEMENTS

- Ghana Hylton was awarded the President’s Award for Student Services in April 2024.
- Ghana Hylton gave the welcome address at the Zeta Phi Beta Sorority, Inc. Psi Pi’s Sisterhood Brunch in February 2024.
- Ghana Hylton was on Alpha Phi’s 2024 Women in Leadership Panel during Women’s History Month.
- Ghana Hylton was nominated as a 2024 Faculty Advisor of the Year for her work with the sorority AOII.
- Ghana Hylton is the Program Coordinator Team Co-Lead for the ACE Women’s Network of NJ (NJACE) Board of Directors.

## EDUCATIONAL OPPORTUNITY PROGRAM

### DEPARTMENT CONTACT

**Jason Oliveira**

### CONTACT INFORMATION

**jason.oliveira@shu.edu**

### STAFF

1 director, 1 associate director, 2 assistant directors, 1 senior student success advisor, 3 student success advisors, 1 administrative specialist, 1 learning specialist, 10 peer mentors, 6 tutors, 3 graduate assistants

### MISSION

The Educational Opportunity Program (EOP) at Seton Hall University provides students from educationally and economically disadvantaged backgrounds access to higher education and support through graduation. EOP offers a diverse and collaborative environment that focuses on preparing students to become highly educated and skilled servant leaders within their professional and personal communities who 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. The E.D.G.E Summer Institute will provide our incoming full-time, full-time first-year students with the skills and tools necessary to succeed at Seton Hall.

### SIGNATURE ACTIVITIES

- **First-Generation Circle of Change Conference:** Jason Oliveira, Aniyah Parks, and Jose Rodas accompanied ten (10) students to the First-Generation Circle of Change Conference in Los Angeles, California. The conference provided first-generation culturally diverse students with a career leadership experience where they participated in a transformational leadership program and had the opportunity to connect with some of the most successful and culturally diverse professionals from top-tier organizations and companies in the world.



- **E.D.G.E. Summer Institute:** Six-week summer enrichment program for incoming full-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 Graduate Achievement Award Ceremony:** A state-sponsored award ceremony for graduating seniors with a 3.2 or higher. During the 2023-2024 academic year, EOP had 37 students recognized by the state of New Jersey.
- At the conclusion of the Spring 2023 semester, the program GPA for the 2022-2023 academic year was 3.13.

**PAST DEPARTMENTAL GOALS FOR 2023-24**

- Provide a summer enrichment, transformational, and transitional summer program (E.D.G.E Summer Institute) to a minimum of 76 first-time, full-time first-year students.
- Represent Seton Hall and EOP at a minimum of 100 events. The events can consist of the following: Classroom Visits, College Fairs, Community Events, SHU Events, Instant Decision Days.
- Provide targeted programming, mentoring, and tutoring through our L.E.A.P Center to allow for group cohesion, student development, and academic success for EOP Scholars.

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

**DESCRIPTION OF 2023-24 ASSESSMENTS**

- Fall 2023 and Spring 2024 Semester and Cumulative grade assessment. This assessment was completed by our Student Success Advisors and was utilized to assist in determining the following:
  - ▶ Semester and Cumulative GPA, Retention Rate, and Graduation Rate
- At the completion of the E.D.G.E Summer Institute, students were required to complete a survey and assess their academic and social experiences.
- **Senior Exit Interview:** At the conclusion of a student’s time at SHU and EOP, students are required to complete an exit interview. During this interview, we request that students provide feedback on their EOP experience and ways to improve.
- **Student Satisfaction Survey for EOP Academic Advising:** At the conclusion of the Fall 2023 and Spring 2024 semesters, the Associate Director sent a survey.
- **Student Satisfaction Survey for EOP L.E.A.P Center:** At the conclusion of the Fall 2023 and Spring 2024 semesters, the Assistant Director sent a survey to assess the students’ experience working with Peer Tutors and Professional Tutors.

**ASSESSMENT RESULTS AND DATA REPORTING**

- At the completion of the Spring 2023 semester, the overall program semester GPA was 3.02, with a Spring semester GPA of 3.13.
- At the conclusion of the Spring 2023 semester, EOP had a success rate of 85 percent in graduating seniors completing exit surveys.

**USAGE OF ASSESSMENT RESULTS**

- Continue providing high-quality support to the university advisement process for the upcoming academic year and investigate additional methods and modes of engaging all students in attending check-in meetings with PMPDPP administration.
- Address the concerns scholars raised regarding the change in student success advisors.
- Continue providing tutorial services, time management resources, study techniques, and instructor feedback.

**DEPARTMENT GOALS FOR 2024-25**

- Provide a transitional and transformative E.D.G.E. Summer Institute to a minimum of 60 first-time, full-time, first-year students. The E.D.G.E. Summer Institute is designed to introduce our incoming scholars to the university’s academic and social demands while helping them ease their transition to the fall semester.
- Continue to collaborate with campus partners and/or 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 2024. We will offer five sessions during the Fall 2024 semester and five sessions during the Spring 2025 semester.
- Sponsor a minimum of 8 students to the First-Generation Circle of Change Conference in Los Angeles, California, during the Fall 2024 semester.

**ADDITIONAL TESTIMONIALS**

*“EOP is a huge reason to be in college and get the degree I want to obtain [for] my dream profession.”*

*“EOP means unity, understanding, and reliability.”*

*“EOP means an opportunity to go to college, to be among other great minds, and expand my social, academic, and professional horizons with all the support a student could need.”*

*“EOP means hope. A place where dreams become reality with a supporting staff and student body. A home away from home.”*

*“EOP means having a community of people that help you academically, friends that will push you to succeed, and a place that will nurture you on your path to graduation.”*



*“EOP means family. I feel a sense of community within the program. Not only does the program help me grow academically, but the relationships I have built with the staff and my fellow peers further motivate me as a student and an individual.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- Aniyah Parks began a doctoral program in Education (Ed.D) in Higher Education Leadership, Management, and Policy in Fall 2023.
- Jose Rodas, Giulio Reyes, Akirah Fenimore, and Myles Douglas presented at the EOFPANJ conference on Emerging Trends with Latinx and Black/African American Students in Higher Education.
- Sandra Vanegas began a doctoral program in Education (Ed.D) in Higher Education Leadership, Management, and Policy in Fall 2023.
- Myles Douglas won the Outstanding Faculty Advisor Award for the Office of Student Engagement’s annual IMPACT Student Leadership Awards.
- Dr. Daam Barker (CAPS/EOP) completed all requirements for full licensure as a practicing Psychologist in NJ.
- Shadlyne St. Fleur became a facilitator for the National Coalition Building Institute (NCBI).
- Shadlyne St. Fleur was inducted into Kappa Delta Pi (KDP) International Honor Society in Education.
- Shadlyne St. Fleur was on the Gen 1 Panel during the Gen 1 Summer Program.
- Shadlyne St. Fleur served as a board member and Programming Co-Chair for the NJ—ACE Women’s Network.



- Shadlyne St. Fleur served as Marketing and Promotion Co-Chair for the NASPA Region II: 2024 Annual Regional Conference Committee.
- Shadlyne St. Fleur was selected for the Emergent Leaders Scholarship from the National Haitian American Elected Officials Network (NHAEON).
- Shadlyne St. Fleur served as a General Advisory Council member for the First Gen Leadership’s 2024 First Gen Summit.
- Shadlyne St. Fleur was promoted to Coordinator of Student Outreach and Support, Dean of Students.

## PRE-MEDICAL/ PRE-DENTAL PLUS PROGRAM

### DEPARTMENT CONTACT

**Jason Oliveira**

### CONTACT INFORMATION

[jason.oliveira@shu.edu](mailto:jason.oliveira@shu.edu)

### STAFF

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

### MISSION

The overall mission of the Pre-Medical/Pre-Dental Plus Program (PMPDPP) at Seton Hall University is three-fold. The first is providing access to higher education for New Jersey students from families/communities disadvantaged by low income and lack of social capital. Second, PMPDPP provides financial, academic, and social support to historically under-served NJ students in utilizing the skills

necessary for a quality educational experience. Third, PMPDPP provides academic and social preparation for admission to medical/dental/veterinary school or other science and health-related careers/graduate degrees.

### LEARNING OUTCOMES

- 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, through access to higher education for qualified NJ students from historically underserved backgrounds affected by low income and lack of access to social capital, receive enhanced holistic development via social, financial, and academic support, solidifying skills necessary for a quality educational experience.
- Students will be able to exhibit college persistence and quality preparation for studying, practicing, and impacting the world in medical and dental schools, PA and PT programs, Optometry schools, and veterinary and medical practices.

### SIGNATURE ACTIVITIES

- **PMPDPP Summer Program:** PMPDPP incoming first-year students participate in a six-week program to assist in acclimating and transitioning to the academic and social rigors of the college environment.
- **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.





- **Brunch with Your Books (Co-sponsorship with EOP):** Tutors are provided each semester on Reading Day in numerous areas to assist students in being prepared for final exams.
- **Visits to professional schools:** Students participate in trips to out-of-state and local medical, dental, and other health profession's locations.

### HIGHLIGHTS

- 100 percent student persistence rate; three students graduated early in December 2023 instead of May 2024.
- 100 percent of the graduating seniors who applied to medical school were accepted. One additional senior entered the application process in June 2024 and will await a decision for fall 2025. In addition, one senior is a continuing student in the Physical Therapy Major Dual Degree B.S./D.P.T. program, one has already been accepted to a master's program in Clinical Mental Health Counseling, and four are awaiting an entrance decision – two for dental school, one for PA school and one for PT school.
- Four rising seniors have already been accepted to medical school via Early Assurance medical school programs.
- 54 percent of the class had a cumulative GPA of 3.5 or greater at the end of spring 2024; 85 percent of the class had a cumulative GPA of 3.0 or greater at the end of spring 2024.
- 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 provided presentations at the SHU Petersheim Symposium.



### PAST DEPARTMENTAL 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 providing a diverse and collaborative environment to 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) and additional community partnerships and investigate the feasibility of the 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.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2022-23

**ACADEMIC YEAR: 6**

### DESCRIPTION OF 2023-24 ASSESSMENTS

- **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 ).
- **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).
- **Action Plan and Recitation/One-on-One Tutoring Sessions Feedback:** Survey to obtain student feedback on their perception of the Action Plan's effectiveness in aiding them in their awareness and usage of appropriate resources and methods for improving their habits of



mind, time management, study skills, and academic achievement; as well as recitations sessions and one-on-one tutoring.

#### ASSESSMENT RESULTS AND DATA REPORTING

- 54 percent of the class had a cumulative GPA of 3.5 or greater at the end of spring 2024; 85 percent of the class had a cumulative GPA of 3.0 or greater at the end of spring 2024.
- Slightly less than 82 percent of respondents reported PMPDPP advisement support as helpful; 9 percent reported no meetings with PMPDPP administration.
- 63 percent of non-senior and 67 percent of senior respondents reported satisfaction with PMPDPP Student Meetings; 75 percent of non-seniors reported satisfaction with Society meetings.
- Of senior respondents, 100 percent reported satisfaction with pre-first-year summer enrichment course offerings, their sense of academic and social preparation for transition to their first fall semester, PMPDPP tutoring services, one-on-one review sessions, Winter/Spring Break health professions school visits, professional school entrance exam test prep sessions and funding. Two-thirds reported satisfaction with Action Plan meetings. 100 percent of senior respondents reported a high-level sense of cohesiveness with the senior class and all class levels.
- 86 percent of respondents reported feeling more aware of the professional school application and test prep process due to Jr/Sr Test Prep Strategy meetings.
- 86 percent of respondents reported feeling more aware of the professional school application and test prep process due to Jr/Sr Test Prep Strategy meetings.
- 100 percent of respondents reported an improved level of awareness of appropriate resources and methods for improving their habits, time management, study skills, and academic achievement after having participated in PMPDPP Action Plan meetings.
- Of the respondents who were required to participate in One-on-One tutoring sessions, 100 percent reported them as extremely helpful. Of the respondents required to participate in PMPDPP Recitation/Supplemental Instruction sessions, 100 percent reported them to be helpful as well.

#### USAGE OF ASSESSMENT RESULTS

- Continue the provision of high-quality support to the university advisement process for the upcoming academic year and investigate additional methods and modes of engaging all students in attending check-in meetings with PMPDPP administration.
- Re-address the concern raised with regard to the conflict between scheduled work hours and mandated meeting attendance, as well as the day of the week for meetings.
- Continue Jr/Sr Test Prep Strategy meetings and provide more information on the application process to students during their first and second years.
- Continue the process of providing tutorial services, time management resources, study techniques, and feedback from instructors.

**DEPARTMENT GOALS FOR 2024-25**

- Assist in the provision of a diverse and collaborative environment to 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.
- Provide targeted programming and advising that facilitates collaboration and is conducive to promoting collegiality, collaboration, a sense of belonging, and academic success.
- Investigate the feasibility of providing a more robust process for assisting students in connecting with shadowing opportunities.
- Utilize student input to facilitate additional opportunities for students to engage in groups and social interactions (e.g., on-campus movie night, student meet and greets, game time) in order to assist in promoting group cohesion and mutual understanding.

**ADDITIONAL TESTIMONIALS**

*“PMPDPP Recitation/Supplemental Instruction sessions were helpful in answering questions and explaining any difficult concepts.”*

*“Loved the program, the guidance within it was very important in my eyes. The periodic meetings I felt were very important in helping me stay on the right track.”*

*“Action Plan meetings were helpful to plan out what to study for.”*

*“PMPDPP was overall very helpful in allowing me to set a goal that I desired and helped me [attain] that goal.”*

*“I am thankful for what PMPDPP has been able to offer. It’s been a pleasure meeting people and having a wonderful environment to interact with friends and colleagues.”*

*“I got almost all of my volunteer experiences from this program, and it has been very insightful.”*

*“Overall loved the program and what it offered. Without its guidance, I don’t think I would’ve done as well as I did overall at seton coming back after that Covid year.”*

*“I really enjoyed the [academic support] meetings and felt I learned a lot. I was surrounded by relatable people which was very motivating to continue on the premed track.”*

*“Thank you for everything you’ve done for me, and I’m so glad I’ve been a part of this program! Love ya!”*

*“The program was very supportive and resourceful in not only offering physical space and community but also access to services and materials, alongside scholarships. Thank you!”*

*“Thank you for all your help!”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- Mojisola Adesanya attended and served as a Program Assistant for the American College of Healthcare Executives Congress on Healthcare Leadership.
- Dr. Cassandra Graham served on the CRLA PA/NJ Proposal Review Committee for the CRLA PA/NJ Annual Spring Regional Conference.
- Brittany Morris was voted as a delegate for the Alpha Kappa Alpha Sorority North Atlantic Regional Conference

**RISE-GEN1 (RESILIENCE, INTEGRITY, SCHOLARSHIP, AND EXCELLENCE)**

**DEPARTMENT CONTACT**

**Darlene Robinson**

**CONTACT INFORMATION**

**Darlene.robinson@shu.edu**

**STAFF**

1 director, 1 program coordinator, 3 peer mentors (part-time)

**MISSION**

The RISE (Resilience, Integrity, Scholarship, and Excellence) GEN 1 Program’s mission is to build a community of academics, social acceptance, and leadership where first-generation students feel a strong sense of belonging at Seton Hall University. Through diverse programming and collaboration with Seton Hall’s offices and campus resources, students are given the tools needed to design their own holistic premier student experience. GEN 1 strives to ensure students are academically and socially acclimated to all areas of college life, have the knowledge of and access to all resources, and graduate within their intended time frame.

### LEARNING OUTCOMES

- Students will learn about time management, academic integrity, college professionalism, self-advocacy, and social responsibility.
- Students will learn about and how to engage with a multitude of programs and campus resources.
- Students will learn and develop coping skills and strategies of how to manage mental wellness while balancing academic responsibilities.

### SIGNATURE ACTIVITIES

- Financial Aid Literacy
- How to Not Procrastinate
- Earth Day Plant and Potting Workshop
- Gen 1 Student Game Night
- Gen 1 Family Feud
- Gen 1 Speaker series with David Jones
- Discussing diversity and inclusion and being a first-generation student.
- Identity-based workshops and Utilizing Resources from the Counseling and Psychological Service

### HIGHLIGHTS

- 100 percent retention rate from Fall 2023 to Spring 2024 semesters; The Fall 2023 to Fall 2024 is projected to be 86 percent.
- 2 of our students have accepted the role of Orientation Leader within the Office of Student Engagement.

### PAST DEPARTMENTAL GOALS FOR 2022-23

- To create an inclusive and validating space for our first-generation students, to aid them in establishing a strong sense of belonging at Seton Hall University, and to help build their confidence in their ability to achieve a college degree. First-generation students historically have needed a more direct, active, and present support system, and it was the department's goal to ensure our students would never feel that they are embarking on this college journey alone.
- To design a departmental blueprint and program curriculum that was sustainable for our students and aligned with their Individual Academic Plans (IAP). As a new program, much of this year has been focused on establishing program culture, piloting workshops and initiatives, and creating student buy-in through building much of the programming "with" students, not just "for" our students.



### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 3

#### DESCRIPTION OF 2022-23 ASSESSMENTS

- The RISE GEN 1 Program conducted a survey in which program participants (21 first-year, first-generation students) were asked to provide feedback regarding their first-year experience at Seton Hall, in general, and within the RISE GEN 1 program, in particular. Responses were recorded via open-ended responses, a Lickert Scale, and a "check-all-that-apply" format. Questions were centered on their sense of belongingness to the institution, the impact the RISE GEN 1 professional / student staff has had on the student experience, and areas of improvement for the program model

#### ASSESSMENT RESULTS AND DATA REPORTING

- When asked, "What is your overall opinion of the RISE GEN 1 program?" Most students had a positive experience within the program. Students stated that the RISE GEN 1 program provided students not only with university resources but also provided them a space to be their authentic selves. One student stated that the program helped them overcome personal challenges, as well as help enhance the qualities of themselves that are beneficial.
- When creating the assessment form for the students, the program wanted to make sure that the students had the opportunity to provide feedback on all the staff, both the full-time staff and the student staff. One student said, "The close connections that I have with Darlene, Nic, the peer mentors, and my peers in the program ... I don't see the RISE GEN 1 program as a program, but as a "family," which goes a long way because I know I can count on them during my time here at Seton Hall University.

**USAGE OF ASSESSMENT RESULTS**

- Provide surveys after all events/workshops to determine the success of the event and the applicability/usefulness of the information for the students.
- Hold idea labs with students to get a better understanding of the workshops and topics of discussion that would be beneficial for future programming.

**DEPARTMENT GOALS FOR 2024-25**

- **Establish a dedicated space:** Typically, first-generation students have a challenging time establishing a sense of belongingness to the institution. The RISE GEN 1 program seeks a dedicated room/office space on campus for program events and community building.
- **Off-Campus Experiences:** Whether it is a Community Service event in Downtown South Orange or a Study Abroad experience in Central America, spending time away from campus will bring our community together and give our students the opportunity to learn and grow with each other.
- **Casting a Wider Net of Support:** Although we have a direct responsibility to support our (21) students, the RISE GEN 1 staff would like to expand the program and services to other first-generation students who could benefit from a support system that can help them navigate their college experience.



**ADDITIONAL TESTIMONIALS**

*“The RISE GEN 1 program introduced me to so many resources that can help me including job opportunities or even how to get involved on campus. Nic and Darlene are the most caring humans who dedicate their job to helping us become more successful and strive for our goals. This program is very welcoming, and it is the reason why I am where I am. I have met some of my closest friends being a part of this program, and I am very happy to say that I have so many people to seek help from because of RISE GEN 1.”*

— STUDENT

*“Being a part of the RISE GEN 1 program has certainly made my transition from high school to college much easier. I have received amazing support from Nic and Darlene, who are dedicated to their job to take care of each member and make our lives easier on a day-to-day basis. Meetings are highly designed to take care of the serious needs of each student through the college process, but there is certainly a balance as our activities are piled with lots of fun, games, and friendly controversy. What’s most important is the fact that I can always be comfortable around the GEN 1 family, and hopefully, you will, too. It is truly a blessing to be a part of something as special as RISE GEN 1 here at Seton Hall”*

— STUDENT

**DIVISIONAL STAFF ACHIEVEMENTS**

- RISE-GEN1 1 Peer Mentor received “Resident Assistant of the Year” recognition via the Office of Residential Life.

## RISE TRIO STUDENT SUPPORT SERVICES (SSS) PROGRAM

### DEPARTMENT CONTACT

**Brandon Larmore**

### CONTACT INFORMATION

**brandon.larmore@shu.edu**

### STAFF

1 director, 1 assistant director, 1 program coordinator, 1 graduate assistant, 1 clinical fellow, 14 student staff (7 Peer mentors and 7 tutors)

### MISSION

The mission of RISE (Resilience, Integrity, Scholarship, and Excellence) TRIO SSS seeks to increase persistence and graduation rates for first-generation, low-income, and/or students with a disability by providing participants with a broad array of services, including academic, financial, career, and personal support.

### LEARNING OUTCOMES

- Students will learn and apply financial literacy skills to manage personal finances, make informed financial decisions, and plan for future financial stability.
- Students will implement effective scholarly practices.
- Students will develop a cultural understanding of being effective citizens throughout their college career and beyond.

### SIGNATURE ACTIVITIES

- RISE Summer Institute
- Financial Literacy Workshop Series
- Savings, Expenses, and Budgeting with Jennifer Itzkowitz
- Graduate School Preparation workshops
- Monthly Community Meetings
- Individualized Academic Plans

### HIGHLIGHTS

- Eight RISE scholars attended the Circle of Change Leadership conference in Los Angeles, California.
- Welcomed a new shared Clinical Fellow to incorporate mental health awareness and support.
- RISE scholar Sally Lai was chosen as the School of Nursing's Commencement Representative.
- Nine Students were spotlighted during Petersheim Presentations, including two awards.
- Three Students graduated as part of the AAA First Generation Honors Society.



### PAST DEPARTMENTAL GOALS FOR 2023-24

- Utilize new technologies to improve student academic and career outcomes.
- 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 of the Department of Education.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24

**ACADEMIC YEAR: 4**

### DESCRIPTION OF 2023-24 ASSESSMENTS

- **Independent Study and Tutor Availability Assessment:** Determining community needs for direct vs. indirect academic support and what facility arrangement supports those needs.
- **Academic Software Interest Assessment:** Determine which academic support applications are most likely to be used and their effectiveness.
- **Alternate Event Space Utilization:** Understand how to better facilitate the RISE experience in spaces outside of our department.
- **End of Year Student Survey:** Survey current and graduating students on their experience through the year, post-graduation plans, overall impact, and workshop participation.



### ASSESSMENT RESULTS AND DATA REPORTING

- Students needed a self-structured study environment to meet their tutoring requirements, separate from the vibrant RISE social community space.
- Students found the Microsoft Teams Classroom Shell simple to understand yet difficult in many ways. They prefer a different platform for communication, which provides a more pronounced method of communication.
- About half of graduating seniors are moving on to graduate school, with most of the other half still searching for employment.
- Aside from understanding how to navigate the higher education and financial aid system, participants most benefited from the close-knit community fostered by staff and students.

### USAGE OF ASSESSMENT RESULTS

- Results were used to restructure tutoring offerings and redesign space to facilitate separate and simultaneous social and academic spaces.
- Staff will plan more workshops and experiences across campus in different offices and departments to foster a growing sense of collaboration between RISE and the greater campus community.
- Workshops and community meetings will have more practical objectives, with a greater emphasis on helping seniors secure employment prior to graduation.
- Staff continues to investigate more effective platforms to host the program's academic objectives.

### DEPARTMENT GOALS FOR 2024-25

- Increase the percentage of graduating students with either job offers or graduate school acceptance prior to graduation.
- Increase the number of students attaining internships and externships.
- Utilize new technologies to improve communication, program participation, and grant accountability.
- Revitalize workshop and programmatic offerings to provide high-quality, real-world, hands-on learning that takes place in community-based settings.
- Continue to exceed the Federal TRIO SSS Grant requirements set by the Department of Education (ED) and anticipate upcoming changes to Competitive Preference Priorities.

### ADDITIONAL TESTIMONIALS

*"You guys created a close-knit community that I will always cherish and hold near and dear to my heart. Thank you for everything! I appreciate you all!"*

*"Helped me get through these four years and allowed me a safe space to go to. Also helped me to make friends and realize I'm not so alone."*

*"My experience in the RISE program has changed the way I approach higher education. The RISE program has destigmatized tutoring and provided easy access to advisors, which greatly increased my willingness to ask for help and utilize the resources available to me."*

### DIVISIONAL STAFF ACHIEVEMENTS

- Khazema Rauf began her PhD. in Health Sciences.
- Graduate Assistant Meshala Morton successfully passed her licensure exam.





# Engagement and Central Administration

Welcome Letter from  
the AVP and Dean  
of Student Engagement



Excited for what was accomplished as we closed on what I would call a successful 2023-2024 academic year, I first want to thank the team behind the work we do in Student Engagement. The main goal for the Office of Student Engagement and Business Affairs is not only to provide a premier experience for our students but also to be great campus partners as we work together to enhance our campus community at large. Through the efforts of this team, we continue to leverage the Engage platform to connect with our students and allow them to create experiences personal to their growth. We have also increased our social media presence by focusing on working with our most powerful community members, our students. By highlighting our students, our clubs and organizations, and our fraternity and sorority life organizations on our hall students page, we have seen our following increase dramatically. We are continually guided by the goals of our strategic plan that push us to create a premier experience for our students.

As the Assistant Vice President, my main goal is to focus the energies of this passionate team on our students in order to balance their classroom experiences with a robust co-curricular experience. Being student-centered is how we define success. As a member of the Seton Hall University



family for 16 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.

This past year, we have continued to make strides, 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 but also to curate the experience that they want. Engage has also allowed our clubs and organizations, fraternity and sorority life, and student activities to be more efficient and accessible. We have continued to see success in many of our staple programs, such as the Tree Lighting Ceremony that ushers in the Christmas season, our ONWARD spring concert, the SHU speaks series, and more.

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*



## BUSINESS AFFAIRS

### DEPARTMENT CONTACT

**Monterasia Brown**

### CONTACT INFORMATION

**monterasia.brown1@shu.edu**

### STAFF

1 full-time assistant director, 30 student workers

### MISSION

Business Affairs drives the event scheduling and campus-wide communication to our students, faculty, staff, administration, parents, and alums. Our goal is to provide streamlined, efficient, and effective operational processes and procedures for our division and establish partnerships with campus constituents.

### 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 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.

## HIGHLIGHTS

- Hired new Assistant Director April 2024
- Hosted the Big East Conference with Athletics
- Hosted the Mental Health Summit with the Dean of Students Office, with over 500 in attendance
- Ushered in more in-person events with two event spaces and eight rooms (previously seven).

## PAST DEPARTMENTAL GOALS FOR 2023-24

- Efficiently increased use of event space in Bethany Hall and University Center- event space usage increased and allowed more flexibility to host events.
- Streamlined communication with campus partners – provided detailed information to clients at the start of the reservation process, as well as trained student workers to contact clients in advance of events to cover their room setup needs.

## NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 2

### DESCRIPTION OF 2023-24 ASSESSMENTS

- 25Live contains reporting features regarding events

### ASSESSMENT RESULTS AND DATA REPORTING

- Bethany Hall held 311 documented events with participants between August 2023 and May 2024.
- University Center held 637 documented events between August 1, 2023 and May 2024.

### USAGE OF ASSESSMENT RESULTS

- Knowledge of what times most of our events are occurring in our venues will allow the team to schedule student workers more efficiently and economically. Knowing this information also allows us to share with our campus partners and external clients what typical availability looks like so they can plan their events accordingly.

## DEPARTMENT GOALS FOR 2024-25

- **Review of scheduling and operations policies annually.** Annual review of policies allows for streamlining of processes and removes policies or language that are no longer relevant
- **Develop comprehensive internal communication strategy.** Communication strategies that allow the Asst. Director and student staff to address logistical concerns before, during, and after events, including but not limited to after-event reports.



- **Review training.** Review training of student staff and student managers to better meet customer needs.

## ADDITIONAL TESTIMONIALS

*“First of all, thank you all so much for your help this week during our June events with the BIG EAST. Thank you!”*

— CAMPUS PARTNER

## DIVISIONAL STAFF ACHIEVEMENTS

- Monterasia “Monte” Brown was a panelist at the EOFPANJ Women of Color Initiative (WOCI) 2nd Annual EOF EmpowHer Conference in April 2024.
- Monterasia “Monte” Brown was appointed Tamiochus (Treasurer) of the Iota Alpha Sigma Alumnae Chapter of Sigma Gamma Rho Sorority, Inc.
- Monterasia “Monte” Brown was promoted to Assistant Director, Scheduling and Operations.



## STUDENT ENGAGEMENT

### DEPARTMENT CONTACT

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

### CONTACT INFORMATION

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

### STAFF

1 assistant vice president and dean of student engagement, 1 assistant dean of student engagement, 6 assistant directors, 1 operations manager, 1 secretary, 5 undergraduate student workers

### MISSION

To be a partner in providing experiential opportunities for students to grow and develop through co-curricular learning. Keeping the care of the whole person and the values of Seton Hall 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 comprehensive, dynamic, and consistent co-curricular offerings to foster a 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

- **SAB's ONWARD (spring concert):** major concert program hosted by SAB
- **Christmas at the Hall:** annual celebration for the start of the Christmas season
- **New Student Orientation and Pirate Adventure:** program to welcome and orient new students and parents to Seton Hall University
- **Involvement Fair:** annual event to welcome students to involvement opportunities on campus.
- **Weeks of Welcome:** programming designed for incoming students over the first two weeks of the semester
- **SAB's Spring Carnival:** major spring event
- **SAB's SHU Speaks:** major speaker series
- **Inspiration to Impact Student Leadership Conference:** OSE hosted an event dedicated to student leaders.
- **Fraternity/Sorority Life Recruitment:** recruitment for new members to our fraternity and sorority community.

### HIGHLIGHTS

- ONWARD, the SAB spring concert featuring musical artist - A Boogie, was one of the largest in recent Seton Hall history, with 1,950 students in attendance.
- OSE launched a new initiative, Food Truck Fridays, which brought a food truck to campus each month and served over 1,800 of the campus community.
- Student Government Association participation shows one of the most active years in recent history, by passing multiple bills, including senate reorganization and senate accountability bills.



- Completed first Fraternity and Sorority Life accreditation program. This program provided an infrastructure for FSL organizations to present and share their accomplishments and how they impact the Seton Hall community.

### PAST DEPARTMENTAL 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.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR

OSE engaged in several assessments during the 2023-24 academic year, including data collection from ENGAGE, GPA data collection and satisfaction surveys.



### DESCRIPTION OF 2023-24 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 who participate in new member education and general membership.
- **Surveys:** OSE collects data via surveys to gauge students' feelings about SAB programs and New Student Orientation programs.

### ASSESSMENT RESULTS AND DATA REPORTING

- 121 active Registered Student Organizations
- 13 new student organizations recognized Fall 2023 (2,482 events during 2023-2024 year)
- 1,821 students involved in Registered Student Organizations (26 percent of the student body)
- 10,800+ active Engage users (95 percent of first-year students have used Engage)
- The Student Activities Board has held a total of 68 events with a cumulative event attendance of 19,189 students.
- IHS Student Activities has held a total of 14 events during the academic year with a cumulative attendance of 2,285.
- Ninety-two percent (92 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 continued desire from our student body for quality student organization experiences has resulted in the creation of increased training and outreach opportunities for student clubs and organizations with the Student Government Association. Senators will be assigned student organizations to manage.
- OSE continues to provide programming at the IHS campus. With more students from the South Orange campus going to IHS every year, the expectation of programming also increases. Our OSE office at IHS will create partnerships with new vendors to continue a programming presence that meets our students' expectations.

### DEPARTMENT GOALS FOR 2024-25

- SGA will promote broader community engagement by hosting additional community outreach events during the academic year, including but not limited to tabling, informational sessions, and larger-scale events for the student body.
- SGA will establish Senate accountability policies and procedures. Expand senior programming initiatives to include more year-round events leading up to graduation.
- Start a longitudinal assessment of the FSL community during the spring semesters to address concerns around recruitment and leadership.
- Launch Pirate watch party events during the men's basketball season.
- Continued active student participation in Engage

### ADDITIONAL TESTIMONIALS

*"Keep it up! SAB events have been great, and I can't wait to see what comes next!"*

— SAB END OF YEAR SURVEY RESPONSE

*"As a senator for the Student Government Association this past year, I was able to create meaningful and important relationships with administrators at the school. I participated in Business Curriculum feedback as the Stillman Senator and as a Stillman student myself. I initiated renewable energy initiatives such as composting and the creation of an anaerobic digester. But most importantly, I connected with the students and student organizations that make Seton Hall great, aiming to make their experience as impactful as possible."*

— STUDENT '25, STILLMAN SCHOOL OF BUSINESS SENATOR

### DIVISIONAL STAFF ACHIEVEMENTS

Meredith Trabilsky was accepted to the NODA Emerging Leadership Program.

## STUDENT SERVICES OPERATIONS

### DEPARTMENT CONTACT

Andrew Minegar, senior director of operations

### CONTACT INFORMATION

andrew.minegar@shu.edu

### STAFF

1 senior director, 1 assistant director

### 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 training opportunities 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 retrieve data for their projects and inquiries by learning the effective use of the reporting tools available to them.
- Department leaders will fully understand and be able to monitor their budgets, ensuring fiscal stewardship and responsibility.

### SIGNATURE ACTIVITIES

- **Professional development series:** Divisional Meetings- 'Trends in Higher Education', Director's Meetings, Emerging Mid-level Meetings, Student Services Lunch Program, and Leadership Library.
- **Systems access, troubleshooting, and training:** Management of access to divisional platforms, initial support and training, maintenance of onboarding documentation, and troubleshooting with IT.
- **Project implementation and external partnership management:** 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. Manage partnerships with various external organizations, including but not limited to Hanover Research, Ruffalo Noel Levitz (RNL), Ivy AI, EAB, Anthology, and Convergent.
- **Divisional budget:** In collaboration with the Offices of Finance and Budget, implement periodic and end-of-year reviews of budgets with each area in the division, end-of-year budget review.
- **Report creation and guidance:** Customized report creation, access, automation, and utilization for the division.





### HIGHLIGHTS

- Implementation of mobile credential (ongoing through Aug 2024)
- Expanded self-service reporting across the division
- Continued support services for student health insurance, including cost reduction for AY24.
- In collaboration with Faculty Affairs and TLTC, the Advising Bot was implemented. The Advising Bot answers questions on class registration and how to use Degree Works. This is an additional resource for students to better understand the advising process and take ownership of their academic plans. As of June 2024, the Advising Bot has received over 500 messages and button clicks.
- We expanded our partnership with Tutor.com campus-wide. Tutor.com is a live, on-demand online tutoring platform that provides one-on-one learning solutions and offers 3,000+ expert tutors in 250+ subjects. The service is available 24/7 and can be accessed from any Canvas course by clicking the Tutor.com link on the left-hand side navigation pane. Students have used over 450 hours of tutoring since January 2024.

### PAST DEPARTMENTAL 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.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 8

#### DESCRIPTION OF 2023-2024 ASSESSMENTS

- Ruffalo Noel Levitz (RNL) surveys (3)
  - ▶ **College Student Inventory (CSI):** The College Student Inventory identifies at-risk students in the incoming class using the leading noncognitive indicators of college student success.
  - ▶ **Mid-Year Student Assessment (MYSA):** MYSA examines the non-cognitive, motivational needs of your students at the mid-point of their first year and shows you how to adjust your interventions to meet students' current needs and receptivity to assistance.
  - ▶ **Second-Year Student Assessment (SYSA):** Identifies the specific needs of at-risk, second-year students and transfer students, including their level of engagement, commitment to college, and receptivity to assistance from advisors, academic support offices, career counselors, and other campus services.
- **Pirate Adventure Student Survey (1):** Partnered with the Office of Student Engagement to survey students who attended Pirate Adventure 2024 to understand their experience, satisfaction, and needs for AY24-25 year.
- **Parent Orientation Surveys (1):** Partnered with the Office of Student Engagement to survey parents/families that attended the 2024 Parent Orientation to understand their experience and satisfaction with the parent program, as well as the communication needs for the upcoming year.
- **Residence Life Department Surveys (2):** Partnered with the Residence Life Department to develop a survey for Resident Assistant Programming Evaluation to better understand what students may have learned from attending an RA Program. Consulted on the development of RA Training survey and report.
- **CAS-Focus Group on Undecided Student Experience (1):** Collaborated with the Center for Academic Success and Faculty Member, Dr. Paige Fisher, from the Psychology Department. A focus group was conducted to better understand the experience of students who are undecided on their major and/or switching majors and to determine successes and challenges on their academic journey. The report and presentation

### ASSESSMENT RESULTS AND DATA REPORTING

- **CSI:**
  - ▶ 90 percent of students plan to earn a post-secondary degree.
  - ▶ Students' Top 3 Requests for Assistance: 1. Get help in selecting an academic program. 2. Discuss the qualifications for a career. 3. Discuss job market for college graduates.
- **MYSA:**
  - ▶ Top 3 areas where students saw the greatest growth in their first term: 1. Math and Science Confidence. 2. Capacity for Tolerance. 3. Verbal and Writing Confidence.
  - ▶ Top 3 areas students report getting assistance in their first semester: 1. Clubs and organizations, 2. Writing Skills, 3. New Friends.
  - ▶ Student Satisfaction: Top 3
    - 1. Interaction with an advisor
    - 2. Safety and security on campus
    - 3. Interaction with faculty in class

### USAGE OF ASSESSMENT RESULTS

- All assessments included recommendations for each department/program to help enhance student experiences.

### DEPARTMENT GOALS FOR 2024-2025

- Development of intra-Divisional work request process (form)
- Automation of access provisioning within Compass for faculty, student services employees, and advisors
- Re-establish (with Finance Office) AVP control of budget adjustments
- Re-establish faculty Compass training
- Creation of Student Services Employee Orientation

### ADDITIONAL TESTIMONIALS

*"I am thankful for Andy Minegar. He has been very helpful as we started our Mobile credential implementation project."*

*"Nikki LaCapria: Always appreciate the work that goes on behind the scenes to keep this division prosperous!"*

*"Shoutout to Andy Minegar – leading from behind but keeping all of us on top of things!"*

*"Nikki LaCapria, thank you for serving as a listening ear and providing us assistance with our assessment initiatives in CAS! We couldn't have done it without you."*

### DIVISIONAL STAFF ACHIEVEMENTS

- Dr. Nicole LaCapria was named Assistant Director of Assessment and Special Projects.
- Dr. Nicole LaCapria serves on the NJ ACE (American Council on Education) – Women's Network Board of Directors as the Chair of the Strategic planning and data analytics committee. She served on NODA's (National Association for Orientation, Transition and Retention) Co-Chair for the First-Generation College Student Network.







# Public Safety and Security

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



The modern university environment is dynamic and presents unique challenges for those tasked with ensuring security. Adapting to and addressing complex 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 well-trained and equipped to handle a variety of scenarios. The department is organized into five major components: Physical Security, Safety and Security Systems, Office of Emergency Management, Parking Services, and Campus ID.

The administrative staff primarily comprises former law enforcement officers, bringing a wealth of experience and expertise. Our staff is a hybrid force, utilizing both University employees and contract guard services. Many of our initiatives are based on the community-policing model used across the country. Additionally, our success is bolstered by strong partnerships with the local police and fire departments. As a customer-centric service, our department has maintained consistency in the services we provide, which the community has come to depend on.



**E. Sergio Oliva**

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



## CAMPUS ID

### DEPARTMENT CONTACT

Ibiyemi Adesanya, Assistant Director

### 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 Pirate's Gold, Pirate's Bucks, and Guest meals.
- Educate students utilizing online photo submission.
- Educate students about the merchants who accept Pirate's Gold.
- Educate the community about the new iClass ID cards.

### 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 (457), as well as creates and assigns access levels (1003) 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

- Re-carding the South Orange community (students, employees, and vendors) in preparation for the implementation of Mobile Credentials.
- Completed mobile credential configuration of POS for Dining, bookstore, and Off Campus merchants.
- Roll out of App-based online photo submission for university identification credentials.
- Collaborated with Residence Life to inform students of the expiring Pirate Bucks balance.
- Managed ID card transactions

### PAST DEPARTMENTAL GOALS FOR 2023-24:

- Start implementation of mobile credentials.
- Continued collaboration with the admissions department to disseminate online photo submission instructions to incoming students.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 1

### DESCRIPTION OF 2023-24 ASSESSMENTS

- Evaluation of student's usage of Pirate Bucks.

### ASSESSMENT RESULTS AND DATA REPORTING

- Collaborated with Residence Life to send weekly Pirate Buck balance information to students with usage expiration dates. Pirate Bucks balance was reduced by 65 percent by the end of the Spring semester.

### USAGE OF ASSESSMENT RESULTS

- Reassessment of student Pirate Buck usage starting from March 2025.

**DEPARTMENT GOALS FOR 2024-25**

- Complete Implementation of the South Orange Mobile credential project, ensuring all student-facing use cases are successfully deployed.
- Work with the communications team on a campaign to educate the university community on the move to mobile credentials.
- Start implementation of the mobile credential project at the Nutley Campus and Law School in Newark.

**ADDITIONAL TESTIMONIALS**

*“My ID card replacement process was so seamless. I got my new ID card in less than a minute of my appointment time.”*

*“Grubhub gives so many food options, especially when on campus dining is closed. The free delivery perk is a sweet bonus.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- **Dr. Ibiyemi Adesanya** presented at the 2024 Transact360 Conference on “Addressing Food Insecurity on Campus: A Panel Discussion.”

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**PARKING SERVICES**

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**DEPARTMENT CONTACT**

**Marisol Rivera, manager**

**CONTACT INFORMATION**

**marisol.rivera@shu.edu**

**STAFF**

1 manager, 1 parking service coordinator, and 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 over 3,500 Pirate magnets to those purchasing parking permits.
- Transport students and other community members on our fixed route, Seton Hall Shuttle.
- Transport students and other community members on SafeRide, our on-demand escort service.
- Launched a voting campaign to redesign the Seton Hall shuttle and SafeRide on-demand vehicle for a fresh and modern look.

**HIGHLIGHTS**

- Initiated a Pilot Lottery Parking program for sophomores and juniors residents.
- Introduced an event link feature that enables departments and event guests to pre-register for visitor permits, ensuring a seamless and convenient experience without delays at the gate. This initiative helps prevent potential backups at entrance points.
- Implemented TripShot, a cutting-edge real-time tracking software for our fixed shuttle routes, enhancing efficiency and improving the overall transportation experience for users.





**PAST DEPARTMENTAL GOALS FOR 2023-24**

- 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.
- 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 Seton Hall Shuttle and the on-demand service SafeRide into one app.

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

**ACADEMIC YEAR: 1**

**DESCRIPTION OF 2023-24 ASSESSMENTS**

- A comprehensive poll was conducted to gather student feedback on rebranding the Seton Hall Shuttle and SafeRide services. Students were invited to share their thoughts and preferences and select their favorite design from a variety of options. Their valuable input has guided our efforts to enhance the visibility and appeal of these essential transportation services.

**ASSESSMENT RESULTS AND DATA REPORTING**

- Permits Purchased: 7,010
- Daily Visitors Passes: 87,100
- Seton Hall Shuttle Ridership: 24,935

**USAGE OF ASSESSMENT RESULTS**

- The data provided has enabled us to prepare for the anticipated demand for parking and transportation services in the coming year.

**DEPARTMENT GOALS FOR 2024-25**

- Implement new user-friendly parking software with online payment options for enhanced convenience.
- Introduce new parking permit packages for community members who do not require semester or annual permits,

reducing non-compliance issues and ensuring permit procedures are followed.

- Launch new branding design for Seton Hall Shuttle and SafeRide.

**ADDITIONAL TESTIMONIAL**

*“I just wanted to take the time to say how grateful I am for all of your help with the parking permit for my daughter. You went above and beyond, and we really appreciate it. I wish there were more people like you in the world, it would be a much better place!”*

**DIVISIONAL STAFF ACHIEVEMENTS**

Parking Services recently participated in its first IMPI conference, the world’s largest gathering of professionals in parking, transportation, and mobility.

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**PUBLIC SAFETY AND SECURITY**

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**DEPARTMENT CONTACT**

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

**CONTACT INFORMATION**

**sergio.oliva@shu.edu**

**STAFF**

1 associate vice president/director, one associate director (fire safety systems), one associate director (security operations), three assistant directors (operations, investigations, OEM), one assistant director (*Seton Hall Law School*), four security managers (*South Orange campus*), 6 dispatchers, 21 public safety officers, 30 Securitas Officers

**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.
- Patrol Seton Hall Law School (Newark, NJ).
- Respond to all emergencies.
- Provide assistance at major special events.
- Enforce University parking and traffic regulations.
- Install and maintain all fire safety systems.
- Install and maintain South Orange Campus and Law School security cameras.
- Maintain and install the Lenel building 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
- One hundred twenty-five vehicle jump starts were provided.
- Thirty-two people were assisted with vehicle lockouts.
- On-campus escorts were provided to fifty-nine community members.

### SIGNATURE ACTIVITIES:

- The university offers free transportation options that have recently been upgraded with the Tripshot app. This app is exclusive to university faculty, staff, students, and employees. Tripshot provides two features: fixed routes for the shuttle service and on-demand rides for SafeRide.
- **SHUFLY Shuttle** is a fixed route shuttle service provided by parking services, with stops throughout campus and the town of South Orange. It is a convenient way for Seton Hall community members and accompanied guests to get to Ora Manor, Stop and Shop, and the South Orange Train Station.
- **SafeRide Transportation Service** is an Uber-type system within a university-designated zone. The system utilizes the Tripshot app to request rides. SafeRide provided 24,659 rides in FY 2023.
- Rape Aggression Defense (RAD) is a nationally recognized self-defense program for women. This is a twelve-hour course conducted on campus and involves physical activity. For additional information, visit [www.shu.edu/public-safety/rad-training.cfm](http://www.shu.edu/public-safety/rad-training.cfm)
- Community Emergency Response Team (CERT) is a nationwide program developed to provide basic training



in disaster survival and rescue skills. 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** is about the proper use of fire extinguishers, the identification of fire hazards, and fire evacuation and survival techniques. This training is required for community members who are sponsoring events on campus that require a Sterno as a heating source.
- **The Public Safety and Security Advisory Council** is comprised of faculty, staff, and students who discuss ways to continue to improve safety and security on campus and beyond.
- **The Campus Safety and Security Report (Clery Report)** is posted on the Public Safety website each October.

### 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 513 interior, exterior, and perimeter Closed Circuit Television Cameras (CCTV) throughout the campus.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- The Tripshot App is designed to give users a smoother, more reliable, and safer ride experience. This update includes:
  - ▶ **More Accurate Data:** We have improved the software behind the scenes to ensure you receive the most accurate information about ride availability and arrival times.



- ▶ **Enhanced User Interface:** We have implemented an exciting, brand-new design that is intuitive and easy to navigate, making the user interface easy to book your ride.
- The implementation of Verbal Judo training for all Public Safety personnel. This will equip them with valuable communication techniques to de-escalate conflicts and foster cooperation effectively. Aside from Public Safety personnel, student peer advisors were trained in the use of Verbal Judo.

**DEPARTMENT GOALS FOR 2024-25**

- Investing in an update to our public safety records management software will significantly improve our ability to track incidents, optimize personnel coverage, and ensure efficient data collection for the Clery Act and other mandatory reports.
- Continue partnering with students and the campus community through The Public Safety and Security Advisory Council.

**ADDITIONAL TESTIMONIAL**

*“Your professionalism and vigilance have helped to ensure the safety of our student body. Your work is an example of the commitment and dedication you have to your role as a Public Safety Officer. Your attention to detail, quick response, and ability to remain calm in difficult situations are assets to our organization. Thank you again for all of your hard work and for making our campus a safe place for our students.”*

— SETON HALL COMMUNITY MEMBER

*“You all were so kind — and demonstrated what makes SHU such a special place.”*

— SETON HALL COMMUNITY MEMBER

*“[Public Safety Officers] went above and beyond to help us and ensure that we were safe. Since my son started SHU in September, we have had nothing but positive and pleasant experiences when interacting with your staff. We could not be more pleased with Seton Hall as a whole and this experience confirmed for us that our son chose the right school.”*

—SETON HALL PARENT

*“I have to say how impressed I am in the way the buildings operate and the grounds are kept. Absolutely outstanding in every way. Great Job.”*

—SETON HALL OFFICIAL



# Student Wellness and Support

Welcome Letter from the AVP and Dean of Students



Student Wellness and Support is present with and for our students 24 hours a day, 7 days a week, 365 days a year. A dedicated team of professionals and paraprofessionals are 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:

- We hosted the inaugural NJ Mental Health Higher Education Summit for over 500 professionals from across the state, including the lieutenant governor and secretary of higher education.
- In addition to individual therapy for students, Counseling and Psychological Services (CAPS) provided outreach and education to over 5,000 students, faculty, and staff at all three campuses.

- CAPS partnered with Uwill to expand teletherapy services to all students.
- The Dean of Students Office expanded their Peer Education programs for KNOW More and Dare to Care by 50 percent for each program.
- The Great Minds Dare to Care grant will be renewed for a fifth year, bringing the total amount of funds for programming and educational services for students to \$1.25 million.
- Disability Support Services (DSS) continued to grow in the number of students served to over 1,110 at all three campuses.
- DSS also increased outreach and support services to both students and faculty, with a special note for launching a new Faculty Liaison Program.
- Health Services collaborated with the Student Government Association and the Dean of Students Office to provide Narcan training classes and Narcan kits for students.
- The “Ask Me 3” program was introduced to enhance patient education in Health Services.
- Resident Assistant (RA) training has been reimagined into a hybrid model, allowing for enhanced experiential learning.
- Residence Life expanded its services to all three campuses by launching an off-campus housing search website, which will especially be of significant help to graduate and law students.

We are excited and proud to share all these accomplishments and more with you in this Annual Report. I am blessed to collaborate 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 deeply grateful for each of them.



**Karen Van Norman, M.Ed.**  
*Associate Vice President and  
Dean of Students*

## COUNSELING AND PSYCHOLOGICAL SERVICES

### DEPARTMENT CONTACT

**Dianne Aguero-Trotter**

### CONTACT INFORMATION

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

### STAFF

11 full-time and 2 part-time clinical staff members; 1 secretary; 3 full-time doctoral Interns / social work fellow; 2 part-time psychology practicum doctoral 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:** Counseling and Psychological Services provides a wide range of therapeutic services to enrolled Seton Hall students, including undergraduate, graduate, law, and seminary students. CAPS offers initial assessments, short-term individual .
- **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 help students develop skills for coping with distress, 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 are 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:** Counseling and Psychological Services 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's 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:** Counseling and Psychological Services provides a comprehensive professional training program to aspiring mental health professionals. The training program is designed to provide graduate students in psychology doctoral programs and masters social work programs with firsthand experience of the full range of clinical services and prevention activities provided by a university counseling center. All trainees provide services to clients while under the direct supervision of CAPS staff.

### HIGHLIGHTS

- Counseling and Psychological Services successfully partnered with Uwill, a mental health and wellness telehealth platform, to provide SHU students with extended access to free virtual mental health counseling. Since its launch in June 2023, 382 students have registered on the Uwill platform. Partnering with Uwill has led to an expansion of counseling services to evening and weekend hours, as well as an increase in the diversity of available counselors, thereby eliminating additional barriers to help-seeking. Furthermore, the addition of supportive tele-counseling has increased the ability of CAPS clinicians to provide focused and intentional therapeutic services to students with high acuity needs, leading to a 30 percent increase in individual and group therapeutic appointments this year.
- With generous funding from the NJ Office of the Secretary of Higher Education, Counseling and Psychological Services expanded our embedded counselor model that currently includes counselors dedicated to the Law School, EOP, and the Interprofessional Health Sciences Campus. The funding enabled us to hire 2 Doctoral interns and 1 Social Work fellow to provide counseling services under supervision, with a focus on serving students in Gen 1/ RISE, Disability Support Services, and Varsity Athletics. The ability and decision to assign counselors to these traditionally underserved populations has led to an increase in the accessibility and visibility of our services to students who, for various reasons related to stigma, location, or schedule, may choose not to come to the CAPS office. Research also indicated that students in these populations were more negatively impacted in terms of their mental health by COVID-19 than other student populations.
- In response to our data that shows that over 50 percent of students seeking services at CAPS report having experienced at least one lifetime traumatic experience, Counseling and Psychological Services expanded professional expertise in the areas of trauma, grief and loss. This year, six clinical staff members completed a three-month intensive training in Eye Movement Desensitization and Reprocessing (EMDR) therapy, an evidence-based clinical treatment for trauma. In total, eight counselors in the department have EMDR certification. In addition, two counselors received specialty training in the treatment of Prolonged Grief and loss, which is often associated with the experience of trauma.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Fully incorporate state funded teletherapy platform, Uwill, into CAPS service model. **Completed**
- Fully Implement the OSHE grant agreement by onboarding 3 graduate interns/fellows into the department operations. **Completed**
- 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. **Completed**
- Explore the use of Clinician-Assisted Virtual Reality Therapy to address increasing levels of reported anxiety. Completed- Evaluated two companies that provide the VR platform for therapists and determined that a VR platform does not provide sufficient additional therapeutic impact to justify the cost.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 4

#### DESCRIPTION OF 2023-24 ASSESSMENTS

- Counseling and Psychological Services participates in a national research consortium (Center for Collegiate Mental Health, CCMH) that gathers anonymous data from over 195 colleges and university counseling centers, describing 185,114 unique college students seeking mental health treatment. With client consent, data is gathered 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, PA., Pennsylvania State University. The CCAPS-62 is a 62-item instrument with eight distinct subscales (depression, general anxiety, social anxiety, academic distress, eating concerns, frustration/anger, substance use, and overall distress) related to psychological symptoms and distress in college students. 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. This year, CAPS invited over 300 students who registered on the Uwill platform to complete a separate, anonymous survey about their experience and satisfaction with Uwill. Both surveys incorporate Likert-type and open-ended response questions. The results of these surveys are analyzed and used to improve service delivery with the goal of better meeting students' needs.
- Student leader training is an important aspect of CAPS outreach and prevention. 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.

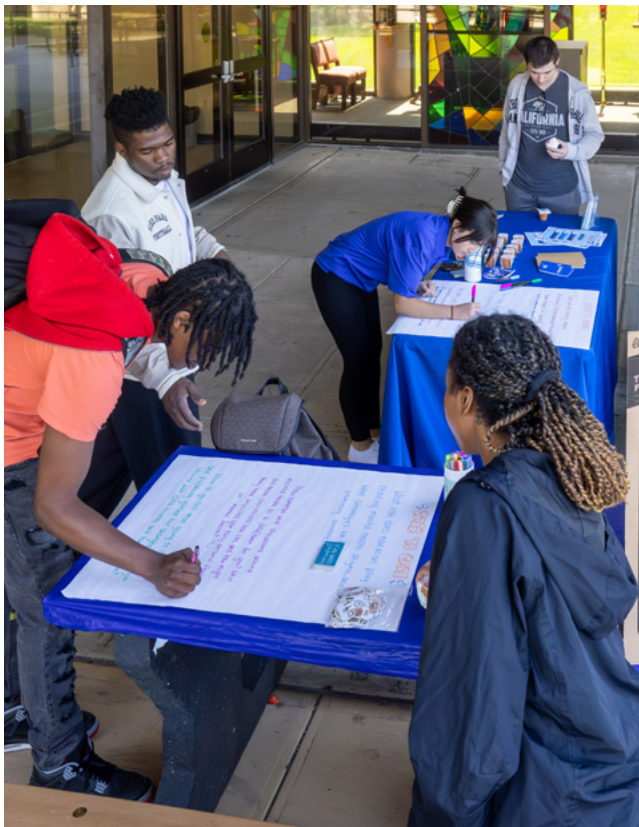
#### ASSESSMENT RESULTS AND DATA REPORTING

- Clinical:
  - ▶ A 130 percent increase in attended individual and group therapy sessions.
  - ▶ 638 students sought services at Counseling and Psychological Services
  - ▶ 382 students registered on the Uwill platform, with 114 of these scheduling at least one appointment.
  - ▶ 80 percent of the students registered on Uwill have not been seen at CAPS.
  - ▶ 300 percent increase in psychiatric service appointments (42 to 168).
  - ▶ 8 percent increase in crisis appointments, including a 30 percent increase in calls made to the after-hours hotline.





- ▶ 50 percent of clients who made appointments at CAPS endorsed receiving mental health counseling prior to starting college.
- Over the past few years, CAPS has focused on removing barriers to help-seeking for students from traditionally marginalized or underserved groups. The expansion of our embedded counselor model seems to align with an increase in clients from these groups seeking services at CAPS. Key client data points that illustrate the impact of our efforts include the following CAPS client demographics from this year:
  - ▶ 30 percent (191 students) are first-generation college students, representing a 12 percent increase from last year. 25 of these clients identified as being in RISE, which accounts for 14.2 percent of all students enrolled in that program.
  - ▶ 12 percent (78) are registered with DSS, representing 7.5 percent of all students registered with that department.
  - ▶ 2.2 percent (14) identified as being Varsity student-athletes, representing 5 percent of all SHU student-athletes.
  - ▶ 4 percent (25) are international students
- Outreach and Prevention: Outreach and prevention efforts significantly increased from last year, with a similarly significant impact made by the new embedded counselors.
  - ▶ 246 outreach, prevention, and training programs that reached a total of 8406 community members.
- ▶ 173 percent increase in total outreach programs, representing a 176 percent increase in total hours spent in direct outreach.
- ▶ 22 percent increase in the number of SHU community members reached via outreach programming
- ▶ 38 percent of CAPS outreach was focused on issues related to DEIJ.
- ▶ The new embedded counselors accounted for 41 percent of total outreach and 47 percent of the total hours spent in direct outreach.
- ▶ 962 student contacts were made via outreach programming by embedded counselors in RISE, DSS, and athletics.
- Assessment data from the CCAPS-62 revealed that CAPS clients continue to report initial levels of distress that are consistent with national averages. This year's average overall distress score was 1.73 on a 5-point Likert scale, with the highest report of distress being Social Anxiety (2.02). Similar to last year, CCAPS data reveals that, in comparison to the national average, students who engaged in treatment at CAPS reported greater declines in all 8 areas of psychological distress over the course of treatment. The average change in overall distress for clients at CAPS was greater than the change achieved by 74 percent of counseling centers in the national sample.
- CAPS Client Satisfaction Survey revealed high satisfaction overall:
  - ▶ 87 percent agree that "Counseling has positively affected the chances that I will stay in college."



- ▶ 83 percent report being satisfied with CAPS services.
- ▶ 94 percent felt comfortable and safe discussing multicultural concerns with their counselor.
- ▶ 76 percent reported a preference for in-person therapy over teletherapy.
- Uwill client satisfaction survey revealed the following:
  - ▶ 78 percent Uwill has been effective overall.
  - ▶ 79 percent felt understood by their Uwill therapist.
  - ▶ 75 percent would recommend Uwill to other students.
- Pre- and post-survey data from 2023-2024 CAPS trainings for Resident Assistants and Peer Advisors revealed the following: 91 percent (RA) and 86 percent (PA) respondents reported that, as a result of CAPS training, they feel comfortable talking to or approaching students who might be in distress; 82 percent (RA) and 71 percent (PA) respondents reported feeling comfortable asking a student if they are experiencing suicidal ideation. Results from a pre- and post-survey of faculty who participated in CAPS Campus Connect Suicide Prevention Gatekeeper Training note that the majority of participants reported increased awareness of the risk factors related to suicide

### USAGE OF ASSESSMENT RESULTS

- Continue to build on liaisons with specific campus partners, departments, and student organizations to foster collaborations, to better understand the mental health needs of students, and to ensure colleagues across campus feel equipped to foster resiliency among students and to identify, respond and refer students with needs that are best served by CAPS.
- Focus the role of the Case Manager towards initiating and maintaining ongoing relationships with community mental health providers, specialized services, and hospitals to facilitate referrals for students who present with needs for long-term and/or intensive treatment

### ADDITIONAL TESTIMONIALS

*“Thank you so much for helping me and encouraging me to see the light at the end of the tunnel. After every therapy session, I have always felt a sense of relief.”*

*“I learned (from therapy) to be kinder to myself; it has become more evident that I have a lot of trouble treating myself well, especially because of how much pressure I am under in life. The action of caring for myself is often discarded, and I’ve learned that this is just as important as my academic endeavors.”*

*“There are ways I can manage my stress and anxiety without falling into them completely.”*

*“I’m grateful for access to Uwill. Having support while obtaining my degree has helped keep me balanced and present.”*

### DIVISIONAL STAFF ACHIEVEMENTS

- **Certificates and Degrees:**
  - ▶ Dr. Daam Barker completed all requirements for full licensure as a practicing Psychologist in New Jersey.
  - ▶ Dr. Brendan Sullivan earned a Psy.D. in Counseling Psychology from St. Elizabeth’s University in May 2024.
  - ▶ Ashley Robinson, MSW, completed all requirements to obtain Licensure as a Social Worker.
  - ▶ Caroline Black, LCSW, and Chenelle Lauture, LCSW, became certified as Clinical Social Work Supervisors through the National Association of Social Workers.
  - ▶ Six clinical staff members at CAPS completed a three-month, intensive certification training in Eye Movement Desensitization and Reprocessing (EMDR) therapy.

- **Publications and Research:**
  - ▶ Brendan Sullivan, Psy.D. successfully defended and published his dissertation:  
Sullivan, B. J. (2024). *Perspectives in Esports: Gender Differences in Team Role Commitment, Gamer Identity, and Perceived Harassment* (Order No. 31298873). Available from ProQuest Dissertations and Theses Global. (3055872146). [www.proquest.com/dissertations-theses/perspectives-esports-gender-differences-team-role/docview/3055872146/se-2](http://www.proquest.com/dissertations-theses/perspectives-esports-gender-differences-team-role/docview/3055872146/se-2)
- **Professional Organization Involvement:**
  - ▶ Chenelle Lauture, LCSW, and Jamie Stillwell, Psy.D. became facilitators for the National Collation Building Institute.
  - ▶ Chenelle Lauture, LCSW, and Caroline Black, LCSW, serve on the conference program review committee for the Association of University and Counseling Center Outreach.

## DEAN OF STUDENTS OFFICE

### DEPARTMENT CONTACT

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

### CONTACT INFORMATION

[karen.vannorman@shu.edu](mailto:karen.vannorman@shu.edu)

### STAFF

1 associate vice president and dean of students, 1 associate dean of students, 1 assistant dean of students, 1 secretary

### MISSION

The Dean of Students Office advocates for students throughout their academic career. Guided by the University's Catholic Mission, we embrace diverse identities, experiences, and values. We support and empower students to realize their success in and out of the classroom.

### LEARNING OUTCOMES

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

- Develop responsible decision-making skills.
- Be challenged to grow through adversity, embrace change, and celebrate success.
- Be more likely to take appropriate actions that influence the safety and well-being of others.

### 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 a campus-wide initiative to support the mental health and well-being of all students. Programs, speakers, online resources, outreach efforts, and awareness campaigns are provided to students on all three campuses for the purpose of



increasing knowledge of resources on and off campus, increasing students' wellness, and suicide prevention. Many of the Dare to Care programs are led by peer educators who work directly with the Dean of Students Office and are trained through NASPA's Certified Peer Educator program. The Dean of Students Office seeks collaboration from campus partners for programming through the Dare to Care initiative. The entire Great Minds Dare to Care initiative is funded by a grant from the State of New Jersey.

### HIGHLIGHTS

- On January 10, 2024, we hosted the first New Jersey Higher Education Mental Health Summit. Over 500 professionals and front-line practitioners gathered to share and learn about best practices on our campuses throughout the state. Attendees were welcomed by Interim President Passerini and Lieutenant Governor Tahesha Way. Nineteen (19) professional break-out sessions were offered, providing information ranging from mental health for first-generation students to focus on student-athletes. Closing remarks for the day were offered by the Secretary of Higher Education, Brian Bridges. Dean Van Norman served as the co-chair of the Summit.
- We have been notified that the grant for the Great Minds Dare to Care program will be renewed for a fifth year from the State of New Jersey. This brings our total funding over that time period to \$1,250,000.
- The KNOW MORE program facilitated thirty-five programs over the course of the academic year, providing education about sexual violence prevention, the responsible use of alcohol and other drugs, and bystander intervention. These programs were developed by the Peer Educator team consisting of ten undergraduate students and attracted over 4,000 students in attendance.
- The Dare to Care Peer Educators led over 40 programs this past academic year, reaching over 3,000 students. The Peer Educator team also grew by 50 percent.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- We will implement a Bystander/Narcan/CPR training that will reach at least 200 interested volunteers.
  - ▶ Implemented this program in collaboration with the Student Government Association. Unfortunately, we did not meet our goal of reaching 200 volunteers; instead, we reached only 70 students. In the



months before the implementation of this program, Narcan was made widely available upon request at all pharmacies throughout the State of New Jersey. While this is a very positive initiative, it also lessened the impact and perceived need for individuals to be trained.

- We will serve as the chair and host for the New Jersey Higher Education Mental Health Summit, with over 20 peer institutions and 200 colleagues in attendance.
  - ▶ This goal was surpassed. Dean Van Norman co-chaired the Summit and the University was the host site. We had over 40 peer institutions and over 500 colleagues in attendance. The evaluations of the Summit were overwhelmingly positive.
- We will introduce a new Bystander Education program for all incoming students at the August Orientation.
  - ▶ The Dean of Students presentation during the August Orientation was revamped to provide students with important education about staying safe on and off campus while also providing an overview of bystander intervention skills. The program introduced the three D's of bystander intervention (direct, distract, and delegate), provided students with resources for safety and support, and involved an interactive portion where students were able to role-play bystander moments..
- We will introduce eCheckUp To Go as an education sanction for alcohol and cannabis Student Conduct violations.

- ▶ The online alcohol and marijuana intervention platform known as eCheckUp was implemented as a first-level alcohol or drug violation sanction. Students engaged in self-reporting their usage and were provided individualized reports about the impact of alcohol and marijuana on the body, as well as important harm reduction tips.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 5

#### DESCRIPTION OF 2023-24 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, and Allegation to indicate trends for programming and prevention.
- Student Conduct Tracking Number, Location, and Violations to indicate trends for intervention needs.
- Survey of students in identified departments to gauge awareness of CAPS and embedded Intern.
- Hosted student listening sessions to gather information on how students experience and manage sub-clinical mental health struggles, e.g., stress, anxiety, feeling isolated, etc.



#### ASSESSMENT RESULTS AND DATA REPORTING

- **Behavioral Intervention Team Referrals:** For the fourth year in a row, referrals increased to the Behavioral Intervention Team by 19 percent. This is significantly higher than the growth seen last year, which was 4 percent over the previous year.
- **Listening Sessions:** Across four student listening sessions, we determined that students often lack sufficient coping skills and self-care knowledge to manage their mental well-being and overall wellness.

#### USAGE OF ASSESSMENT RESULTS

- **Behavioral Intervention Team:** We will continue the direct and frequent outreach to faculty to remind them of the availability of BIT and its usefulness in student success. We will also increase support for faculty by including a simple flow chart for referrals of students of concern, referral training videos, and resources.
- **Listening Sessions:** Utilizing the information gathered from the student listening sessions, we will develop an on-demand mental health toolkit that students can access to build their skills related to developing self-esteem, overcoming social isolation and loneliness, feeling overwhelmed, and addressing academic concerns. This is not a clinical tool but rather a way for students to develop soft skills on their own time.

#### DEPARTMENT GOALS FOR 2024-25

- We will implement a Resiliency and Mental Health Basic Skills workshop for students. The workshop will be offered at different times during the year, with a goal of enrolling at least fifty (50) students for the first year.
- The Great Minds Dare to Care Website will be completely redesigned to be more user-friendly, with a focus on student and faculty resources.
- We will respond to faculty feedback and revise the Dare to Care blue folder and inserts with an emphasis on easy reference and guide to responding to students in distress.
- We will introduce Brief Motivational Interviewing (BMI) meetings as a second violation of the alcohol or drug policy. BMIs are short, one-on-one meetings between a student and administrator designed to move students through the cycle of change with nonjudgmental questioning. Students will be prompted to identify strategies for harm reduction around substance use as well as various substance-free healthy behaviors.

### ADDITIONAL TESTIMONIALS

*“The Dean of Students Office has been my safe space throughout my college experience. They are always there to listen and help along the way.”* — STUDENT

*“Through the work of peer educators, there is a sense of community built around topics that are typically difficult to discuss generally with peers. This is important to continue educating people and leave an impact. For me, being a peer educator has allowed me to find a place within my community and grow within my environment to be to help others.”* — STUDENT

*“Being a part of Dare to Care has quickly become a huge part of my life on campus. I have learned about different resources and mental health strategies and have had so many meaningful conversations with students. I want college students to know that they are not alone and it is okay to talk about mental health. My main goal is to eliminate the stigma associated with mental well-being.”* — STUDENT

### DIVISIONAL STAFF ACHIEVEMENTS

- NASPA Region II – Presenter – “A Cohort Model: Reimagining Training for Resident Assistants” – Nicole Giglia.
- 2024 NASPA Certificate in Student Affairs Law and Policy Participant – Nicole Giglia.
- Nicole Giglia co-authored an article that was accepted for publication. – Giglia, N., and Smith, K. N. (Accepted). *Breaking the stained-glass ceiling: The gendered experiences of women college presidents of Catholic institutions. Journal of Women and Gender in Higher Education*
- Anthony Turon, Accepted to Education Leadership Management Program (ELMP), Doctoral Program, Seton Hall University.
- NASPA’s national conference – program reviewer – Karen Van Norman

## DISABILITY SUPPORT SERVICES

### DEPARTMENT CONTACT

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

### CONTACT INFORMATION

**carolyn.corbran@shu.edu**

### STAFF

1 director, 3 assistant directors (1 IHSC, 2 SO), 1 secretary/testing coordinator (SO), 1 testing coordinator (IHSC), 9 part-time student workers (8 SO, 1 IHSC)

### 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 understand how to self-identify their accommodation 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 accommodations with faculty.

### 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:** DSS provides information and resources regarding disability access and inclusion to the campus community
- DSS continued offering Connectivity Group this academic 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 22 students in 2023-24.

### HIGHLIGHTS

- DSS facilitated the DSS Faculty Liaison Program in 23-24 with 11 faculty participants representing different departments and colleges at Seton Hall. Faculty engaged in four (4) in-depth workshops on topics including how to best accommodate students, how DSS evaluates accommodation needs, universal design, and social justice aspects of disability support during Spring '24. Faculty members were charged with sharing what they had learned with their own departments by leading a session after the completion of the program. A panel presentation was facilitated for access for all Seton Hall faculty by DSS and four faculty members through the Center for Faculty Development.
- DSS expanded the offerings of Connectivity Group during the 2023-2024 year. Three to four sessions per week were offered throughout this year, including a social skills session with the CAPS DSS Liaison and several social sessions a week. The goal was to improve the ability of this resource to help more students make connections on campus with other students by recruiting students with different interests. We had a consistent group of 12 students attending sessions this past year, with better attendance in the Spring '24 semester than in Fall '23.
- DSS hosted our second induction ceremony for thirty-four (34) DSS students into the Delta Alpha Pi International Honor Society (DAPI), recognizing the academic achievements of undergraduate students who have disabilities.
- DSS presented at 21 trainings and meetings to a variety of campus partners during 2023-24 to educate and engage the campus community about how to accommodate students with disabilities. Some highlights of these sessions included the following: faculty trainings for adjuncts, new faculty members, Biology TAs, College of Nursing faculty and deans, Psychology faculty, Provost meeting and Academic Affairs Council meeting, CAPS staff members, Library staff meeting, DEI committee meeting, Student Affairs Divisional Presentation, Faculty PD presentation with DSS Faculty Liaisons, and Admissions events for parents, and Pirate pathways students.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- DSS will expand the offerings of Connectivity Group to improve the ability of this resource to help more students make connections on campus with other students by recruiting students with different interests. **Completed.**
- DSS will apply for SGA recognition of DAPI as a student organization on campus in Fall '23. DSS will plan two initiation ceremonies for the 2023-2024 year to induct more members as the society grows on-campus and more students become eligible. **Completed.**
- DSS will begin to write student self-advocacy training content and determine a timeline for the first group of students to participate in training. **In Progress.**
- DSS will begin developing a Faculty Liaison program to allow for better faculty training on best practices for accommodating students. This will involve inviting faculty who are willing to teach other faculty how they handle accommodations in their courses. This will allow DSS both to cultivate relationships with faculty who have a positive view on accommodating students and help improve the effectiveness of faculty training through partnership rather than solely mandating compliance. **Completed.**

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24 ACADEMIC YEAR: 5

#### DESCRIPTION OF 2023-24 ASSESSMENTS

- DSS Faculty Liaison Program Assessments pre- and post-participation surveys.
- Tracking of students registered with the department to monitor trends in utilization, services needed, and identified disabilities.
- Benchmarking data on the numbers of students supported and enrollment percentages was collected via phone calls and emails to peer institutions. This data was collected to evaluate how our numbers compare to those of our peer institutions due to the increase in student registrations over the past several years.
- A student survey was conducted on students' experiences using accommodations at Seton Hall, their feelings about ableism, and what they want to share with faculty and administrators on campus about being a student with a disability. This data was collected to help DSS better understand how students are feeling about using accommodations at Seton Hall. Some of the data was used for DSS trainings and presentations during 2023-24.

- A survey was conducted with DSS students interested in participating in the Connectivity Group to gain information about their availability to meet and interests. This allowed staff to tailor some of the sessions to align better with student interests and gain better attendance attendance in Spring 2024 based on the program days/ times adjusting based on student interest.

**ASSESSMENT RESULTS AND DATA REPORTING**

- DSS conducted pre- and post-surveys with the 11 faculty participants in the DSS Faculty Liaison Program.
  - ▶ Pre-survey, 55 percent of participants used or knew what Universal Design for Learning was.
  - ▶ Post-survey, 90 percent used or knew what Universal Design for Learning was.
  - ▶ Pre-survey, 63 percent of participants knew what steps to take if they thought an accommodation request was unreasonable.
  - ▶ Post-survey, 100 percent of the participants knew what steps to take if they thought an accommodation request was unreasonable.
  - ▶ Pre-survey, 63 percent of the participants indicated they trust DSS to evaluate the student’s accommodation needs and the institutional barriers they might be facing.
  - ▶ Post-survey, 100 percent of the participants indicated that they trust DSS to evaluate the students’ accommodation needs and the institutional barriers they might be facing.
  - ▶ Pre-survey, 72 percent of the participants felt confident in their knowledge to support students with disabilities.
  - ▶ 100 percent of the faculty felt confident in their knowledge to support students with disabilities.
  - ▶ 100 percent of the participants would recommend that other faculty participate in the program in the future.
- DSS conducted pre- and post-surveys with the 11 faculty participants in the DSS Faculty Liaison Program. Pre-survey 55% of participants used or knew what Universal Design for Learning was. Post-survey 90% used or knew what Universal Design for Learning was. Pre-survey 63% of participants knew what steps to take if they think an accommodation request was unreasonable. Post-survey 100% of the participants knew what steps to take if they think an accommodation request is unreasonable. Pre-survey 63% of the participants indicated they trust DSS to evaluate the student’s accommodation needs and the institutional barriers they might be facing. Post-survey 100% of the participants indicated that they trust DSS



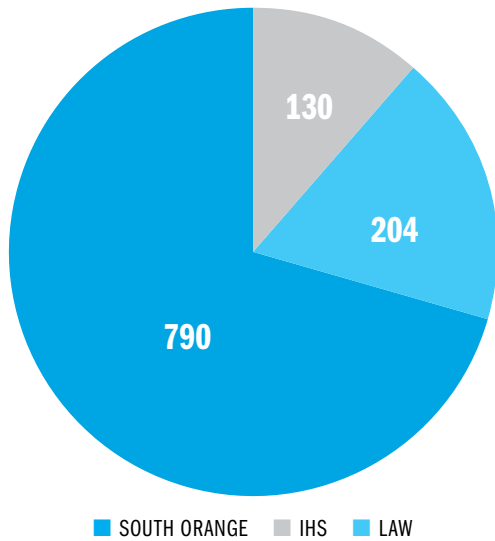
to evaluate the student’s accommodation needs and the institutional barriers they might be facing. Pre-survey 72% of the participants felt confident in their knowledge to support students with disabilities. 100% of the faculty felt confident in their knowledge to support students with disabilities. 100% of the participants would recommend that other faculty participate in the program in the future.

- DSS collected information from peer institutions on the numbers of students being served and the percentage of enrolled students being served. Results indicate that DSS is seeing similar levels of students seeking support to that of our peer institutions providing similar levels of service. National data indicates that up to 21% of college students may be eligible for support due to their disability status.

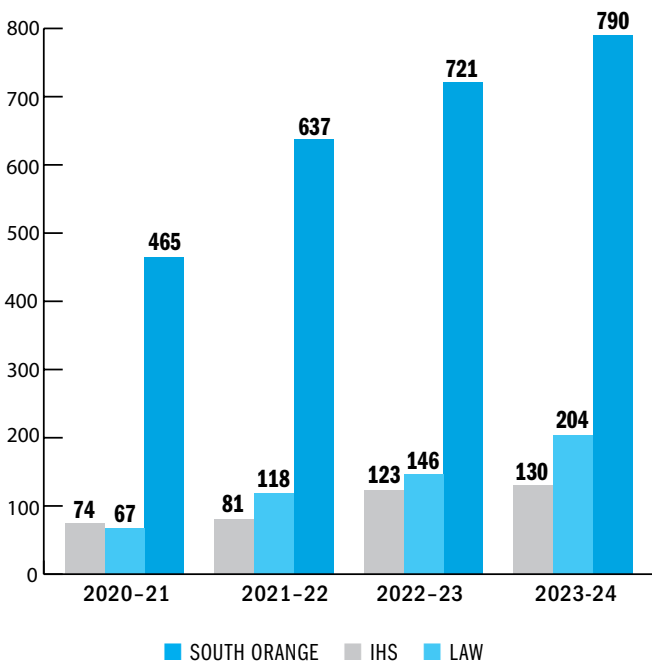
University	# of Registered Students	% of Enrolled Students
SHU	1,124	11%
Fordham	1,763	10%
Marquette	1,125	10%
Santa Clara	1,084	11.8%
Gonzaga	890	12.2%
Loyola Marymount	1,330	15.3%

- DSS is working with the largest number of registered students with the office in its' history for using services. See graphs for breakdown by campus of registered students and increases in services provided.

**DSS REGISTERED STUDENTS 2023-24**

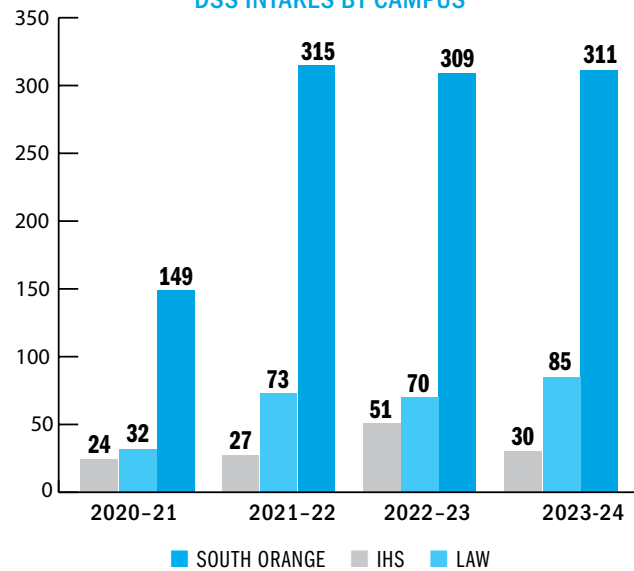


**DSS REGISTERED STUDENTS BY CAMPUS**



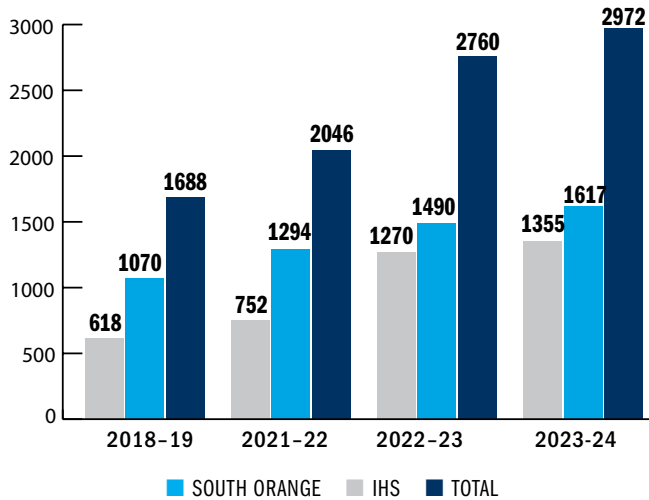
- The number of students registered with DSS in 2023-2024 (1,124) was 13.5% higher than in 2022-2023 (990), 35% higher than in 2021-2022 (832) and 84.9% higher than in 2020-2021 (608). SO DSS had a 9.6% increase in students registered between 2022-2023 (721) and 2023-2024 (790). LAW DSS had a 39.7% increase in students registered between 2022-2023 (146) and 2023-2024 (204). IHS DSS had a 5.7% increase in students registered between 2022-2023 (123) and 2023-2024 (130).

**DSS INTAKES BY CAMPUS**



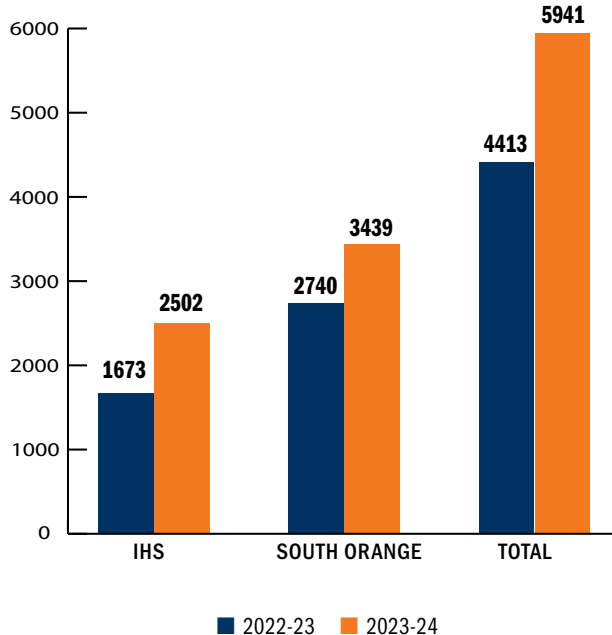
- Overall DSS experienced a slight decrease in total intake meetings of 0.9% from 430 intakes conducted in 2022-2023 to 426 intakes conducted in 2023-2024.
- 637 students contacted the DSS office about registering for services during 2023-2024 (9% increase over 584 students in 22-23). Of those, 426 students (66.9%) followed through with registering with the office. In 2022-2023, DSS had 73.6% intake completion rate (430 students). In 2021-2022, DSS had a 58.2% intake completion rate and had strived to increase the rate of students contacting the office with following through to completing intake meetings to set up accommodations.
- DSS continued to experience high levels of exam proctoring needs during 2023-2024. DSS overall proctored 2,972 exams in 2023-2024 (7.7% increase) compared to 2,760 exams in 2022-2023. DSS at SO proctored 8.5% more exams in 2023-2024 (1,617) compared to in 2022-2023 (1,490). DSS at IHS proctored 6.7% more exams in 2023-2024 (1,355) compared to exams in 2022-2023 (1,270).

DSS EXAM PROCTORING



- With the new full-time testing coordinator position added this year for the IHS campus, DSS was able to offer more support to the Law School administration regarding final exam coordination that has been an ongoing request. Our new testing coordinator scheduled and coordinated 417 final exams for the Spring '24 Law School to assist them ahead of their final exams period, which they proctored themselves at the Law School where DSS does not have a physical office or full-time presence.
- DSS staff made efforts to have more of a physical presence at the Law School campus to meet with students and administration. There were 24 visits made during the 23-24 school year. Staff will continue to track this data moving forward.

DSS OFFICE VISITS



- In 2022-2023, DSS began tracking the number of office visits requiring staff assistance and meetings with students, faculty, and staff. DSS at IHS had 2,502 in 23-24, which reflects a 49.6% increase over last year's office visits (22-23: 1,673). DSS at SO had 3,439 in 23-24, which reflects a 25.5% increase over last year's office visits (22-23: 2,740). In total, DSS staff had 5,941 visits in 23-24, which reflects a 34.6% increase over 22-23, which had 4,413 visits. DSS will begin to isolate the Law meetings in 24-25, which are included in the above data since staff at both SO and IHS provide support to the Law School students.

USAGE OF ASSESSMENT RESULTS

- DSS staff made some changes in communications with new students in an effort to allow students ownership over when they registered with DSS rather than students waiting for DSS staff to invite them to meet or remind them to schedule a meeting. DSS also updated language in outreach communications two years ago to inform students in the first paragraph of our emails that they are welcome to schedule a meeting with DSS if they would like to meet before their documentation is in order. These changes were made due to the significant increase DSS has seen in student registrations, which has made it difficult for staff to reach out to them multiple times to schedule intake meetings. However, DSS did see a 6.7 percent decrease in intake completion rates from 2022-2023 (73.6 percent) to 2023-2024 (66.9 percent). DSS would like to increase our intake completion rate to at least 75 percent and will be adding back in outreach efforts to students in 2024-2025 to meet this goal.
- DSS will be working to increase the number of students communicating directly with their professors about their accommodations. Student and faculty assessment data will be collected to evaluate the effectiveness of staff efforts.

DEPARTMENT GOALS FOR 2024-25

- DSS will be collaborating with CAS and RISE to inform students of available services and identify more students who identify as having a disability so that they can register for services early on in their academic careers to improve their college experiences. Data on retention of identified students will begin to be tracked.
- DSS will implement strategic changes to processes to encourage and track how students are communicating with their faculty about their accommodations to facilitate them. DSS will give students a suggested script

they can use to communicate with their faculty based on their individual accommodation needs. Assessment will be conducted with faculty to evaluate the effectiveness of efforts.

- The Department will continue the DSS Faculty Liaison Program for a second year to expand the number of faculty liaisons who are willing to work closely with DSS to increase their understanding of the work DSS does and the needs of students with disabilities. Assessments will be conducted on the program participants and expand to include the department faculty who attend workshops led by DSS liaisons.
- DSS will review and update documentation guidelines for all types of disabilities on the DSS website.
- DSS will continue the DAPI inductions next year and introduce the service component for inducted members.

### ADDITIONAL TESTIMONIALS

*“Your consistency and your care are so appreciated. Thank you so much!!”*

– DSS LAW STUDENT

*“I just wanted to thank you all for the wonderful service you provide to our students throughout the semester, particularly during finals week. I appreciate all the effort to make that happen from day 1 of each semester.”*

– SO FACULTY MEMBER

*“The DSS office is so understanding and sweet; they help set you up with accommodations efficiently!”*

– SETON HALL DSS STUDENT

*“The women in DSS on the South Orange campus have been extremely welcoming and caring towards me. I did not feel judged or pressured to share my experience. At my former university, I experienced an extremely hard time and felt very unwelcome and misunderstood when trying to receive accommodations. I have had a very different experience at Seton Hall.”*

– SETON HALL DSS STUDENT

*“Jacqueline in DSS was amazing. She was patient, responsive, and supportive in every way, and helped me navigate an extremely confusing process at SHU.”*

– SETON HALL DSS STUDENT

*“The DSS department has been beyond helpful whenever I need them.”*

– SETON HALL DSS STUDENT

### DIVISIONAL STAFF ACHIEVEMENTS

- Carolyn Corbran was appointed as an AHEAD mentor for newer professionals in the field of DSS and will continue to serve through October 2024 as a mentor to six professionals.
- Carolyn Corbran is currently running for election for the NJ AHEAD board for the position of program coordinator.

## HEALTH SERVICES

### DEPARTMENT CONTACT

**Diane Lynch**

### CONTACT INFORMATION

**diane.lynch@shu.edu**

### STAFF

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

- By engaging with Health Services, students will develop the ability to effectively communicate with healthcare providers and learn to navigate the healthcare system more confidently.
- Through healthcare provided by Health Services, students will understand the relationship between their diagnosis and treatment plan.
- Through education provided by Health Services, students will understand the relationship between their treatment plan and reaching their health goals to engage in making health decisions.

### SIGNATURE ACTIVITIES

- **Vaccine Clinics:** We planned and organized multiple vaccine clinics for students and employees on all 3 campuses. This year, we also included pop-up flu clinics for students to promote a healthy and safe campus..
- **Preceptor Program:** Our office served as a clinical rotation site for students in the Nurse Practitioner, Physician Assistant, and Healthcare Administration programs.
- **Become Your Best Slept Self Table:** We provided a campus tabling event during the fall Dare to Care Fair aimed at sharing information and “sleep kits” showing the importance of sleep on health and academic performance.
- **Spring “Get up and Move” themed table:** We provided a campus event during the spring Dare to Care Fair, demonstrating the importance of daily physical activity. This interactive event featured badminton and beach volleyball.
- **March Madness Event:** PWe provided basketball-themed health education games and prizes.

### HIGHLIGHTS

- Developed an education and distribution plan to provide students and community members with easy access to Narcan and increased knowledge of how to respond to a potential opioid overdose. We provided Narcan training classes and Narcan kits to public safety staff, assisted the Dean of Student Services office in organizing outside speakers and training for students and community members, and created a permanent distribution station in our waiting room with free kits and education.
- Reintroduced our Allergy Injection program so students can continue allergy immunotherapy while they are away from home.
- Expanded our current preceptorship program to offer an internship opportunity for a graduate student in the Master of Healthcare Administration Program.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Implement the “Ask Me Three Program” to support health literacy. Using the Institute for Healthcare Improvements 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. **Completed.**
- Identify 2 areas for quality improvement after reviewing incident reports, patient surveys, and AAAHC standards. **Completed**
- Introduce at least one additional health screening relevant to the college-aged population that will enhance and expand upon our existing program and supports healthy habits and lifestyles. **Completed.**

**NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24  
ACADEMIC YEAR: 4**

### DESCRIPTION OF 2023-24 ASSESSMENTS

- **Fall Point of Care Testing:** Analysis of billing documentation. A benchmarking study will be conducted to evaluate the number of POC tests both documented and billed for and compare them to last year's data to prove the sustainability of QI interventions.
- **Spring Patient Satisfaction Survey:** This survey was aimed at quality assurance and compared patient satisfaction during the 2022-2023 academic year with the 2023-2024 year. The survey also allowed us to review patient experience and respond to any concerns.
- **Depression Screening:** A two-question depression screening (PHQ2) is administered once per year and as needed to students, allowing us to identify and connect students with positive scores to on and off-campus resources.
- **"Ask Me Three Program" evaluation:** Students who participated in the launching of the program completed a short survey to determine if they found the program helpful.

### ASSESSMENT RESULTS AND DATA REPORTING

- 98 percent of students cared for in our office reported overall satisfaction with the services they received and would recommend health services to a friend.
- 97 percent of students reported that they found the "Ask Me Three" Program helpful
- 46 percent of students reported they were interested in participating in a telemedicine appointment in the future. (33 percent were unsure, and 21 percent expressed no interest in this type of visit)
- During the 2023-2024 academic year, health services provided 1,524 depression screenings during routine visits, which resulted in identifying 122 students with positive scores to whom we were able to connect to provide assistance and connect with resources for care as appropriate.

### USAGE OF ASSESSMENT RESULTS

- Health Services will continue to offer annual and as-needed mental health checkups at least once annually to 100 percent of students utilizing our services during the 2024-2025 academic year.
- During the 2024-2025 academic year, Health Services will fully implement the "Ask Me Three" program for use during 100 percent of all routine visits to promote health literacy and improve communication with students utilizing our services.



### DEPARTMENT GOALS FOR 2024-25

- Post one student-relevant health and wellness topic each month of the 2024-2025 AY using university social media platforms and university center monitors.
- Provide at least one free American Heart Association Basic Life Support class for students interested in gaining certification in the fall of 2024.
- Create and launch a Health and Wellness station in the Health Services waiting room this August, with student-relevant topics, self-assessments (that can be discussed as desired during their visit), and upcoming health and wellness activities on campus and in the surrounding community.

### ADDITIONAL TESTIMONIALS

*"I have been coming to health services since I transferred to Seton Hall, and I have been consistently pleased with every aspect of the services I've received. Keep up the great work!"* — ANONYMOUS (FROM SPRING 2024 SURVEY)

*"As a healthcare worker, I felt very satisfied with the level of care that I received from the whole team"* — ANONYMOUS (FROM SPRING 2024 SURVEY)

*"All was great. Staff is so helpful and friendly."* — ANONYMOUS (FROM SPRING 2024 SURVEY)

### DIVISIONAL STAFF ACHIEVEMENTS

- **Joseph Henson** was re-elected this year as the Vice President of the New Jersey College Health Association.
- **Saba Ralli** earned Dean's List Honors for the fall 2023 and spring 2024 semesters at Ramapo College. She is working towards earning her BA in Social Science.

### RESIDENCE LIFE

#### DEPARTMENT CONTACT

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

#### CONTACT INFORMATION

[nicole.giglia@shu.edu](mailto:nicole.giglia@shu.edu)

#### STAFF

12 full-time employees, 116 student workers

#### MISSION

The Department of Residence Life fosters a vibrant and inclusive residential living and learning community grounded in the University's Catholic mission. We provide students with an environment that promotes diversity and connection, personal and academic growth, and respect for one another.

#### LEARNING OUTCOMES

- Residents will experience a living environment designed to promote their holistic development and nurture their heart, mind, and spirit.
- Residents will develop skills to live independently while also contributing positively to community living.
- Residents will engage in educational programs focused on diversity, equity, and inclusion that encourage an appreciation for the experiences of others.

#### SIGNATURE ACTIVITIES

- **The First 56 Days:** The First 56 Days is a campus-wide Fall programming initiative spearheaded by the Department of Residence Life designed to immerse students in the vibrant culture and opportunities available both on and off-campus. This program aids new students in their transition to university life by encouraging them to explore Seton Hall University, South Orange, and the greater NYC area. The First 56 days programming enhances student engagement, social integration, and connections to academic resources.
- **Mental Health Awareness Week:** As we strive to cultivate a campus environment that prioritizes student well-being and success, mental health awareness programming plays a vital role in promoting a culture of care and support. Residence Life partnered with Dare to Care and Counseling and Psychological Services (CAPS) to host a weeks' worth of programming centered around mental health and wellness as we entered May, which is Mental Health Awareness Month, and as students prepared for their final exams.



- **RA Training and Cohorts:** RA Training is an experiential learning based training and development series that occurs several times throughout the year. During these trainings, student staff experience leadership development education regarding campus resources and are given tools to support the health, safety, and development of their peers in a residential setting. In addition, new Resident Assistants participate in the RA program where they are provided supplemental training as part of their onboarding into the role. This innovative approach aims to reinforce key competencies, foster a sense of community, and facilitates a smoother transition for RAs as they adjust to the demands of their role within the department.

#### HIGHLIGHTS

- **Online Modules:** The Residence Life staff revamped the RA Summer Training to be both online and in-person, with a focus on intentionality, data, and experiential learning. Utilizing Canvas for the online modules provides the department an opportunity to have a central space for professional development, where RAs can refer to throughout the year to refresh their knowledge. This format also allows in-person training to be shortened with an extra focus on team building and campus partner relationships.
- **Rebranding:** Housing and Residence Life rebranded to become the Department of Residence Life. This rebranding allows us to move beyond being just a place where students are housed to highlight our identity and focus on the core mission of providing a supporting and enriching residence life experience for our students.



- **Expanding Mental Health Awareness Week:** Mental Health Awareness Week programming was brought to all residence halls this past year. This allowed us to provide students across campus with important resources and tools to assist in their mental health and well-being. This year, we served over 800 students across 6 programs.
- Residence Life launched an off-campus housing website with Off-Campus Partners, a leading provider of housing solutions for universities. The platform eases the housing search experience and provides resources to the Seton Hall community, offering options for students, faculty, and staff in the South Orange, Nutley, and Newark, New Jersey areas.

### PAST DEPARTMENTAL GOALS FOR 2023-24

- Begin benchmarking/planning for Living Learning communities by working closely with the Buccino Leadership program as a pilot community for AY24-25.
- Benchmarking was conducted across peer institutions by the department. Hanover Research also provided a best practices report on LLC development and exemplary LLC programs. Information collected will inform a process to propose and implement an LLC at Seton Hall that will be available in Fall 2024.
- Commence benchmarking/planning for new programming curriculum slated to launch in 2024-2025.
- Benchmarking was done with peer institutions to determine how they approach residential education. Information collected will inform a new programming model that will launch for AY 25-26.
- Increase assessment efforts across all Residence Life processes to ensure satisfaction and effectiveness of programs, policies, and procedures.



- The department introduced two new assessments to gauge RA learning, development, and overall experience. Planning has also begun for a Resident Engagement and Satisfaction Survey.

### NUMBER OF ASSESSMENTS CONDUCTED IN 2023-24

**ACADEMIC YEAR: 3**

### DESCRIPTION OF 2023-24 ASSESSMENTS

- **RA Cohort Assessment:** A survey was conducted in May 2024 and administered to all new RAs who participated in the RA Cohort training since Spring 2023. This survey aimed to measure curriculum effectiveness in building knowledge and confidence in the new RA staff.
- **End of Year RA Survey:** We conducted an End of Year RA survey to gather feedback on their experiences within the role over the past year. We asked their thoughts on how they believe the RA role impacts their residents' experiences and if they would change any aspect of their position. This allowed us to gather data to reevaluate the duties and tasks assigned to RAs.
- **Programming Numbers:** Residence Coordinators submitted Monthly Reports that kept track of all programs facilitated, the number of students who attended those programs, and the number of Intentional Interactions the RAs had with their residents.

### ASSESSMENT RESULTS AND DATA REPORTING

- **RA Cohort Assessment:** Students indicated that as a result of participating in the RA Cohort program, they felt more confident in their role as an RA and in their knowledge of key responsibilities of the position.
- **End of Year Survey:** It was a common theme that students enjoy creating relationships with their residents, being a resource, and building community. RAs also indicated a desire for RA Training to be shortened and for increased communication to RAs.
- **Programming Numbers:** There were a total of 289 programs created and developed by the RAs, with 8,715 students attending those programs.

### USAGE OF ASSESSMENT RESULTS

- As a result of the End of Year Survey conducted by RAs, we have already begun the process of restructuring RA training to be hybrid for this upcoming year. Moving certain modules of training online will allow for condensed in-person training focused on team building and leadership development. We will continue



to evaluate the effectiveness of this new training model. Additionally, we will provide professional staff with additional guidance to increase communication with their student staff.

- As a result of the RA Cohort Assessment, we will continue to train our new RAs with this supplemental training through the Fall and Spring semesters.
- We will expand our evaluation of programs to better understand student satisfaction with events and learning outcomes to better understand the effectiveness of RA programming beyond attendance.

### DEPARTMENT GOALS FOR 2024-25

- An application process to create a Living Learning Community within the halls will be launched in early Fall 2024. The application will be due at the end of the Fall semester for an LLC launch in Fall 2025.
- Assess resident experience and satisfaction through a survey to identify opportunities for improvement of the residential experience.
- Create an online learning module similar to the RA Training course for onboarding professional staff members and continued training for current staff.

### ADDITIONAL TESTIMONIAL

*“I love being a resource to students at Seton Hall. I love helping out and promoting the job to others by showcasing the good of Seton Hall. I really liked working on a team, and getting to connect with my staff in a way that you don’t get to connect with other SHU students.”*

— HEAD RESIDENT ASSISTANT

*“I think what I enjoyed most were the interactions with the residents and helping them in situations where I was able to provide assistance that made a difference.”*

— RESIDENT ASSISTANT

*“The most impactful part of my job for residents is probably the intentional interactions and just checking in with residents on a daily basis to make sure that they are doing okay academically, socially, etc. I feel a lot of satisfaction by creating an environment with my residents where they feel like they comfortably live somewhere in which their peers care about their lives.”*

— RESIDENT ASSISTANT

### DIVISIONAL STAFF ACHIEVEMENTS

- **Evan Royds**, **Mark Fabbi**, and **Nicole Giglia** presented on RA Training: A Cohort Model at the 2024 NASPA Region II Conference.
- **Damasja Anderson** presented her research on Newark’s public schools at the 2023 MACUHO Conference.
- **Daniela Montoya** and **Ray Vincent De Jesus** were selected to participate in the 2024 Regional Entry Level Institute (RELI) within MACUHO

# Divisional Staff Achievements

## Awards and Recognitions

- **Mojisola Adesanya** attended and served as a Program Assistant for the American College of Healthcare Executives Congress on Healthcare Leadership.
- **Monterasia “Monte” Brown** was appointed Tamiochus (Treasurer) of the Iota Alpha Sigma Alumnae Chapter of Sigma Gamma Rho Sorority, Inc.
- **Myles Douglas** won the Outstanding Faculty Advisor Award for the Office of Student Engagement’s annual IMPACT Student Leadership Awards.
- **Ghana Hylton**, Director of Campus Inclusion, was awarded the President’s Award for Student Services in April of 2024.
- **Ghana Hylton** was nominated as a 2024 Faculty Advisor of the Year for her work with the sorority AOII.
- **Brittany Morris** was voted as a delegate for the Alpha Kappa Alpha Sorority North Atlantic Regional Conference.
- **Shadlyne St. Fleur** was inducted into Kappa Delta Pi (KDP) International Honor Society in Education.
- **Shadlyne St. Fleur** was selected as the recipient of the Emergent Leaders Scholarship from the National Haitian American Elected Officials Network (NHAEON).
- Graduate Assistant **Meshala Morton** successfully passed her licensure exam.

## Certificates and Degrees

- **Dr. Daam Barker** (CAPS/EOP) completed all requirements for full licensure as a practicing Psychologist in NJ.
- **Caroline Black, LCSW**, and **Chenelle Lauture, LCSW** (CAPS), became certified as Clinical Social Work Supervisors through the National Association of Social Workers.
- Assistant Dean **Josh Dornbos** will begin his doctoral studies in Education at Seton Hall in Fall 2024.
- **Brittany Gogates** earned her Ph.D. in education from Seton Hall in Spring 2024.
- **Khazema Rauf** started her PhD. in Health Sciences.
- **Ted McCulloch** began his PhD program in Higher Education Leadership at Seton Hall.
- **Aniyah Parks** began a doctoral program in Education (Ed.D) in Higher Education Leadership, Management, and Policy in the Fall of 2023.

- **Bria Pender**, Career Center Event’s Coordinator, earned her Master of Arts and Education in Higher Education and Student Affairs.
- **Ashley Robinson**, MSW (CAPS), completed all requirements to obtain Licensure as a Social Worker.
- **Dr. Brendan Sullivan** (CAPS) earned a Psy.D. in Counseling Psychology from St. Elizabeth’s University in May 2024.
- **Anthony Turon** - Accepted to ELMP, Doctoral Program, Seton Hall University.
- **Sandra Vanegas** began a doctoral program in Education (Ed.D) in Higher Education Leadership, Management, and Policy in Fall 2023.
- Six clinical staff members at CAPS completed a three-month, intensive certification training in Eye Movement Desensitization and Reprocessing (EMDR) therapy.
- Two Seton Hall ROTC Cadre members are currently working on their master’s degrees.

## Promotions/Additions

- **Monterasia “Monte” Brown** was promoted to Assistant Director, Scheduling and Operations.
- **Amanda DiDonato** was promoted to Senior Associate Director, Academic Support Services for Student-Athletes.
- **Marisa Garrity** was hired as the Case Manager/Crisis Counselor for Counseling and Psychological Services.
- **Carissa Leoni** was promoted to Associate Director, Academic Support Services for Student-Athletes.
- **Shadlyne St. Fleur** was promoted to Coordinator of Student Outreach and Support, Dean of Students.

## Professional Development

- **Monterasia “Monte” Brown** was a panelist at the EOFPANJ Women of Color Initiative (WOCI) 2nd Annual EOF EmpowHer Conference in April 2024
- **Dr. Vaughn Calhoun** was named NASPA Region II Co-Chair of the Black Diaspora Knowledge Community (BDKC).
- **Carolyn Corbran** is currently running for election for the NJ AHEAD board for the position of program coordinator.
- **Carolyn Corbran** was appointed as an AHEAD mentor for newer professionals in the field of DSS and will continue to serve through October 2024 as a mentor to six professionals.

# Divisional Staff Achievements

- **Myles Douglas, Akirah Fenimore, Giulio Reyes,** and **Jose Rodas** presented at the EOFPANJ conference on Emerging Trends with Latinx and Black/African American Students in Higher Education.
- **Dr. Nicole Giglia** presented at the NASPA Region II Conference on “A Cohort Model: Reimagining Training for Resident Assistants.”
- **Dr. Nicole Giglia** was awarded a 2024 NASPA Certificate in Student Affairs Law and Policy as a participant.
- **Dr. Cassandra Graham** served on the CRLA PA/NJ Proposal Review Committee for the CRLA PA/NJ Annual Spring Regional Conference.
- **Joseph Henson** was re-elected this year as the Vice President of the New Jersey College Health Association.
- **Ghana Hylton** gave the welcome address at the Zeta Phi Beta Sorority, Inc. Psi Pi’s Sisterhood Brunch in February 2024.
- **Ghana Hylton** was on Alpha Phi’s 2024 Women in Leadership Panel during Women’s History Month.
- **Ghana Hylton** is the Program Coordinator Team Co-Lead for the Board of Directors for ACE Women’s Network of NJ (NJACE).
- **Dr. Nicole LaCapria** serves on the NJ ACE (American Council on Education) – Women’s Network Board of Directors as the Chair of the Strategic Planning and Data Analytics Committee. She served on NODA’s (National Association for Orientation, Transition and Retention) Co-Chair for the First-Generation College Student Network.
- **Chenelle Lauture, LCSW,** and **Jamie Stillwell, Psy.D.** became facilitators for the National Coalition Building Institute.
- **Chenelle Lauture, LCSW,** and **Caroline Black, LCSW,** serve on the conference program review committee for the Association of University and Counseling Center Outreach.
- **Ted McCulloch** served as NJ Membership Coordinator for the College Reading and Learning Association-PA/NJ region.
- **Dr. Nicole Paternoster** and **Ted McCulloch** served on the boards of professional organizations.
- **Dr. Nicole Paternoster** served as Website Administrator for the National College Reading and Learning Association.
- **Nicole Paternoster** presented at the CRLA National Conference in Baltimore in November 2023 on Sense of Belonging in Academic Spaces.
- **Saba Ralli** earned Dean’s List Honors for the fall 2023 and spring 2024 semesters at Ramapo College and is working towards earning her BA in Social Science.
- **Nadia Sanon** was inducted into Kappa Delta Pi Honor Society.
- Parking Services recently participated in its first IMPI conference, the world’s largest gathering of professionals in parking, transportation, and mobility.
- **Shadlyne St. Fleur** became a facilitator for the National Coalition Building Institute (NCBI).



# Divisional Staff Achievements

- **Shadlyne St. Fleur** was on the Gen 1 Panel during the Gen 1 Summer Program.
- **Shadlyne St. Fleur** served as a board member and Programming Co-Chair for the NJ – ACE Women’s Network.
- **Shadlyne St. Fleur** served as Marketing and Promotion Co-Chair for the NASPA Region II: 2024 Annual Regional Conference Committee.
- **Shadlyne St. Fleur** served as a General Advisory Council member for the First Gen Leadership’s 2024 First Gen Summit.
- **Karen Van Norman**: Program reviewer - NASPA’s national conference.
- **Meredith Trabilsky** was accepted to the NODA Emerging Leadership Program.

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## Publications and Research

- **Nicole Giglia** co-authored an article that was accepted for publication. - Giglia, N., and Smith, K. N. (Accepted). Breaking the stained-glass ceiling: The gendered experiences of women college presidents of Catholic institutions. *Journal of Women and Gender in Higher Education*.
- **Brendan Sullivan, Psy.D.** successfully defended and published his dissertation: Sullivan, B. J. (2024). Perspectives in Esports: Gender Differences in Team Role Commitment, Gamer Identity, and Perceived Harassment (Order No. 31298873). Available from ProQuest Dissertations and Theses Global. (3055872146). [www.proquest.com/dissertations-theses/perspectives-esports-gender-differences-team-role/docview/3055872146/se-2](http://www.proquest.com/dissertations-theses/perspectives-esports-gender-differences-team-role/docview/3055872146/se-2)

## 2023-2024 Divisional Awards

- Outstanding Mission Award: **Pre-Med/Pre-Dent Plus**
- Program of the Year Award: **Office of Student Engagement**
- Innovation Award: **Career Center**
- Campus Partner Award: **Parking Services**
- Best Practices Award: **Center for Academic Success and Dean of Students Office**

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## Acknowledgements

### Annual Report Committee

- **Dianne Aguero-Trotter, Ph.D.**, director, Academic Support Services for Student Athletes, Academic Advisement
- **Matthew Geibel**, director, Academic Support Services for Student Athletes, Academic Advisement
- **Cassandra Graham, Ph. D.**, associate director, Pre-Medical/Pre-Dental Plus Program and Co-Chair of Division of Student Services Annual Report Committee
- **Elizaveta (Lisa) Healey**, senior Student Success Advisor and Program Director for Undecided Students
- **Justin Krass**, associate director, Career Center
- **Nicole LaCapria**, assistant Director of Assessment and Special Programs and Co-Chair of Division of Student Services Annual Report Committee
- **Khazema Rauf**, Program Coordinator, RISE TRIO Student Support Services
- **Nadia Sanon**, associate director, Career Center
- **Shadlyne St. Fleur**, coordinator of Student Outreach and Support, Dean of Students

### University Relations Team

- **Anthony Liptak**, associate director of content and creative
- **Bessie McNamara**, university designer

**What great minds can do.**



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