ARRIVING AT Seton Hall nine years ago, I value the University’s vision as a home for the mind, the heart and the spirit through collegial partnerships between 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 recognize the challenging few years and are grateful for the positive impact and outcomes of our division’s hard work, dedication, and commitment in our areas of Academic Success, Campus Inclusion and Community, Engagement and Central Administration, Public Safety and Security, and Student Wellness and Support.

As the Division of Student Services, we continue to value
• Seton Hall’s Catholic tradition.
• Our students and their success inside and outside of the classroom.
• Our diverse, inclusive and supportive community.
• Our continual drive for excellence and professional growth.

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

I am humbled and honored to serve the Division of Student Services through vision and planning, listening and support, and optimism and positivity. Thank you for continuing to embrace our divisional mission of student success and creating a positive impact on students inside and outside of the classroom.

I look forward to welcoming back our new and returning students and building on the tremendous momentum outlined in our university strategic plan.

We continue to be stronger and better together, and I could not be more proud or grateful to be part of this Division and Seton Hall. Please continue to take care of yourself and each other.

Go Pirates!

All the best,
Monica Burnette, Ph.D.
Vice President
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Signature Events and Activities

ACADEMIC SUCCESS

• 4.0 GPA Reception
• Academic Coaching and Comprehensive Tutoring Program
• Cadet Summer Field Training and Exercises at Fort Knox
• Career Fairs and Industry-Specific Networking Events
• Employer Information Sessions and Panels
• National First-Gen Day Social Media Campaign
• The Ross Initiative in Sports for Equality (RISE) to Win
• SHU Reads! Summer Reading Program
• SHU Tutopia

CAMPUS INCLUSION AND COMMUNITY

• Academic Society Events
• Ellis Island and Statue of Liberty Educational Trip
• Fall Volunteer Event (Mevo)
• RISE Culture Fest
• Spring Break Professional School Retreat
• Student Leadership Retreat
• Summer Enrichment Weekend
• Upward Bound Parent Association Fundraiser

ENGAGEMENT AND CENTRAL ADMINISTRATION

• Christmas at the Hall
• Cognos Report Creation
• Event Reservations and 25Live Management
• Involvement Fair
• New Student Orientation
• Student Activities Board (SAB) Spring Fling Carnival
• Systems Access Proficiency
• Welcome Week
PUBLIC SAFETY AND SECURITY

- Campus Access Control
- Campus Identification Control System
- Community Emergency Response Team (CERT)
- Pirate Alert Emergency Notification System
- Pirate Magnets
- SHUFLY and SafeRide Student Transportation

STUDENT WELLNESS AND SUPPORT

- First 56 Days Programming
- Accommodation Determination and Provision
- Clinical Services and Outreach Programs
- Doctoral Training Program
- Fall at the Hall
- KNOW MORE
- Outreach and Collaboration for Disability Access and Inclusion
- Preceptor Program Clinical Rotation Site
- Staff and Employee COVID and Flu Vaccine Clinics
- Student Code of Conduct and Student Review Board
Since arriving at Seton Hall one year ago, I have come to know the character of our great university and the Division of Student Services. In the face of unprecedented obstacles stemming from the pandemic, our community has exhibited remarkable empathy, grit and resilience, while never losing sight of each student’s individual success. I am proud to serve the offices of Academic Support for Student-Athletes, Academic Resource Center, Career Services, the Center for Academic Success and ROTC.

As a former Division I student-athlete, Academic Support for Student-Athletes has a special place in my heart. Director Matthew Geibel continues to lead our student-athletes to marquee achievements. In the Fall, 56 percent of our student-athletes were named to the dean’s list. This was accompanied by our student-athletes setting an all-time high cumulative GPA of 3.49. However, that record was short-lived as a new all-time cumulative GPA of 3.51 was accomplished in Spring 2022. Just as impressive, 50 student-athletes were inducted into Chi Alpha Sigma, the College Athlete Honor Society. This honor society recognizes student-athletes who have maintained at least a 3.40 cumulative GPA at the junior and senior levels. Under Matt Geibel, Amanda DiDonato and Carissa Leoni’s leadership, our student-athletes are demonstrating that they are committed to excellence in the classroom and on the courts and fields.

The Director of the Academic Resources Center (ARC), Nicole Paternoster, Ed.D., came aboard in January 2022. Although she has only been here a short time, she has made her presence known. The ARC has applied and is now on track to earn College Reading and Learning Association (CRLA) certification, the gold standard of tutoring centers. Nicole Paternoster has done a fantastic job building bridges across campus and being a resource for our deans, chairs and faculty.

Welcome Message from the AVP of Academic Success

The Center for Academic Success experienced a year of tremendous success and transitions. In January 2022, Josh Dornbos, M.S.W., was hired as the new assistant dean. Before Seton Hall University, he worked at New Jersey City University (NJCU) as their associate director of advising. In addition, five new academic advisors were hired: Evan Griffin, Nereida Montijo, Tim Fox, Caroline Rogers and Daniel Waffenfeld. Likewise, Heather Brito was hired as the new operations coordinator. Our student success advisors have logged 3,269 student appointments on Compass since the start of the Spring 2022 term, keeping us on track to hit our first-year registration goals! Transfer students continued to receive advisement from Director Brittany White, and our Pirate Pathway (formerly Fast Forward) students continue to learn about various campus resources to assist them on their academic journeys. This fall, we launched our First-Generation Forward Program, led by Director Nicole Battaglia, Ph.D. This program provides academic support to first-generation, Pell-eligible students to ensure they are academically and socially acclimating to college, have access to all resources, and graduate within
their intended time frame. And for all the latest news and updates, please check out the Center for Academic Success’ Instagram account, @setonhallcas.

The Career Center is led by Jorge Rivera, who was promoted from assistant director to director in January 2022. Similarly, Justin Krass was promoted from assistant director to associate director this spring. The Career Center also hired four new assistant directors: Juliana Gijima, Megan Guilbert, Christine Milano and Nadia Sanon. The Career Center hosted two in-person career fairs, where 168 organizations came to campus while 101 attended virtually. The Career Center has fully launched Handshake – the online job/internship platform, created pop-up career advising sites in Alfieri Hall, Fahy Hall and Mooney Hall, and has created a Career Liaison network where Career Center staff partner with faculty across campus to keep each other abreast of career events and job/internship opportunities. This spring, the Career Center received a grant agreement for the Career Accelerator Internship Grant Program (CAIGP) from The Office of the Secretary of Higher Education (OSHE), which supports costs related to generating connections between New Jersey undergraduate students and employers to foster mutually beneficial internship opportunities.

We welcomed new members of our ROTC team this year, Director of Military Science, LTC Thomas Darrow, human resources assistant, David Wright, and new assistant professor of Military Science, CPT Hope Stremcha. Under LTC Darrow’s guidance, 21 cadets were commissioned to 2nd lieutenant. Unfortunately, we have to say goodbye to LTC Darrow as he has earned admission to the prestigious War College this fall. Words cannot express our gratitude for LTC Darrow’s service; we wish him the best for his future.

Wherever you belong in our Seton Hall community, know that I am here to help you reach your full potential. Our future is exciting. And as we emerge from the pandemic, I will continue to listen and learn from each of you, and work with you to build upon our trajectory of success and achievements!

Go Pirates!

Vaughn A. Calhoun, Ed.D., M.P.A.
Assistant Vice President and Dean of the Center for Academic Success

ACADEMIC RESOURCE CENTER
DIRECTOR Nicole Paternoster, Ed.D.
CONTACT INFORMATION nicole.paternoster@shu.edu
STAFF One full-time administrator, 33 student workers
MISSION The mission of the Ruth Sharkey Academic Resource Center (ARC) is to help Seton Hall University students realize their full potential and reach beyond. The ARC brings together academic support services into one distinct area that nurtures student success.

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

SIGNATURE ACTIVITIES
• Providing tutoring and Supplemental Instruction for undergraduate colleges and programs.
• SHU Tutopia provides an opportunity for final exam review on Reading Day in the fall and spring semesters through workshops and drop-in tutoring.
• Peer tutors and academic coaches facilitate academic skills and content workshops. In 2021-22, topics included Time Management, Study Skills, Anatomy and Physiology I, Finite Math Review and Stress Management.
• Campus-wide tutor training is provided before the start of
the semester in collaboration with all departments that offer tutoring. These sessions allow us to introduce basic tutoring guidelines, departmental expectations, communication skills and best practices in peer tutoring.

HIGHLIGHTS
- **3,377** 1:1 in-person or online tutoring visits
- **1,301** Supplemental Instruction visits
- **360** ARC week visits (Fall 2021 virtual event)
- **206** students attended SHU Tutopia on Reading Day (Spring 2022)
- **476** Tutors in Residence visits (only ran in Spring 2022)

PAST DEPARTMENTAL GOALS FOR 2021-22
- Submit College Reading and Learning Association (CRLA) Level 1 certification. CRLA certification for Level 1 was submitted in March 2022. Feedback takes 4-6 months.
- Develop a peer academic coaching program (Fall 21) and utilize coaches to conduct ARC outreach. The Academic Coaching program was instituted in Fall 2021 and continued to run in Spring 2022. We are working with academic coaches to increase outreach on campus.
- Update and modernize the ARC’s primary tutoring space, AS 242, to encourage student traffic. AS 242 was not updated due to staff changes. However, the Boland Tutors in Residence Room was painted and redecorated to create a better learning atmosphere. The Tutors in Residence (TIRs) in Room in Aquinas were also provided with new whiteboards and posters on the walls.

DESCRIPTION OF 2021-22 ASSESSMENTS
- **Student Satisfaction Survey**: After their sessions, students were provided with a QR code to fill out a satisfaction survey. This link took students to a Form where they were asked to rate their satisfaction with the ARC or Math Learning Lab (MLL) and their tutor. The form also had a place to leave additional comments.
- **Tutor Satisfaction Survey**: This survey was sent to all ARC staff about halfway through the semester. Tutor Satisfaction Survey included questions on the positives of working at the ARC, the negatives and what would make their job easier.
- **Tutor Evaluations**: We conducted tutor evaluations during the semester. We used the observations to meet with the tutors to discuss their areas of strength and weaknesses. These meetings also provided the tutors a space to talk about areas of improvement needed in the ARC and what they would like to continue to see.

ASSESSMENT RESULTS AND DATA REPORTING
- **Student Satisfaction Survey**: Students gave the ARC or MLL a 4.54 out of 5 rating.
- Students gave the peer tutors or academic coaches they met with a 4.61 rating out of 5
- **Tutor Satisfaction Surveys**: Results from this survey indicate overall high satisfaction with the job due to flexibility, a sense of community, being able to help others, making a difference and reinforcing their knowledge of the material. Some negatives discussed were lack of exposure and
students not knowing about the services, the pressure to help students, no-shows to appointments and the TiRs feeling disconnected from the ARC. Some projects include updates to the Boland and Aquinas TiR room, developing an Academic Coaching room, and providing more interaction with tutors from different programs.

• **Tutor Evaluations:** The peer tutor coordinators and Director conducted tutor evaluations during the semester. We used the observations to meet with the tutors to discuss their areas of strengths and weaknesses. Some suggestions include establishing deadlines to make appointments, the need for more interactions between tutors, and additional faculty collaboration.

**USAGE OF ASSESSMENT RESULTS**

• Based on the assessment of our tutoring staff, there are some concerns from the TIRs and Supplemental Instructors about feeling as if they are not always part of the ARC due to their work schedules and location. In 2022-23, the ARC will begin to focus on team-building in our monthly meetings, and we also hope to plan an entire day with the team, either on campus or off. A focus on team-building will allow for a feeling of community, which will make our tutors more effective.

**DEPARTMENT GOALS FOR 2022-23**

• Begin the process of certifying tutors across campus.
• CRLA certification is retroactive for six months, so we will be able to count any of the training we do during the August mandatory tutor training. Hopefully, we will award our first certifications in December of 2022.
• Revamp the Academic Coaching program to include increased support to first-year students through a partnership with Center for Academic Success (CAS).
• Preliminary discussions are underway with CAS to find innovative ways to increase the use of our academic coaches, including in-class support, “adopt-a-class,” and bringing workshops into the classrooms.
• Increase availability of technological resources to enhance tutoring sessions.
• We are looking to add a Virtual Reality station to utilize in tutoring sessions to AS 242. We also plan to add new furniture to increase collaboration.

**ADDITIONAL TESTIMONIALS**

“Hadley was lovely and did an amazing job.”

“Venise is an amazing tutor for physics.”

“Juliana, Jeel, Lamiyah and Joe are the most amazing TIRs I have ever had.”

“I got an amazing grade because of the help!”

“I’m very grateful for the opportunity to help other students succeed in school.”

“You can make a difference and be a resource for students in their academic career. We get to work with a great team.”

“I find it is a very fruitful way for me to contribute to my campus and that I am able to see direct results from students who take advantage of our services.”

**DIVISIONAL STAFF ACHIEVEMENTS**

• Nicole Paternoster, Ed.D., successfully defended her dissertation and graduated from Wilmington University in May 2022.
ACADEMIC SUPPORT SERVICES FOR STUDENT ATHLETES

DIRECTOR Matthew Geibel

CONTACT INFORMATION studentathletesupport@shu.edu

STAFF One director, one associate director, one assistant director, two graduate assistants, two professional tutors, two interns, and 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 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 the 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 students and learning specialists.
- Monthly 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 staffs.
- Student-athlete ongoing participation in RISE (the Ross Initiative in Sports for Equality) to Win.

HIGHLIGHTS
- The cumulative GPA for all student-athletes is currently 3.506, and more than 53 percent of all student-athletes earned dean’s list in the Spring 2022 semester.
- Fifty student-athletes were inducted into Chi Alpha Sigma – the National College Athlete Honor Society.
Lauren Ginefra (women’s cross country) and Luca Dahn (men’s soccer) were named the Seton Hall nominees for Big East Scholar Athlete of the Year, earning a scholarship toward graduate studies.

Seamless delivery of support services despite office displacement due to Hurricane Ida.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Comprehensive revision of office policies and procedures manual.
• Implementation of the recommendations from the Academic Integrity Assessment (AIA) through the National Association of Academic Advisors and Student-Athlete Development professionals (N4A) in order to improve our office’s and the institution’s monitoring of academic integrity.
• Redesign Academic Support Services for Student-Athletes’ website to improve accessibility and information-sharing for current and prospective student-athletes and their families.
• Implement a fully virtual tutoring program through Microsoft Teams software to provide a high standard of academic tutoring support for student-athletes.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 3

DESCRIPTION OF 2021-22 ASSESSMENTS
All assessments were completed through Campus Labs with the intent to collect data about services and programs offered through our office. With gathered data, our office reassesses our policies, procedures and position roles and descriptions.
• Tutor Satisfaction Survey — Fall 2021
• Satisfaction and Needs Survey — Spring 2022
• Tutor Satisfaction Survey — Spring 2022

“Overall I am being helped out greatly by Carissa not only for academic advisement but she’s always there for me to talk to her on a personal level, and I find that very comforting.”

ASSESSMENT RESULTS AND DATA REPORTING
• Eighty-five percent of student-athletes feel extremely supported or very supported by their Academic Support Services for Student-Athletes academic advisor.
• Ninety percent of respondents found their academic advisor from Academic Support Services for Student-Athletes either extremely helpful or very helpful during the registration process.
• Ninety percent of respondents were extremely satisfied or moderately satisfied with the tutoring program offered by the Office of Academic Support Services for Student-Athletes.
• Eighty-six percent of respondents to the tutor survey rated their experience as a tutor as excellent.
• Top-five referrals to other campus resources:
  – Career Center
  – Center for Academic Success
  – Writing Center
  – Academic Resource Center
  – Tutors in Residence

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 2022-2023
• Explore the purchase of new academic center furniture
• Transition back to a fully in-person tutoring program with a limited remote option
• In conjunction with the Helping Athletes Learn to be Leaders (HALL) Program and Athletics, explore Athlete Ally to further support the LGBTQIA+ community
• Continue to provide seamless services during staffing adjustments in the fall semester
ADDITIONAL TESTIMONIALS

“The academic center is great! I love going in there to get work done and chat with Amanda, Matt or Carissa! I always find my advising meetings with Amanda very helpful — she is a great person to work with and talk to.”

“Matt is always involved and making his students comfortable with where they are in classes.”

“Keep doing what y’all are doing. Big help all the way through.”

“The most rewarding experience [as a tutor] is seeing the looks of appreciation and the looks when a topic just clicks. Along similar lines, when a tutee comes in saying how they understood a section and performed well is a rewarding experience.”

LEARNING OUTCOMES

By participating in The Career Center’s events and services, students will:
- Engage in experiential learning opportunities.
- Strengthen their virtual and in-person networking skills.
- Serve as leaders both professionally and in their communities.

SIGNATURE ACTIVITIES

- The Career Center hosted two Career Fairs (both in-person and virtual), managed three industry-specific networking events, and collaborated on two multi-school career fairs (i.e., Equity and Inclusion Multi-School Hiring Event 2022 and the NJ 2022 Virtual Education Career Fair). Over 850 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 49 employer information sessions and panels with over 1,200 students in attendance at the sessions. Some of these events included: the Law School Confidential, Supply Chain Symposium, Amazon DEI, South Orange Police Department Info Session, Goldman Sachs Information session, the Seton Hall Alumni Panel.
- The CommArts Honor Alumni Mentor Partners (CHAMP) program successfully completed its 12th year with 30 participating mentors and students.

HIGHLIGHTS

- During the Spring 2022 semester, The Career Center hosted its first Hybrid Career Fair with employer participants
joining the event both in-person and virtually. Over 340 students and alumni participated in the program. To provide the necessary technology for the fair, The Career Center collaborated with the Teaching Learning and Technology Center, Asset Management, Center for Academic Success and the Athletic Center.

• Beginning in the spring of 2022, The Career Center began hosting drop-in office hours at various locations and offices across campus including Educational Opportunity Program (EOP), First Gen, Stillman School of Business and the College of Communication and the Arts.

• During the Spring 2022 semester, the Career Liaisons initiative was launched. This initiative is focused on increasing partnerships and collaboration between The Career Center and the academic departments. As a result of this initiative, multiple projects are already in progress, such as the Nursing recruitment event, National Association of Colleges and Employers (NACE) Core Competency Speaker Series, and internship data reporting.

PAST DEPARTMENTAL GOALS FOR 2021-22

• Utilize funding to create a new student mentor program for first-generation students.

• Create a career peer plan for hiring undergraduate students to serve as ambassadors and assist with our work.

• Continue to use a hybrid approach to events, workshops and meetings.

  – The Career Center staff hosted numerous virtual workshops, events and meetings during the Fall 2021 semester and Spring 2022 semester.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 12

DESCRIPTION OF 2021-22 ASSESSMENTS

During the 2021-22 AY, The Career Center conducted assessments for the following:

• Career Fair Survey: Employers who participated in-person at the Spring 2022 Career Fair received an evaluation at the event and were asked to evaluate the program and participating students. The results will be used to enhance future programs.

• First Destination Survey: Information was collected from the class of 2021 on their post-graduation career status through a survey that was distributed via email and at Cap and Gown pick-up. This survey provides post-graduation data that is reviewed by the Center to further enhance career services.

• Internship Evaluations: At the end of each semester, student interns and their supervisors complete evaluations.
on the intern’s performance and the overall internship experience. These assessments provide students with the opportunity to identify areas for growth using the NACE competencies. In addition, the results provide comparison data on a national level.

ASSESSMENT RESULTS AND DATA REPORTING

- **Career Fair:** Out of the 68 employers who completed the survey, 88 percent (N=60) indicated that the program was well organized and 84 percent (N=58) would recommend that their organization return in the fall semester. One employer provided the following written feedback, “The caliber of students was phenomenal — very professional, wonderful people. We are appreciative of Seton Hall’s effort to organize this event and raise awareness to students. Thank you!”

- **First Destination Survey:** Career status information was collected from 833 of the 1,004 baccalaureate graduates, resulting in an 83 percent response rate. For the class of 2021, the “overall success rate” was 95 percent. Success rate is calculated based on those respondents “actively” involved in seeking career-related employment or graduate school. Intern Evaluation: 92 percent (N=356) of employer evaluators indicated that they would work with the student intern again. In addition, 55 percent of interns were rated in the top 60-99 percentile nationally on career readiness (i.e., “Accomplished” and “Advanced”) compared to their peers (N=12,380) across 96 higher education institutions. On the 2021-22 student self-reflection and evaluations, 99 percent (N=362) of respondents indicated that they either “strongly agree” or “agree” that the internship furthered their understanding of the type of work environment that is or isn’t a “fit” for them. Additionally, 98 percent (N=361) said that they “strongly agree” or “agree” that the internship was a valuable learning experience.

“Everyone in the Career Center was always very helpful. The Career Center provides you with many tools to further your career goals. With the help of my career advisor, I had two internships which enabled me to focus on my interests and determine a course after Seton Hall.”

**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 2022. The staff will develop a plan to address the feedback provided by the employers. The plan will be executed for the next career fair scheduled in September 2022. A survey will be administered 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 2022 to continue the assessment cycle for the next career fair.

- **First Destination Survey:** The Career Center staff is in the process of reviewing the qualitative responses from the
First Destination Survey. All responses are being coded for strengths and areas for improvement across all schools and colleges. The staff will meet in July 2022 to discuss the survey results, establish goals to address areas for improvement and enhance areas of strength. Strategies will be implemented for the 2022/2023 academic year and reassessed with the 2023 First Destination Survey.

• **Intern Evaluations:** The Career Center staff will review the intern evaluations provided by the employers in July 2022. Specifically, the staff will identify the NACE competencies where the students were evaluated as performing below average. To address these areas of improvement, the staff will follow up with students to provide feedback to improve their respective competencies. The staff will follow up during the Fall 2022 semester.

**DEPARTMENT GOALS FOR 2022-23**

• **Expand outreach to student programs and organizations.**
  - The Career Center will continue to expand career outreach to student programs and organizations such as EOP, RISE and First Gen. In addition, outreach will extend to the schools and colleges, (e.g., Stillman School of Business, College of Communication and the Arts, and College of Arts and Sciences, etc.).

• **Implement the pilot Summer 2022 Career Peer Ambassadors program.**
  - In collaboration with Enterprise Holdings LLC., The Career Center will utilize the grant funding provided to implement the summer Career Peer Ambassadors program. Based on the results of the program, The Career Center will request consideration to continue support for the program.

**ADDITIONAL TESTIMONIALS**

“I met with my career advisor on several occasions to discuss internship opportunities, resume quality and what to expect from the interview processes. He continuously provided revisions to my resume as well as insights regarding where to apply my communication degree. He also presented me with an opportunity at The Pulse with Peter B., a local TV show in Hoboken, NJ. Our meetings were informative and concise, making the intimidating process seamless. I cannot thank my career advisor and the Career Center more.”

**DIVISIONAL STAFF ACHIEVEMENTS**

• **Justin Krass** was promoted to Associate Director and Jorge E. Rivera was promoted to Director of The Career Center.

• **Jorge E. Rivera** served as The Career Center Representative for The Big East Career Consortium, The NJ Hispanic Chamber of Commerce, and SOMA Chamber of Commerce

**CENTER FOR ACADEMIC SUCCESS (CAS)**

**DIRECTOR** Vaughn Calhoun, Ed.D., Assistant Vice President and Dean of Center for Academic Success

**CONTACT INFORMATION** vaughn.calhoun@shu.edu

**STAFF** One assistant vice president/dean, one assistant dean, 10 student success advisors, four graduate assistants, five interns, 50 peer advisors

**MISSION** Through advising and teaching we create a reciprocal relationship with our students where meaningful discussions are fostered about course work, 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
• All new student activities around registration, University Life and peer advisors.
• Academic advising for first-year students, transfer students and undeclared students.
• Course development for CORE 1001, SKIL 1104 and SKIL 1106 - curriculum, instructor recruitment and training, and course assessment.
• 4.0 GPA Reception.
• Retention initiatives.
• National First-Gen Day social media campaign.

HIGHLIGHTS
• A new assistant dean of CAS — Josh Dornbus, M.S.W., was hired and began on January 10, 2022. Prior to Seton Hall University, Josh served as the associate director of Academic Advising at New Jersey City University (NJCU).
• Five new Student Success advisors were hired this academic year: Evan Griffin, Danny Waffenfeld, Caroline Rogers, Nereida Montijo, Tim Fox.

CAS registered 1,685 students for classes to Seton Hall during the 2021-22 academic year in the midst of the COVID-19 pandemic, all via one-on-one appointments.
CAS registered 1,420 freshmen for their sophomore year before the end of the 2021-22 academic year.
CAS held a reception for freshmen students who earned a 4.0 in their initial semester at Seton Hall University in the spring semester.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Continue to grow the number of University Life instructors through targeted outreach to allow CAS advisors to focus on advising.
• Assess advisor caseloads and provide additional training to adopt newly proposed advising model.
• Collaborate with divisional and campus wide partners through committee work to contribute to student experiences and success.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 2

DESCRIPTION OF 2021-22 ASSESSMENTS
• Spring 2022 Student Check in Survey was conducted mid academic year and was a quick six question, confidential way for students to assess their experience at Seton Hall.
• Transfer Student Survey is a tool to quickly take the pulse of transfer student attitudes about their academic engagement, and inclusion in their Seton Hall community.
ASSESSMENT RESULTS AND DATA REPORTING

- **Spring 2022 Student Check in Survey:** Nearly 80 percent of students surveyed said they either feel good or great about their Seton Hall experience.
- **Transfer Student Survey:** 48 percent response rate (n=57) of students agreed that as a result of meeting with an advisor, they understand the curriculum they are required to follow.

USAGE OF ASSESSMENT RESULTS

- **Spring Check in Survey:** Based on the responses we will now create more touchpoint to engage with students formally and informally. One method of outreach is having a greater social media presence, in particular, Instagram, to meet students where they are. We will promote important dates such as Add/Drop, registration and withdrawal.
- **Transfer Student Survey:** Based on responses and students wanting more hands-on information, we have started communication with not only deposited (but also admitted) transfer students for advisement. We also send out intentional communication at all points in the semester for engagement, registration, exam and deadline purposes.

DEPARTMENT GOALS FOR 2022-23

- Exemplify a culture of care in CAS that ensures students have access to resources, opportunities, and services that prioritize student academics and wellness as we emerge out of the COVID-19 Pandemic.
- Support students advocating for themselves and teaching students how to navigate with academic tools and resources to maximize their academic success.
- Promote and participate in professional development opportunities relevant to academic advising and first-year student success.
- Collaborate with campus partners to facilitate successful first-year student transition to the second year and increase retention rate.
- Onboard new hires, and provide a strong system of support and professional development that increases the vibrancy of the work culture. Create an onboarding protocol.

ADDITIONAL TESTIMONIALS

“CAS has the ability to make the college experience easier for incoming students. CAS is there right in the beginning and until the very end to assist students with anything. CAS is what made me stay at Seton Hall. Having a community of people who are willing to fight for my college experience and advocate for my needs as a student is what makes Seton Hall feel like home.”

“It is tailored to the needs of the student. It is a department that aims to make new/incoming student experiences easier and an excellent one. CAS has positively impacted my experience at Seton Hall. They have provided me with a support team that has made my transition and stay at Seton Hall a great one.”

“CAS makes the transition into college easier than it really is. The CAS advisors are patient, get to know everyone on a personal level and are always willing to help. CAS is a great support system and enabled me to navigate my college experience.”

DIVISIONAL STAFF ACHIEVEMENTS

- CAS was honored by the Division by winning the “Outstanding Mission Award” for the 2021-22 academic year.
- Spearheaded by Monica Burnette, Ph.D., and now led by Nicole Battaglia, Ph.D., the Division of Student Services “has received a $750,000 New Jersey state-funded grant in support of first-generation students. As a result, we have established the First-Gen program which provides academic support to first-generation, Pell-eligible students through a systematic, interactive, comprehensive and multi-interventional plan that assesses student needs,
monitors academic performance, and provides increased and focused tutoring, advising, mentoring, and supplemental instruction, as well as financial support.
• **Nicole Battaglia** was promoted from Student Success Advisor/Director of Pirate Pathway to Director of First Gen. She also earned her Ph.D. in Education, Leadership, Management, and Policy from Seton Hall this past May 2022.
• **Nicole Battaglia** was voted to serve on the NJ ACE (American Council on Education) – Women’s Network Board of Directors as the strategic planning and data analytics committee chair. She was also selected to serve as NODA’s (National Association for Orientation, Transition and Retention) Co-Chair for the First-Generation College Student Network and is a member of Seton Hall’s Pre-Health Committee.

**ROTC**

**DIRECTOR** LTC Thomas Darrow, Professor of Military Science

**CONTACT INFORMATION** thomas.darrow@shu.edu, (973) 761-9446

**STAFF** Seven full-time employees, one student worker

**MISSION** Seton Hall University Army ROTC recruits, retains, trains and commissions 2nd Lieutenants for service in the United States Army.

**LEARNING OUTCOMES**
• Develop cadets into leaders of character to serve the nation with honor and distinction.

**SIGNATURE ACTIVITIES**
• Cadet Summer Training at Fort Knox
• Fall and Spring overnight field training exercises
• Cadet Advanced Individual Training
• Weekly Leadership Laboratories
• Weekly Physical Readiness Training

**HIGHLIGHTS**
• Commissioned 24 2nd Lieutenants into the United States Army in academic year 2021-22.
• Executed multiple field training exercises at South Mountain Reservation and Fort Dix, New Jersey.
• Awarded over $650,000 in scholarship dollars to cadets across the program.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Met U.S. Army Mission Set 22 Commissioning goal of 18 2nd Lieutenants.
• On track to exceed Mission Set 23 Commissioning goal of 16 Lieutenants.
• All Mission Set 22 2nd Lieutenants received their choice of Army Component (Active, National Guard, Reserve).

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: One Internal Audit

DESCRIPTION OF 2021-22 ASSESSMENTS
The Seton Hall University Internal Audit Department completed a review of the ROTC program. The audit sought to assess the design and operating effectiveness of internal controls over operations established by the U.S. Army and performed by the University and/or on behalf of Seton Hall students.

ASSESSMENT RESULTS AND DATA REPORTING
• Through discussion during this audit, Internal Audit noted that ROTC students are not identified as such in Compass, the University’s advising system.
• ROTC courses offered to Seton Hall University students meet established U.S. Army criteria for curricula and grading.
• All Seton Hall University students enrolled in the ROTC program for the 2020-21 school year completed required military science courses according to their credit status.

• All Seton Hall University students enrolled in the ROTC program for the 2020-21 school year completed required University training.
• All Seton Hall University students enrolled in the ROTC program for the 2020-21 school year maintained a minimum overall GPA.

USAGE OF ASSESSMENT RESULTS
To ensure the University can identify ROTC program participants in the Compass system, the Dean of Center Academic Success will work with his internal team, Student Services and Admissions to create a specific tag in Banner and Compass to identify ROTC participants this Summer 2022.

DEPARTMENT GOALS FOR 2022-2023
• Develop the class of 2023 into capable 2nd Lieutenants ready to lead a platoon or serve on a battalion staff.
• Prepare the class of 2024 for success at cadet summer training.
• Train the classes of 2025 and 2026 to be proficient members of a squad.
• Retain as many freshman as possible.
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 promotes student success and is reflective of Seton Hall University’s strategic plan. As a model for inclusive excellence, the OCIC works collaboratively with students, faculty, staff, administration, the priest community and Seton Hall constituents to ensure that the OCIC is a welcoming and supportive environment that is validating of our community members and contributes to them feeling a strong sense of belonging. The OCIC celebrates the richness of our community’s diverse perspectives and embraces the role that our subdivision plays in empowering our students as they develop as servant leaders in a global society. Using communication, collaboration and coordination as guiding principles in our efforts to consistently improve the student experience and add to their history of success, the OCIC believes in leading with empathy and building with our community, not just for them.

The OCIC is home to several highly regarded college access and support programs such as Upward Bound (UB), the Educational Opportunity Program (EOP), the Pre-Medical Pre-Dental Plus Program (PMPDPP), and TRiO Student Support Services RISE Program (Resilience, Integrity, Scholarship, and Excellence). These programs provide opportunities for historically underrepresented, and financially and educationally disadvantaged students, to pursue and attain postsecondary education, progress toward a career of choice, and become agents of change that help combat systemic inequalities and break cycles of poverty that have impacted so many of them and their families. The OCIC believes it has a responsibility to provide a transformational experience for our students, where they self-actualize and embrace the idea that they have the power to change the world. From summer enrichment programming to unmatched academic year support services, we embrace our roles in assisting students to reach their full potential and navigate the course of their individual journeys. We challenge all our students to become the best versions of themselves while at Seton Hall and to see what marvels unfold at the University and beyond.

As assistant vice president and dean, I will continue to lead the OCIC in its efforts to ensure that Seton Hall University is an institution that embraces diversity, is validating of all, and provides a platform for our community members to combine their strengths and talents to tackle society’s greatest challenges. My vision for the 2022-2023 academic year is that we continue to find ways to improve the student experience, build on our program’s successes and contribute to our students having some of the best years of their lives here at Seton Hall.

Majid Whitney
Assistant Vice President and Dean of Campus Inclusion and Community
EDUCATIONAL OPPORTUNITY PROGRAM

DIRECTOR Jason Oliveira

CONTACT INFORMATION Jason.Oliveira@shu.edu

STAFF Ten full-time employees, one part-time employee, three graduate assistants, nine peer mentors, six peer tutors

MISSION The Educational Opportunity Program (EOP) at Seton Hall University provides access to higher education and support through graduation for students from educationally and economically disadvantaged backgrounds. EOP offers a diverse and collaborative environment that 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 programming 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 Education, Determination, Grit and Excellence (E.D.G.E) Summer Institute. The E.D.G.E Summer Institute will provide our incoming first-time, full-time freshman the skills and tools necessary for being a successful student at Seton Hall.

SIGNATURE ACTIVITIES
• EOP Student Leadership Retreat: The professional staff of the EOP took 25 students on an overnight retreat to Iroquois Springs in upstate New York.
• Ellis Island and Statue of Liberty Educational Trip: Jose Rodas and Jason Oliveira took 11 EOP students to Ellis Island and the Statue of Liberty to tour the facilities and learn about the rich history of each site.
• E.D.G.E Summer Institute: Six-week summer enrichment program for incoming first-time, full-time freshmen.
• Books and Brunch: This event is held on reading day, and it allows students across both Educational Opportunity Fund (EOF) programs the opportunity to study and work together while preparing for finals.

HIGHLIGHTS
• EOF Academic Achievement Award Ceremony: The EOF Academic Achievement Award Ceremony is a state sponsored award ceremony for graduating seniors with a 3.2 GPA or higher. During the 2021-2022 academic year, EOP had 42 students recognized by the state, which is the highest number in program history.
• During the 2021-2022 academic year, EOP hosted an overnight retreat where students discovered their true colors, the value of teamwork and time management.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Providing a summer enrichment, transformational and transitional summer program (E.D.G.E Summer Institute) to a minimum of 60 first-time, full-time freshmen.
• Representing Seton Hall and EOP at a minimum of 100 events. The events can consist of the following:
  – Classroom visits, college fairs, community events, Seton Hall events, instant decision days
• Providing targeted programming, mentoring and tutoring through our Learning and Enhancing Progress (L.E.A.P) Center. This will allow for group cohesion, student development and academic success for our EOP Scholars.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 4

DESCRIPTION OF 2021-22 ASSESSMENTS
• Fall 2021 and Spring 2022 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 Seton Hall and EOP, students are required to complete an exit interview. During this interview we request that students provide feedback on their experience and ways to improve.

ASSESSMENT RESULTS AND DATA REPORTING

• At the completion of the Spring 2022 semester, the overall program semester and cumulative GPA increased. The semester GPA increased by 0.3 points and the cumulative GPA increased by 0.1 points.

• At the conclusion of the Spring 2022 semester, EOP had a success rate of 84 percent in graduating seniors completing exit surveys.

• During the 2021-22 academic year, EOP students completed 4800 hours of enrichment hours.

USAGE OF ASSESSMENT RESULTS

• For the 2022-2023 Academic Year, EOP will use the results of the assessments to improve the offerings in our L.E.A.P Center and our E.D.G.E Summer Institute. We will also assure that we are providing a premier student experience to all of our EOP Scholars.

DEPARTMENT GOALS FOR 2022-23

For the 2022-23 academic year, EOP will look to complete the following goals:

• Provide a transitional and transformative E.D.G.E Summer Institute to 65 first-time, full-time freshmen. The E.D.G.E Summer Institute is designed to introduce our incoming scholars to the academic and social demands of college, 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 five-part series on financial literacy beginning Fall 2022 and into the Spring 2023 semester to capture additional students.

• Offer two educational enrichment trips and one overnight leadership retreat during the 2022-23 academic year.

ADDITIONAL TESTIMONIALS

“Tutor.com has been a tremendous support and resource.”

“I want to thank my EOP Advisor for all their hard work.”
and dedication. They assisted me through the graduation process, and I will be graduating in the spring.”

DIVISIONAL STAFF ACHIEVEMENTS
• Jose Rodas was inducted as an honorary member into the Chi Alpha Epsilon Honor Society, and will now serve as their advisor to EOF programs.

PRE-MEDICAL/PRE-DENTAL PLUS PROGRAM
DIRECTOR Jason Oliveira
CONTACT INFORMATION jason.oliveira@shu.edu
STAFF One director, one associate director, one assistant director and 11 student workers (six peer mentors and five tutors)
MISSION The overall mission of the Pre-Medical/Pre-Dental Plus Program (PMPDPP) at Seton Hall University is three-fold. The first is to provide access to higher education for New Jersey students from families/communities disadvantaged by low income and lack of access to social capital. Secondly, PMPDPP provides financial, academic and social support to historically under-served New Jersey students in utilizing the skills necessary for a quality educational experience. Thirdly, 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 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 six-week summer enrichment program and successfully transition to the college environment.
• Students will be able to assess academic goals, in accordance with requirements, for progression to specified majors, graduation and advancement to professional or graduate school.

SIGNATURE ACTIVITIES
• Academic Society Events: Students are divided into three groups — Society of the Heart, Society of the Mind, and Society of the Spirit — which are maintained throughout their four years at Seton Hall. Each Society is charged with developing community service and social events each semester, as well as completion of various academic milestones — all in competition for the “House Cup” trophy, for the purpose of increasing camaraderie, collegiality and solidarity.
• M.E.D.I.C.A.L Summer Academy: Six-week summer enrichment program designed to introduce our incoming first-time, full-time scholars to the academic and social demands of college, while helping them ease their transition to the fall semester.
• Books and Brunch tutoring sessions on Reading Day (co-sponsorship with EOP): This event is held on Reading Day and allows students across both EOF programs the opportunity to work together, while receiving tutorial services, in preparation for finals.
• Spring Break Professional School Retreat: Students are provided the opportunity to visit various medical and dental schools (in-state and out-of-state) during spring break.

HIGHLIGHTS
• Petersheim Academic Exposition participants and New Jersey’s Office of the Secretary of Higher Education Academic Achievement Award recipients.
• One-hundred percent of the students who applied to the
Robert Wood Johnson Medical School Early Assurance Program were accepted.
• Biology-PT Track student graduated magna cum laude for B.S. degree.
• Seventy-five percent of seniors graduated with honors, including two with summa cum laude; three students graduated early in December 2021, instead of May 2022.
• Greater than 50 percent of students who applied gained acceptance to summer research and experiential learning opportunities.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Provide targeted programming and advising that facilitates group cohesion, cooperation, student development and academic success for all program students.
• 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.
• Expansion of current experiential learning opportunities (volunteer and paid) and additional local/regional community partnerships.
• Expansion of provision of quality pipeline opportunities to medical/dental/veterinary/graduate school.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 6

DESCRIPTION OF 2021-22 ASSESSMENTS
• Semester and Cumulative Grades Assessment: Completed in Fall 2021 and Spring 2022 by departmental personnel via compilation of grades and statistics to review students’ semester and cumulative GPA, retention rate and graduation rate for all funded students.
• Fall Biology Recitation Survey: Provided at the end of the fall semester to determine effectiveness of biology recitation resource provided to students.
• Fall Chemistry Recitation Survey: Provided at the end of the fall semester to determine effectiveness of chemistry recitation resource provided to students.
• Academic Year Student Satisfaction Survey: Assessment of the overall provision of resources and student satisfaction/recommendations for improvement.
• Academic Year Tutor/Recitation Survey: Provided to determine effectiveness of all tutorial and recitation resources provided to students.
• **Senior Exit and Contact Survey:** Provided to graduating seniors at the end of fall/spring semester to obtain reactions about their college experience, gather additional contact information and learn of future academic pursuits.

**ASSESSMENT RESULTS AND DATA REPORTING**

• Seventy-two percent of the class had a cumulative GPA of 3.5 or greater at the end of Spring 2022 and two students had a 4.0 cumulative GPA; 93 percent of the class had a cumulative GPA of 3.0 or greater at the end of Spring 2022.

• Eighty percent of survey participants indicated that they would be likely to recommend PMPDPP to friends and family.

• One-hundred percent of survey participants indicated clear and constructive feedback from chemistry recitation and 100 percent of those who utilized peer tutoring and/or one-on-one peer review sessions found them helpful.

• Eighty-one percent of renewal student cohort participated in a summer pre-health career opportunity or enrichment program, i.e., EMT class, research, SMDEP, BCP, NERA, scribe, hospital volunteer, test prep, math immersion program, health-related work opportunity, etc.

• First-time, full-time student retention rate was 100 percent.

**USAGE OF ASSESSMENT RESULTS**

• Provide more opportunities for one-on-one peer tutoring and supplemental instruction review and practice sessions.

• Continue and expand resources for research and pre-health career opportunities.

**DEPARTMENT GOALS FOR 2022-23**

• Provide targeted programming and advising that facilitates group cohesion, cooperation, student development and academic success for all program students.

• Assist in 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.

• Expansion of current experiential learning opportunities (volunteer and paid), additional community partnerships, and provision of quality pipeline opportunities to medical/dental/veterinary/graduate school.

• Provide students with financial literacy training.

**ADDITIONAL TESTIMONIALS**

“The PMPDPP Student Meetings provide great vibes and great food. 10/10!”

**DIVISIONAL STAFF ACHIEVEMENTS**

• Cassandra Graham successfully defended her dissertation and earned a Ph.D. in Higher Education Leadership, Management and Policy from Seton Hall University, with a concentration in Education Research, Assessment and Program Evaluation.

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

**DIRECTOR** Brandon Larmore

**CONTACT INFORMATION** brandon.larmore@shu.edu

**STAFF** Three full-time employees, one graduate assistant, 10 student workers

**MISSION** The program serves 170 low-income students, first-generation college students (i.e., students whose parents or guardians have not received a bachelor's degree), or students with disabilities. The RISE (Resilience, Integrity, Scholarship and Excellence) program seeks to increase persistence and graduation rates by providing services and resources to scholars.

**LEARNING OUTCOMES**

• Enhanced competency in financial literacy, improved social competency through engagement with various cultures, and post-graduation preparation.

• Educate students on effective scholarly practices.

• Advance knowledge on how to be an effective citizen throughout their college career and beyond.
SIGNATURE ACTIVITIES
• RISE Culture Fest: Evening of great food, music, fashion and performances that celebrate different cultures.
• Fall Volunteer Event (Mevo): Annual program community service project.
• Newark Museum of Art Excursion: Trip to the museum in celebration of Native American Heritage Month.
• FAFSA workshop: Assisting our scholars in completing their FAFSA for the next year.
• RISE Summer Institute: Summer enrichment institute to prepare incoming freshman for their time at Seton Hall University and beyond.

HIGHLIGHTS
• Three scholars presented at Seton Hall University Petersheim Expo.
• Eight students received high profile internships.
• Increased the number of students from 140 scholars to 170

PAST DEPARTMENTAL GOALS FOR 2021-22
• Revamp office space for scholars to build a community and foster an effective learning environment.
• Provide professional mentors for eligible scholars.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 7

DESCRIPTION OF 2021-22 ASSESSMENTS
• RISE 2021 Fall Post Survey: Assessing the overall satisfaction of the RISE program throughout the Fall 2021 semester.
• RISE 2022 End-of-Year Survey: Assessing the overall satisfaction of the RISE program throughout the 2021-22 Academic Year.
• RISE Alumni Survey: Inquire with our RISE alumni to see what areas of industry/post-graduation plans that they may
have. Inquire what activities would they like to participate in after graduating.

- **RISE Diversity, Equity and Inclusion (DEI) Activities Survey:** To gauge what types of DEI interest our RISE student population may have.
- **RISE Internship/Externship Survey:** Gathering information regarding which internships/externships that our scholars have participated in.
- **Opportunities Survey:** See what types of opportunities at Seton Hall that our scholars would like to participate in and provide information about how to reach said opportunities.
- **RISE Programming Survey:** Determine which programming that our scholars prefer and what are some barriers to their ability to attend some of our programs.

### ASSESSMENT RESULTS AND DATA REPORTING

- Ninety-eight percent of RISE Scholars feel comfortable talking to their RISE advisor about personal issues.
- Ninety-three percent of RISE Scholars feel that they can reach out to their RISE advisor for information.
- Ninety percent of students agree that they are more confident about their career path.
- Seventy percent of scholars indicated using Tutor.com, our highest utilized service.

### USAGE OF ASSESSMENT RESULTS

- Reimagining the IAP to include more core RISE services into yearly goals.
- Increasing the focus on peer mentorship/tutoring.
- Utilizing leaders within the program to help improve overall engagement and compliance.
- Improve access to career services allowing for more students to engage in experiential learning opportunities. Offer more exclusive events and opportunities.

### DEPARTMENT GOALS FOR 2022-23

- Enhance collaboration with campus partners to develop better assessments aimed at understanding and improving resilience in and out of the classroom environment.
- Provide opportunities for students to engage with TRiO peers within and outside of the institution.
- Embrace the TRiO identity and increase the understanding prominence of the program and its goals.

### ADDITIONAL TESTIMONIALS

- "I feel that the RISE program is doing an excellent job at preparing each student for a successful career."

- "Having a support system and network is very important for underrepresented and first-generation students. In addition to the support, I gained discipline which helped me a lot. Thank you so much."

### UPWARD BOUND

**DIRECTOR** Marva Cole-Friday
**CONTACT INFORMATION** marva.colefriday@shu.edu
**STAFF** Four full-time employees, nine part-time employees, two student workers
**MISSION** Upward Bound (UB) Program’s mission during the five years of funding is to assist 131 high school participants who aspire to complete a post-secondary education.
The program challenges participants to excel in their academics, build positive self-character and encourage instructors. It also advocates to develop a variety of teaching methods to reach participants learning levels, expose participants to the requirements of their pursued careers, and assist them in their post-secondary preparation and persistence.

LEARNING OUTCOMES
- UB participants should earn a cumulative GPA of 2.5 or better and persist to the next grade level.
- Increase participants’ secondary graduation rates.
- Increase the number of participants who graduate high school and enroll in a program of postsecondary education by the fall term immediately following high school graduation.
- Participants who are rising seniors will earn three transferable college credits at the end of their senior year.

SIGNATURE ACTIVITIES
- Fifty new and returning students participated in the annual summer enrichment weekend program.
- During the academic year, students engaged in several workshops, such as financial literacy, financial aid planning and personal development seminars.
- Fall 2021 UB juniors and seniors participated in a two-day college tour.
  – Colleges/Universities visited: St. Elizabeth University, Montclair State University, Kean University, Drew University.
- UB Parent Association hosted a Tricky Tray fundraiser.

HIGHLIGHTS
- Student Leadership Conferences.
- Twelve UB students and two personnel attended the North Carolina Central University (NCCU), TRiO 2022 Student Access, and Success Conference.
- Graduating senior Scarlet Avila-Bryant submitted a research project and presented her project at the NCCU Conference workshop titled “The Impact of Social Media on UB Participants and UB Recruitment Efforts”.
- Five rising seniors applied and were accepted to attend the 2022 National Student Leadership Congress in Washington, D.C.
- Eight rising seniors completed a three-credit college-level Africana Studies course.

PAST DEPARTMENTAL GOALS FOR 2021-22:
- Recruitment goals: 100 percent recruitment goal for identifying and selecting eligible students from six target schools.
- Retention goals: retain 90 percent of participants through robust programming, engaging co/curriculum, tutoring and mentoring programs.
- Graduation rate: graduate 100 percent of the Class of 2022 cohort that will enroll in postsecondary institutions.
NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22
ACADEMIC YEAR: 7
Learning and Study Skills, Strategies Inventory (LASSI),
GRIT Assessment, Career Navideer, Career Inventory, OnTrack
College Success Inventory, Student Satisfaction Survey,
Staff Satisfaction Survey

DESCRIPTION OF 2021-22 ASSESSMENTS
• Non-cognitive student assessments measure students’
  readiness and mindsets to participate in a rigorous
  pre-college program.
• Career assessment that explores career options, interests
  and life skills.
• College readiness assessment that provides financial aid
  planning and college planning.
• Measurement of satisfaction of students and staff with
  services provided.

ASSESSMENT RESULTS AND DATA REPORTING
• The non-cognitive assessment data indicate that
  participants improved their knowledge, learning skills,
  attitude and motivation after completing one year of UB.

“Participants starting scores ranges between the 50th
percentile in the 9th grade and the 75th percentile in the
10th grade.
• Ninety-five percent of participants completed the student
satisfaction survey and agreed that the UB program provided
a rigorous and engaging program.

ADDITIONAL TESTIMONIALS
“I enjoy meeting my UB friends and making memories.”
“I enjoyed D-Group and seminar.”

“I enjoyed the bonds and memories that I made with
my class. While participating in field trips, I experienced
outdoor activities that I thought I would never like.”
Welcome Message from the AVP of Engagement and Central Administration

AS WE HAVE CLOSED another successful academic year, I want to thank the team behind the work we do in Engagement and Central Administration. The idea behind this area is to provide positive experiences for our students and our community at large. Through the efforts of this team, we were able to reengage our students as we welcomed them back to the campus experience that they all anticipated. Guided by the goals of our strategic plan, you will see that creating a premier experience for our students remains our primary focus.

As the assistant vice president for this area, my focus is not only on engagement, but also central administration. This includes, but is not limited to, divisional operations, assessment, professional development and other divisional initiatives. I have been part of the Seton Hall University family for 14 years and am starting my first year supervising this area.

This past year we reached the halfway point of our strategic plan, and as we move our way out of the restrictions of the pandemic and back into what we expect from the on-campus experience we are more than excited about what is in store for the next academic year. Our student engagement team introduced the Engage platform which will make it easier for our community to access events and curate the experience that they want. As we await the completion of the University Center, our business affairs/scheduling and operations team of Ghana Hylton and Audrey Butts continued to provide the excellent service that welcomed our campus community back into Bethany Hall for events this year.

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

Winston Roberts
Assistant Vice President for Student Services
BUSINESS AFFAIRS AND SCHEDULING AND OPERATIONS
DIRECTOR Ghana Hylton
CONTACT INFORMATION scheduling@shu.edu
STAFF One director, one assistant director, three graduate student assistants, five student worker managers, 30 operations student workers
MISSION Business Affairs drives the event scheduling and campus-wide communication to our students, faculty, staff, administration, parents and alumni. Our goal is to provide streamlined, efficient and effective operational processes and procedures for our division and establish partnerships with campus constituents.

LEARNING OUTCOMES
• Implementing and refreshing of policies, procedures, timelines, budget and other areas of event management.
• Partnering across campus, as well as externally with vendors, community partners and venue clients to support exceptional event and Diversity, Equity and Inclusion (DEI) experiences.
• Recognizing the importance of time management, customer service and flexibility in a constantly changing and extremely collaborative environment.

SIGNATURE ACTIVITIES
• Event Reservations and 25Live Management
• Hosting large events such as New Student Orientation, the Seton Hall Employee Christmas Party
• Monthly Student Events Calendar
• Weekly Student Email Outreach
• Weekly DEI Campus Outreach

HIGHLIGHTS
• Bethany Welcome Desk temporarily designated as an information hub for guests, alumni, incoming students and their families.
• Ushered in more in-person events with less building space.
• Welcomed back external event clients.
• Collaborated with faculty and staff across campus for heritage month celebrations, such as Women’s History Month, Asian American and Pacific Islander Heritage Month, etc.
• Took the lead in revising building manager meetings, which will be held quarterly.
• Weekly DEI email to the campus community.
• Weekly student outreach from SSVP every Friday.
• Revised the Monthly Student Calendar in collaboration with the web team.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Continue University Center (UC) renovation through October 2022.
• Onboard new assistant director for scheduling and operations.
• Expand the relationship between Seton Hall and the areas where our three campuses reside to incorporate more opportunities for collaboration with neighboring towns and organizations.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22
ACADEMIC YEAR: 4 (twice a semester)

DESCRIPTION OF 2021-22 ASSESSMENTS
• 25Live data of events, participants, etc.
• Compiled suggestions from suggestion box

ASSESSMENT RESULTS AND DATA REPORTING
• Updated room availability with the registrar’s office.
• Created an updated student calendar template.

“Ghana, On behalf of the Alpha Alpha Lambda Scholarship and Education Foundation, thank you for going above and beyond to make our event a success!”
– BRIAN AGNEW AND THE BOARD OF DIRECTORS AT AAL FOUNDATION
• In collaboration with the Office of Student Engagement, streamlined Engage and 25Live communications.
• Worked with Facilities and Media Services on building maintenance with audio, visual and building needs.
• UC renovation continues to make its space the hub and heart of Seton Hall community.

USAGE OF ASSESSMENT RESULTS
• We will continue to use assessment data, technology and the changing landscape of human engagement to manage events and communications to the betterment of our campus.

DEPARTMENT GOALS FOR 2022-2023
• Communicate commuter space on campus during the UC renovation, such as the Jubilee Hall lobby where the UC lounge furniture was redistributed.
• Create one-page tip sheet for building managers in conjunction with Public Safety and Security and Facilities.
• Maintain and expand communication structure within the division, with Student Outreach and Campus/Community Partnership Outreach.
• Create a contact list for representatives across campus to partner on heritage month celebrations.
• Formal assessment of increased rentals as part of the campuswide Auxiliary Revenue Committee.

ADDITIONAL TESTIMONIALS
“I would like to express how grateful I am for having Ghana to work with over there for several months, particularly this last month. Her organization of Student Services regarding the move and relaying the needs of the department for the renovation, etc., has been a great help to me. Having

“Dear Ghana, We thank you for all of your help and guidance throughout the school year. It is a pleasure working with you to create amazing events that bring our team closer together and support the Seton Hall community.”
– THE SETON HALL UNIVERSITY DANCE TEAM
Moved previous departments on campus almost on my own with little help from the department, it was a relief to have someone aid at the level Ghana did. She surpasses her predecessor’s skill set. I can also see why staff and students enjoy working with her. I look forward to continuing to work with Ghana and Student Services as the University Center project progresses.” Victoria Pivovarnick, AIA RA Director of Capital Planning and Project Management

“Ghana, Thank you for all your help this week with our events. Your graciousness went a long way in helping the event go smoothly. Thank you for everything!” Barbara Geiger, Assistant Director of Donor Recognition and Engagement, University Advancement

**STUDENT ENGAGEMENT**
**DIRECTOR** Alison Sotolongo
**CONTACT INFORMATION** alison.sotolongo@shu.edu
**STAFF** Two directors, two assistant directors, one coordinator, one operations manager, one graduate student worker, five undergraduate student workers
**MISSION** To be a partner in providing experiential opportunities for students to learn and develop through co-curricular learning. Keeping the care of the whole person and the values of Seton Hall University at the forefront, the student engagement team seeks to empower, challenge and inspire students to be servant leaders in a global society.

**DIVISIONAL STAFF ACHIEVEMENTS**
- Ghana Hylton, Director of Business Affairs & Scheduling and Operations was recognized by the NASPA African American Knowledge Community as a Stellar 50 recipient for student affairs professionals who have made an impact in their professional and philanthropic endeavors, in professional development and engagement and also equity, inclusion and social justice.

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

**SIGNATURE ACTIVITIES**
- Christmas at the Hall
- Involvement fairs
- Fraternity/sorority life recruitment
- New Student Orientation
- Weeks of Welcome
HIGHLIGHTS

• The Office of Student Engagement elevated the August New Student Orientation experience with high-level event production in the Richie Regan Field House.
• The SAB Fall Comedy Show, held during New Student Orientation, featuring Sal Vulcano (from the Impractical Jokers) yielded an attendance of over 1,500 students.
• The Office of Student Engagement developed a brand new volunteer experience called the WOW Squad who help welcome new students to campus and staff events during Weeks of Welcome. The WOW Squad consisted of 30 student leaders.
• The SAB hosted their annual Spring Fling Carnival on Friday, April 29, 2022 in parking lots in front of Xavier residence hall yielding an event attendance of 1,431 attendees. This signature campus tradition was expanded this year to include an additional carnival ride along with the return of food trucks (which were prohibited in 2021 due to the COVID-19 pandemic).

PAST DEPARTMENTAL GOALS FOR 2021-22

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

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 8-10

DESCRIPTION OF 2021-22 ASSESSMENTS

• Event attendance tracking through Engage platform
• New Student Orientation survey
• SAB End of Year survey
• Polls (on social media)
• Focus groups
• Academic tracking/reporting
• Post event assessments

ASSESSMENT RESULTS AND DATA REPORTING
• Through the launch/implementation of Engage, our new student engagement platform, we have 213 active student organizations, and 3,973 involved users.
• The Office of Student Engagement hosted a total of 6,039 events/programs during the 2021-2022 academic year.

STUDENT ACTIVITIES BOARD:
“Being able to attend various SAB events has made my experience so much more enjoyable and fun. I’m so grateful for all the events that SAB has created and run. I still remember my first Blue Day from my freshman year.”

• The SAB hosted a total of 82 events this academic year (Fall 2021: 51; Spring 2022: 31) with a cumulative attendance of 17,305 students.
• Our fraternities and sororities welcomed 262 new members to the community (Fall 2021: 76; Spring 2022: 186) and are proud to say the average cumulative GPA was 3.37.
• The fraternity and sorority community hosted a total of 258 community-wide events with a cumulative attendance of 1,664 students.
• Interprofessional Health Sciences Campus (IHSC) Student Activities hosted a total of 56 events with a cumulative attendance of 2,361 students.
• The Fraternity/Sorority Life community has raised over $14,328.38 to various philanthropic causes.
• Ninety-two 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 data points for event attendance, fundraising and GPA are used as benchmarks to track progress. The qualitative and quantitative data provide direction on programmatic changes and innovation in the upcoming year. Our planned programmatic enhancements include introducing new signature events, reintroducing and reimaging the Student Leadership Conference, and working cross-functionally across campus to expand WKND program offerings.
With the launch and implementation of Engage, our student engagement platform, we can more accurately gather data on student involvement and engagement. We will use tools in Engage, such as co-curricular pathways, event attendance tracking and student organization registration to analyze various touchpoints of the student experience and identify areas of opportunity for new programs to increase student retention.

DEPARTMENT GOALS FOR 2022-23

- Launch and assess shared student leader training for Office of Student Engagement programs (SGA, SAB, FSL, Clubs and Organizations).
- Create and implement at least two co-curricular pathways within Engage.
- Continue to develop the student employment model by enhancing the experiential learning opportunities within the Office of Student Engagement.
- Expand programming within the WKND series to include events and programs from campus partners to support the events hosted by the SAB.
- Reintroduce and reimagine an in-person Leadership Conference experience in the spring semester.
- Launch student leadership community events to increase networking opportunities.

ADDITIONAL TESTIMONIALS

Student Activities Board: “As a student in an accelerated program with two part-time jobs (read: way too much on her plate) I’m really thankful that SAB’s events have helped me stay connected on campus in a fun way even though I’m very busy. Thank you!”

IHSC Student Activities: I just wanted to thank you for all of your help throughout the semester. You are always
so incredibly helpful and never cease to put a smile on everyone’s face.”

DIVISIONAL STAFF ACHIEVEMENTS
• Winston Roberts: Named Assistant Vice President for Student Services
• Samantha DeMarse: M.Ed. in College Student Affairs, Rutgers University
• Murphy, Emma: M.A in Instructional Design and Technology, Seton Hall University
• 2021-22 Program of the Year Award

STUDENT SERVICES INFORMATION SYSTEMS
DIRECTOR Andrew Minegar
CONTACT INFORMATION andrew.minegar@shu.edu
STAFF One full-time staff member
MISSION Information systems aims to make student interactions with campus, in-person and virtual, as seamless and beneficial as possible through technology.

SIGNATURE ACTIVITIES
• Project implementation: This includes assessment of potential vendors and products, as well as guiding the vendor through the required documentation process and working with Information Technology (IT) to integrate with Seton Hall’s ecosystem.
• Divisional budget: This includes monthly review of budget with each area in the division, noting areas of shortfall or surplus, and end-of-year budget requests and review.
• Systems access, troubleshooting and training: Management of access for software owned by the division, as well as initial support and training.
• Report creation: Cognos report writer for the division, providing access to the University’s data to various departments.

HIGHLIGHTS
• Successfully upgrade of Lenel OnGuard access control system.
• Analysis of retention survey responses, and contribution to the creation of a retention model.
• Restructured division’s budget layout within Budget office systems, to match restructure of division and allowing for more intuitive use.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Creation of Cognos report capable of providing a wide swath of commonly requested data. This report is available for departments in various forms and empowers each area to pull and analyze data on their own.
• Creation of Advisor assignment mechanism that works with University advisor assignment structure. This provides advisor assignment rules and a process for further expansion and modification as needed to accommodate the new three-advisor model.

DEPARTMENT GOALS FOR 2022-23
• Develop comprehensive assessment program with leadership team.
• Rework the support processes for various systems in the division and formalizing steps for each, including Compass.
• Develop and deploy comprehensive onboarding process for the division, including standard operating procedures for each area.

DIVISIONAL STAFF ACHIEVEMENTS
• In December 2021, Andrew Minegar earned a master’s degree in public administration, with a focus on nonprofit organization management.
Welcome Message from the AVP of Public Safety and Security

THE DYNAMIC NATURE of today’s university environment presents unique challenges to those charged with providing security. The capability to adapt and address complicated issues in our ever-changing world requires commitment, careful planning, staffing, training and supervision of personnel. The Department of Public Safety and Security has taken steps to ensure that our staff is trained and equipped to respond to any situation that may develop.

I came to Seton Hall University with 25 years of law enforcement experience, retiring as the police director for the Essex County Police Department, as well as seven years as a vice president with a private security firm. I am a Seton Hall University alumnus and have been in my current position, associate vice president and director of Public Safety, for the past 22 years. Under my guidance, the Department of Public Safety has been organized into five major components – Physical Security, Safety and Security Systems, Office of Emergency Management, Parking Services and Campus ID. The administrative staff at the Department of Public Safety is comprised primarily of former law enforcement officers who bring a wealth of experience and expertise to the department.

Our staff is a hybrid force that utilizes University employees and contract guard services. Many of our initiatives are based on the community-policing model as used across the country. As a result of being customer-centric service, our department has been able to maintain consistency in the services we provide, and community members have come to depend on.

Patrick P. Linfante
Associate Vice President and Director
Department of Public Safety and Security
CAMPUS ID
MANAGER Ibiyemi Adesanya
CONTACT INFORMATION ibiyemi.adesanya@shu.edu
STAFF One Campus ID manager, one technical support coordinator, three student workers
MISSION The Campus ID Office provides services to the Seton Hall University community by utilizing an efficient technological one-card solution for a variety of campus operations, including identification, access and financial transactions.

LEARNING OUTCOMES
• Educate students about the many merchants which accept Pirate’s Gold.
• Educate students about the differences between Pirate’s Gold and Pirate’s Bucks.

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 (375), as well as creates and assigns access levels 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

“I enjoy the free Grubhub + Membership because of the free delivery.”

Pirate’s Gold. Pirate’s Gold is a debit-like account you can use to purchase items or pay for services on- and off-campus.

HIGHLIGHTS
• Addition of Grubhub as a CampusCash partner with free Grubhub+ membership for Seton Hall community members in November 2021. To date, the transaction total is $38,751.56.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Implemented changes to the website to reflect enhanced programming that included a process for online photo submission.
• Collaborated with various programs to distribute ID cards for orientations.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: None

DEPARTMENT GOALS FOR 2022-2023
• Addition of more off-campus merchants that accept Pirate’s Gold.
• Collaboration with the admissions department to create a more informative process for online photo submission.

ADDITIONAL TESTIMONIALS
“Using my Pirate’s Gold on Grubhub is so cool.”
PARKING SERVICES
MANAGER Ann E. Szipszky
CONTACT INFORMATION ann.szipszky@shu.edu
STAFF One parking services manager, three student workers
MISSION Parking Services supports the mission of the Department of Public Safety and Security and Seton Hall University through exceptional customer service, innovation and professional management of parking and transportation resources and facilities while meeting the parking and transportation needs of all campus entities. We also strive to develop and maintain a parking and transportation infrastructure that allows people to reach their destination as courteously, safely and efficiently as possible.

LEARNING OUTCOMES
• Educate the university community about the new policies and procedures put into place that make it easier to order permits online.
• Educate members 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.
• Transporting students and other community member on SHUFLY, our fixed route shuttle.
• Transporting students and other community member on SafeRide, our on-demand escort service.

HIGHLIGHTS
• Parking services created and released its first educational video on how to purchase parking permits.
• Two student workers earned their bachelor’s degrees and graduated cum laude in May 2022.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Use features provided in NuPark to record specific destination data for Daily Visitor Passes.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 5

DESCRIPTION OF 2021-22 ASSESSMENTS
• Data was kept on the number of permits purchased (including temporary permits), citations, Daily Visitor Passes, as well as SHUFLY ridership.

ASSESSMENT RESULTS AND DATA REPORTING
• Permits Purchased: 6,116
• Temporary Permits Purchased: 2,849
• Citations: 4,500
• Daily Visitors Passes: 74,248
• SHUFLY Ridership: 98,940
USAGE OF ASSESSMENT RESULTS
• The above data helped us plan for the parking and transportation services demand in the upcoming year.

DEPARTMENT GOALS FOR 2022-23
• Assessment of transportation services.
• Develop and release additional educational videos on parking and transportation policies and procedures.

ADDITIONAL TESTIMONIALS
From past assessments on parking and transportation, the majority relayed “good customer service” as an overall theme.

DIVISIONAL STAFF ACHIEVEMENTS
• Ann E. Szipszky, Parking Services Manager, earned the Genetec SC-AFC-001-5.10 Certificate regarding the operation and maintenance of the license plate recognition (LPR) cameras.

PUBLIC SAFETY AND SECURITY
DIRECTOR Patrick P. Linfante
CONTACT INFORMATION patrick.linfante@shu.edu
STAFF One associate vice president/director, one associate director fire safety systems, one associate director security operations, three assistant directors (operations, investigations, OEM), five security managers (four in South Orange campus)
MISSION The Department of Public Safety and Security is primarily responsible for the safety and security of our students, faculty, staff and visitors on the South Orange and Newark 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.

SIGNATURE ACTIVITIES
• Patrol the South Orange Campus and all off Campus University locations on foot, bicycle, and motor vehicles.
• Respond to all emergencies.
• Provide assistance at major special events.
• Enforcement of University parking and traffic regulations.
• Installation and maintenance of all fire safety systems.
• Installs and maintains main campus security cameras.
• Maintains and installs the Lenel access control system.
• Supports and installs campus intrusion alarm systems.
• Manages 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
• Ninety-one vehicle jump starts were provided.
• Thirty-four people were assisted with vehicle lockouts.
• On-campus escorts were provided to 47 community members.

ADDITIONAL SERVICES
• 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 & Shop and the South Orange Train Station. SHUFLY provided 98,940 rides for FY 2022.
• SafeRide Transportation Service is an Uber type system within a university designated zone. The system utilizes the TapRide app to request rides. SafeRide provided 24,364 rides in FY 2022.
• 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 https://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
• Fire Awareness Training is on the proper use of fires extinguishers, identification of fire hazards, fire evacuation and survival techniques. This training is required for community members who are sponsoring events on campus that requires a Sterno as a heating source.

HOW WE DO IT
• 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 343 interior, exterior and perimeter Closed Circuit Television Cameras (CCTV) throughout the campus.

PAST DEPARTMENTAL GOALS FOR 2021-22
• Goal #1 was to update the Universities Emergency Operations Plan (EOP) to identify and assess the most likely hazards the University could face based on current world conditions. The continued effects of the COVID-19 pandemic have taxed university resources and continues to stress both our students and staff alike. The EOP needed to address new and innovated ways to deal with pivoting from in-person to remote learning and back again, as well as COVID-19 testing and student quarantining policies and procedures. The EOP also needed to address the continued rise of active threat (shooter) incidents around the country and face the possibility of such an incident occurring on or near the campus. Our Run-Hide-Fight policy needed to include expanded duties, responsibilities and training. Both these issues and other areas of concern were addressed in a full review of the EOP by the Department of Public Safety and Security’s Office of Emergency Management, as well as a collective effort of other University departments and key stakeholders. The revised EOP was approved by the University’s Executive Cabinet. It has been submitted to and is on file with the New Jersey Department of Education and the
New Jersey State Police Office of Emergency Management.

- **Goal #2** was to expand the emergency preparedness training and capabilities of our students, faculty and staff wanting such training. The planned goal was to expand the CERT program from one offering per-year to four presentations during the 2021-22 school year. Again, here the COVID-19 pandemic played a significant role in our training practices and limited the involvement of our target audiences. Despite the obstacles and limitations placed on both in-person learning and social distancing, the necessary hands-on activities required for the program, while somewhat restricted, were accomplished. We were able to conduct two CERT classes for our University community which included one class at the IHS Campus.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR**

A total of 27 CERT program assessments/evaluations rating the two classes conducted during the 2021-22 school year were conducted to determine the success of the program.

**DESCRIPTION OF 2021-22 ASSESSMENTS**

- Twenty-seven students participated in an open evaluation of the classes to rate course content, effectiveness of presentation, student skill levels before and after training and willingness to recommend the program to others. The overall assessments were all positive and all those involved expressed confidence in their new level of emergency preparedness. As a group, the general consensus was that had COVID-19 restrictions not been in place, the hands-on activities would have been better and preparedness skills could have been enhanced. All participants agreed they would highly recommend the CERT program to others.

**ASSESSMENT RESULTS AND DATA REPORTING**

- Please see the above remarks assessing the overall rating of the CERT programs conducted by the public safety office of emergency management.

**USAGE OF ASSESSMENT RESULTS**

- The progression of the COVID-19 pandemic will have to be evaluated throughout the upcoming academic year to determine the level of student interaction and participation in hands-on training. As is always the goal of emergency preparedness training, the terminal objective is to provide participants with a full understanding of the various hazards and risks that could be encountered as they go about their daily activities and the actions or options they can take to react to those hazards and risks. Based on the results of the program’s overall assessment, a greater emphasis will be placed on hands-on training and enhanced how-to videos where possible.

**DEPARTMENT GOALS FOR 2022-23**

- Now that the 2022 EOP has been revised and approved, the office of emergency management will begin the detailed training of students, faculty and staff on how to use the plan, assigned duties, responsibilities and acquiring the resources needed to respond to any type of University emergency.
- Expand the University’s CERT program to four offerings.
- To coordinate and conduct an active threat (shooter) exercise with the Village of South Orange using University assets and participants as players.
- To install a License Plate Recognition (LPR) gate arm at the rear entrance.
- Install and upgrade Closed Circuit Television Cameras (CCTV) at Turrell, Ora Manor and Boland Hall, as well as various locations throughout the main campus.

**ADDITIONAL TESTIMONIALS**

*As a group the quote most often heard from the participants providing the CERT program evaluations was that they, “...feel safer and more confident in their ability to respond to an emergency.”*

**DIVISIONAL STAFF ACHIEVEMENTS**

- **Barry E. Eck** was a co-presenter of a program entitled “Emergency Management Challenges in a Covid World” at the New Jersey League of Municipalities.
- **Barry E. Eck** was appointed Senior Course Manager for all Incident Management/Command System training courses at the Middlesex County Emergency Services and Fire Academy.
- **Barry E. Eck** was re-elected as president of the New Jersey Emergency Management Association representing over 600 emergency management professionals across the New Jersey and tri-state region.
- **Barry E. Eck** attended the National Emergency Management Higher Education Symposium at the National Training Center in Emmitsburg, Maryland.
- **Security Manager Peter Iossa** earned his master’s degree in graduate police studies at Seton Hall University.
- **Assistant Coordinator of Safety and Security Systems, Alex Gonzalez,** earned a National Institute for Certification in Engineering Technologies (NICET) Level One certification in Fire Alarm Systems.
Welcome Message from the AVP of Student Wellness and Support and Dean of Students

STUDENT WELLNESS and support is present with and for our students 24 hours a day, seven days a week. 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.

• Counseling and Psychological Services (CAPS) had an increase of 20 percent in the number of new clients receiving services, while also expanding services with the introduction of a 24/7 hotline number for psychological emergencies, the establishment of a Wellness Room and a Virtual Wellness Room to help students relax and destress, the creation of a “CAPS Collection” in the library and more.
• The Dean of Students Office led the second year of the Great Minds Dare to Care grant initiative, and through collaboration with CAPS, who founded the project, provided numerous educational and outreach programs. In addition, the Behavioral Intervention Team, under the leadership of the Dean of Students Office, responded to a 31 percent increase in referrals to the team. The dean’s office also continued to care for students who were in isolation/quarantine due to COVID-19 throughout the year.
• Students registering with Disability Support Services (DSS) increased by almost 37 percent across the three campuses. DSS also expanded services by offering individual coaching to students, began a new biweekly group meeting to help students connect socially, offered self-advocacy workshop for students, and workshops for faculty to increase their understanding of DSS services and their role in meeting students’ accommodations.
• Health Services continued as a critical campus leader in the University’s response to the COVID-19 pandemic as it evolved. Flu and COVID-19 vaccine clinics were provided for students and employees. The department expanded services and hours of operation for students through telehealth, and assured quality of service by certifying all providers.
• Housing and Residence Life (HRL) welcomed students back to full residence halls in the fall semester with robust programming that saw over 1,800 students participate in the 1st 56 Days. Policy review continued with an emphasis on best practices and student-centric needs. Facility improvements were realized with the renovation of Boland entrance, replacement of Cabrini furniture, and the painting/branding of hallways and lounge spaces in the Complex areas.

We are excited to share all these accomplishments and more with you in this Annual Report.

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

Karen Van Norman
Associate Vice President and Dean of Students
COUNSELING AND PSYCHOLOGICAL SERVICES
DIRECTOR OF COUNSELING AND PSYCHOLOGICAL SERVICES Dianne Aguero-Trotter, Ph.D.
CONTACT INFORMATION dianne.aguero-trotter@shu.edu
STAFF Seven full-time clinical staff members, one full-time department secretary, four part-time and unpaid psychology doctoral-level trainees
MISSION Counseling and Psychological Services (CAPS) fosters the psychological health and well-being of our students to enable them to thrive, develop, and achieve academic and personal success. We hold a strong commitment to the diverse Seton Hall community that we serve, and strive to promote equity and inclusion throughout the university, treating each person with respect and dignity.

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

SIGNATURE ACTIVITIES
• Clinical services: CAPS provides a wide range of therapeutic services to enrolled Seton Hall students including undergraduate, graduate, law and seminary students. CAPS offers brief individual therapy, crisis intervention, unlimited group counseling, case management and consultation. This year CAPS incorporated teletherapy into its permanently offered services. This year’s group offerings were run predominantly by CAPS doctoral-level graduate trainees and included stress and anxiety management, a women of color group, and a men’s group.
• Outreach and prevention: Counseling and Psychological Services offers a variety of prevention and outreach programs designed to provide education about various mental health issues, to familiarize the community with our services, to reduce the stigma associated with seeking counseling, and to assist students in getting appropriate services to address emotional and developmental concerns. Outreach programming is particularly important because it is a vehicle by which we respond directly to university, community and/or systemic issues that present in real-time and, it allows us to serve a larger number of students than would otherwise be possible. This year’s outreach and prevention programming was offered with a combination of in-person and virtual platforms. CAPS routinely engages in the following outreach and prevention activities:
  – a. Introduction to CAPS services during various student orientations
  – b. Campus Connect Suicide Prevention Gatekeeper Training
  – c. Mental Health Informational Workshops
  – d. Student leader training
  – e. How to identify and refer students in distress training
  – f. Stress and anxiety management workshops
  – g. “What’s Up Doc?” online video series
  – h. Self-help website resources
• Student led mental health advocacy: CAPS has been home to Seton Hall’s Active Minds chapter since 2013. Active Minds is a national student run organization dedicated to ending mental health stigma and building a sense of community on campuses. Seton Hall Active Minds chapter plays a major role on campus in spreading awareness, facilitating supportive conversations around mental health, and strengthening prevention efforts on campus. This year, in collaboration with Active Minds and sponsored through the Great Minds Dare to Care initiative, CAPS co-hosted the Send Silence Packing display, an all-day display that included 1,100 backpacks that each represent a student who died by suicide. The event is designed to raise awareness of the impact of suicide and to connect students with resources for support and action.
• Doctoral Training Program: CAPS provides a comprehensive doctoral-level training program (practicum) to aspiring professionals. The training program is designed to provide graduate students enrolled in psychology doctoral programs with firsthand experience of the full range of clinical services and prevention activities provided by university counseling centers. CAPS practicum students provide services to clients while under the direct supervision of CAPS staff. This year, CAPS training class was the largest in over five years. The four practicum students accounted for 14 percent of total CAPS clinical visits.
HIGHLIGHTS

• As the campus returned to in-person learning, CAPS anticipated an increase in demand for services. CAPS proactively instituted a triage and screening assessment process designed to increase efficiency of initial access and evaluation of each student’s needs. This method of immediate access also assisted CAPS staff in managing appropriate care levels during the busiest times of the year and is in line with the CAPS scope of service. These initial assessments were conducted both in-person and remotely. This year, 277 students received a triage assessment and 27.4 percent of these students were referred to off-campus treatment based upon their long-term clinical needs.

• CAPS continued to support the Great Minds Dare to Care initiative by offering a variety of prevention programs and novel resources designed to raise awareness of mental health, effective coping strategies and availability of treatment.

• In collaboration with the Dean of Students office and the University Chapter of Active Minds, CAPS co-sponsored the Send Silence Packing display that provided mental health resources to over 800 students and inspired a community-wide conversation that contributes to a positive campus climate for mental health.

• CAPS hosted two suicide prevention gatekeeper trainings on the use of the Columbia-Suicide Severity Rating Scale, intended to provide confidence and skill for participants to be able to identify and support students at risk for suicide. CAPS presented this training division-wide, as well as to faculty in coordination with the Center for Faculty Development. In line with primary prevention as a way of proactively addressing mental health needs, CAPS partnered with the University Library to create three new student wellness resources intended to improve the mental health and well-being of Seton Hall students. All resources were funded by the Dare to Care grant.

• The University Wellness Room was created in the library as a private space designed to help students to find tools, strategies and resources to help manage stress, anxiety and emotions.

• A virtual Wellness Room was created online as an immediate and easily accessible way for students to integrate a purposeful pause throughout the day to calm the mind, body and soul.

• A “CAPS Collection” of self-help books and resources geared was created to provide easy access to mental health and wellness resources within our campus community. The collection is housed in three locations — Walsh Library, the IHS Library in Nutley, and at the CAPS office.

• This year, CAPS implemented the University’s first 24/7 Mental Health Crisis Hotline. This hotline is intended to provide immediate support to students during hours when the center is closed. One-hundred and forty-one calls were handled after hours via this hotline. Fifty-seven of these calls were raised to the level of a mental health emergency that prompted immediate intervention by a CAPS staff clinician. This number is consistent with pre-pandemic after-hours crisis data.

PAST DEPARTMENTAL GOALS FOR 2021-22

• Develop policy and procedures with regard to the ethical application of teletherapy into CAPS scope of service. This goal was completed.
• Implement and support all components of the Great Minds Dare to Care community-wide suicide prevention and mental wellness initiative. This goal was completed.
• Launch the Seton Hall specific CAPS 24/7 emergency hotline service. This goal was completed.
• Create and publish “What’s Up Doc?” episodes on coping with racial trauma and post-pandemic transitions back to campus. This goal is in progress. CAPS created a variety of resources that are included on our website for coping with race-based trauma and resiliency following transition. In response to an increased demand for long-term services, CAPS opted to publish a “What’s up Doc?” video that guides students with finding help off-campus.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR: 4

DESCRIPTION OF 2021-22 ASSESSMENTS
• CAPS participates in a national research consortium that gathers anonymous data from over 180 colleges and universities. The data describes over 150,000 unique college students seeking mental health treatment at their school’s counseling center. The gathered client consent data is obtained from the CAPS client recordkeeping database and pertains to college student mental health, counseling center utilization, delivery of services and client demographics. Data is analyzed annually, and national trends are used as a benchmark against which CAPS assesses its service delivery and utilization. CAPS routinely applies data obtained from this consortium to inform change that reflects best practices in collegiate mental health.
• Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62) (2019). Center for Collegiate Mental Health, Pennsylvania State University, University Park, Pennsylvania. The CCAPS-62 is a 62-item instrument with eight distinct subscales related to psychological symptoms and distress in college students and incorporates a general Distress Index. This measure enables clinicians to assess change in clients’ reported symptom distress over the course of treatment. It has been standard practice to utilize the CCAPS-62 as a repeated measure, administering the instrument to clients prior to every individual session. Over the past two years, however, CAPS faced unforeseen barriers to this practice thereby limiting the comparison of this year’s data with prior years.
• Client Satisfaction Survey. Once a year CAPS invites clients with at least one attended appointment to complete an anonymous Satisfaction Survey via Campus Labs. The survey
is designed to assess various domains that encompass CAPS services. The survey incorporates both Likert-type and open-ended response questions. Results of this survey are analyzed and used to improve service delivery with the goal of better meeting students’ needs.

- Student leader training is an important aspect of the CAPS outreach and prevention program. Participant achievement of learning outcomes is 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**

- CAPS experienced a 20 percent increase in the number of new clients receiving services when compared to the prior year. Seven-hundred and forty-two new clients received services at CAPS this year, which shows a return to pre-pandemic levels. The number of total clinical visits to CAPS this year was 3,702. This number represents a 10 percent decline over the previous year. This number may reflect this year’s need to more closely adhere to a short-term counseling model to accommodate the increase in demand for services alongside departmental understaffing.

- Consistent with the data trend towards pre-pandemic levels, this year’s crisis intervention appointments more than doubled (48 to 117) from last year. Given the return to on-campus, in-person learning, students were able to access daytime emergency services more easily and drop-in to CAPS with urgent needs.

- CAPS offered 78 outreach, prevention and training programs that reached a total of 4,947 community members. CAPS outreach and prevention aimed to help students learn effective mental health coping strategies and to increase accessibility to mental health resources across campus. Highlights include:
  - An increase of 130 percent in number of students reached via outreach.
  - An increase of 202 percent in completed online mental health screenings.
  - The addition of a campus Wellness Room in the library that provides a calming space for students to unplug, recenter and practice mindfulness when feeling stressed.
  - The addition of a Virtual Wellness Room for students to access online.
  - The creation of a “CAPS Collection” of a mental health self-help book and resource section prominently displayed in the library.
  - Collaborations with the Office of Student Engagement and SGA who featured CAPS-generated mental health tips on their Instagram pages.
  - CAPS directly responded and met requests from over 58 community members to provide programs, information, education, training, events and immediate support and intervention pertaining to mental health and CAPS.
  - Assessment data from the CCAPS-62 revealed that CAPS clients report initial levels of distress that are consistent with national averages that are reported by students who access college counseling services. Reports of thoughts of suicide by clients at the initial appointment at CAPS remain consistent to past years with 32 percent of clients endorsing these thoughts within two weeks from their initial appointment.

- As reported on this year’s annual client satisfaction survey:  
  - Thirty percent of students received in-person therapy, while 70 percent of students received remote only or hybrid clinical services.
• Of the total respondents on the survey, 60 percent preferred in-person services.
• Seventy-two percent of the respondents indicated that they were “very satisfied or “satisfied” with services received at CAPS overall.
• Sixty percent of clients reported that they either “strongly agreed” or “agreed” with the statement “Counseling has positively affected the chances that I will stay in college.”
• Seventy-three percent reported that they either “strongly agreed” or “agreed” with the statement, “Counseling has helped me cope with my problems better.”
• Six percent of respondents were referred off-campus either initially or for ongoing clinical services. Of those students, many felt an outside referral was very helpful, while others seemed to feel disconnected, indicating a greater need for case management services and fine-tuning of referral procedures to ensure smoother transitioning.

USAGE OF ASSESSMENT RESULTS
• It is expected that demand for service will continue to increase and difficulties with recruitment will continue. CAPS will incorporate a new clinical role, case manager/crisis counselor, that will meet the growing demand for crisis and referral services based on long-term student needs.
• CAPS will assign the role of group coordinator with the objective of expanding the group therapy program as an alternative treatment modality.
• CAPS will reinstate the use of the CCAPS-62 as a repeated measure to better assess treatment planning and outcome.

DEPARTMENT GOALS FOR 2022-23
• Successfully hire a case manager/crisis counselor to facilitate immediate access to care and to provide case management services. With the addition of this role, CAPS will create and implement standard procedures for referring students to off-campus treatment, as well as outline consistent follow-up for students who present with treatment needs outside of the scope of CAPS services.
• CAPS will explore the possibility of creating an on-line scheduling process with the objective of facilitating access to CAPS services.
• Fully incorporate a new outreach role — coordinator of outreach for diversity, equity, inclusion and justice (DEI) initiatives — to expand outreach efforts designed to reach students of all identities, with a focus on marginalized identities.
• CAPS will work with the Student Government Association (SGA) to continue to encourage mental health awareness and prevention efforts as a community wide responsibility.

ADDITIONAL TESTIMONIALS
The Men’s Group “… went from being a session I went to just because, to a session that I’d generally continue to seek out. It has helped me to be more vulnerable and understand that the issues I deal with are not singular.”

Counseling helped me to “… learn that suicide was not the way to go as a solution for my problems.”

DIVISIONAL STAFF ACHIEVEMENTS
• Kathleen Prendergast, MSN, APN, PMHNP, CAPS consultant in psychiatry, was awarded a Doctor of Nursing Practice upon completion of her studies at Seton Hall University’s College of Nursing.

DEAN OF STUDENTS OFFICE
DIRECTOR Karen Van Norman
CONTACT INFORMATION karen.vannorman@shu.edu
STAFF One associate vice president and dean of students, one associate dean of students, one assistant dean of students, one secretary, one graduate student worker, two student workers.
MISSION The Dean of Students Office advocates for students and their success throughout their academic career. Led by the principles of collaboration, communication and coordination, we provide services and opportunities that empower students in their personal and professional growth. We do this with a focus on integrity and guided by the University’s Catholic mission.
LEARNING OUTCOMES
By engaging with the programs and services of the Dean of Students Offices, students will:
• Develop responsible decision-making skills.
• Engage in reflective thought, particularly in terms of how the individual’s actions can impact another and the community, and demonstrate growth from that process.
• Be more likely to take appropriate actions that influence the safety and well-being of their peers.

SIGNATURE ACTIVITIES
• KNOW MORE is a collaborative effort between administration and students that works to provide the Seton Hall community with education and resources for sexual violence prevention, bystander intervention, and responsible decision making around drugs and alcohol through creative outreach programs and campaigns. The KNOW MORE Peer Educators are a group of undergraduate students who work directly with the Dean of Students Office to receive comprehensive training through NASPA’s Certified Peer Educator program. The peer educators provide a student voice and perspective to shift societal norms and attitudes around drugs and alcohol, empower students to stand up and help their fellow Pirates, and provide education to end sexual violence.
• Behavioral Intervention Team: BIT 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.
• Student Code of Conduct and Student Review Board: The Student Code of Conduct is adapted from the “Model Student Code,” widely recognized as the gold standard for colleges and university conduct systems. The code reflects the values of our community, helps students to appreciate their role and impact in the community, and provides opportunity for them to shape the community. The process upon which the Code is built is one of fundamental fairness, a pursuit of truth and the creative resolution of conflicts. As a Catholic institution, with the acceptance of responsibility, the community holds the possibility of restitution and healing. The Code commits us with our University mission to the inherent dignity and respect of each person and the
needs of a community of learners. It is a resource to assist in maintaining a social environment where all our members can flourish and grow intellectually, spiritually and socially.

HIGHLIGHTS

• As much as we had all hoped to have moved on past the pandemic when the 2021-22 academic year opened, we were still managing COVID-19 and its impact. We were greatly encouraged by the high rate of vaccinated students, but then challenged by the significant percentage of breakthrough cases. We remained at the forefront of best practices and revised protocols to shorten isolation/quarantine periods, improved masking, and communications with impacted students.

• This year, the Dean of Students Office assumed administration and implementation of the Great Minds Dare to Care grant. This is a $250,000 grant from the State of New Jersey for the purpose of mental health awareness and suicide prevention. Through outreach to and partnership with every constituency of our campus — faculty, administration, staff, and most importantly, our students — we provided education, resources and support. We collaborated on programs with academic departments, Athletics, SAB and student organizations. We held campus-wide events attended by hundreds of students. We provided training resources for every student, faculty member and administrator to assist in identifying and referring students at risk for their mental health. Through these combined efforts, Dare to Care, has become a widely known and respected University program, and we are pleased to say, renewed for a third year of full funding from the State of New Jersey.

• KNOW MORE continued to expand their program and training offerings this year. Red Zone Awareness programming, to educate students about sexual violence prevention in the first six weeks of the Fall semester, was expanded from three weeks to six weeks. Drug education was also increased to include passive and active programming around marijuana, caffeine and cocaine.

PAST DEPARTMENTAL GOALS FOR 2021-22

• Provide leadership for Dare to Care initiatives of Nod App, Togetherall and Kognito. The department will coordinate the promotion, implementation and subsequent assessment of the Nod App, Togetherall, Kognito At-Risk for Faculty, Kognito for Sexual Violence Prevention and Kognito for AOD Education.
  – This goal was accomplished. Assessment found that of the three platforms, Kognito is the most sustainable. Adoption rates of Nod and Togetherall have lagged behind.

• Implement expanded the Dean on Call system at the start of the Fall 2021 semester. Through collaboration with housing and residence life, public safety and security, and the Office of the Dean of Students, conduct training for the new system. Develop reporting system in Maxient of calls to the dean on call.
  – Due to the on-going COVID-19 response needed, resources were redirected to the COVID-19 on call system.

• Implement program plan for B.L.A.C.K. members. Through collaboration with various departments in Division of Student Services, 75 percent of the B.L.A.C.K. members will have attended all the scheduled workshops. Seventy-five percent of the B.L.A.C.K. members will report the desire to apply for a leadership position on-campus.
  – This goal was partially met. Approximately 50 percent of the B.L.A.C.K. members attended all workshops. Assessment of both B.L.A.C.K. and QUEEN are underway

“Dare to Care provides many important resources to Seton Hall students. Knowing that we are helping to care for an entire community, it is always a wonderful experience to plan and attend Dare to Care programming.”
to restructure the programmatic aspects of the groups to improve engagement.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR:** 4

**DESCRIPTION OF 2021-22 ASSESSMENTS**
- Behavioral Information Team Tracking Number and Source of Referrals to indicate if/where additional outreach is needed. Type of referral to indicate trends of issues/concerns for potential Dean’s Office and/or CAPS outreach, programming.
- Title IX Tracking Number, Location, Allegation to indicate trends for programming and prevention.
- KNOW MORE Peer Educators Survey administered to all KNOW MORE Peer Educators to gauge student learning as a result of participating in the program and associated training. Adjustments to the model of the KNOW MORE Peer Educator are made based on student feedback and assessment of learning outcomes.
- Student Conduct Tracking Number, Location, Violations to indicated trends for intervention needs.

**ASSESSMENT RESULTS AND DATA REPORTING**
- Behavioral Intervention Team
  - 2019-20 Referrals to Team = 136
  - 2020-21 Referrals to Team = 78
  - 2021-22 Referrals to Team = 102
- Return to in-person classes and improved outreach to professors resulted in increased referrals to the Team.
- KNOW MORE Peer Educators As a result of being a Peer Educator:
  - Eighty-nine (+1 percent AY 2020-21) percent of students agree or strongly agree that they are more comfortable discussing issues related to alcohol and drugs.
  - Eighty-nine (+5 percent AY 2020-21) percent of students agree or strongly agree that they are more comfortable discussing issues related to sexual violence.
  - Eighty-nine (+9 percent AY 2020-21) percent of students agree or strongly agree that they are more comfortable talking to their peers in a one-on-one setting.
  - Eighty-six (-2 percent AY 2020-21) percent of students agree or strongly agree that they are more comfortable talking to their peers in a small or large group setting.
  - Ninety-four (-6 percent AY 2020-21) percent of returning
students intend to participate in the KNOW MORE Peer Educator program for Fall 2021.

- The increase in the number of Student Conduct Cases was due to the increase in the number of cases in the residence halls and is attributable to the following factors:
  - Return to full capacity in the halls, particularly the first-year halls.
  - Significant increase in the number of vandalism and alcohol violations in the first-year halls.

**USAGE OF ASSESSMENT RESULTS**

- Behavioral Intervention Team (BIT) — We will continue outreach to professors using the Dare to Care Folder and the Provost’s Newsletter, as well as encourage the use of the Kognito platform for faculty and staff. This will result in an increase of referrals to BIT by an additional 5 percent over the 2021-22 academic year.
- Based upon analysis of the referrals to the Behavioral Intervention Team and review of national data, we will create an accessible website focused on suicide prevention with robust resources and information for students, faculty and families. This will align with the goals of the Great Minds Dare to Care initiative and further enhance that program.
- Analysis of the utilization of the Kognito, NOD, and Togetherall platforms will be used for short-term programmatic initiatives and long-term decisions related to sustainability of each.
- Student Conduct trends informed the development of the community damage billing policy now in effect.

**DEPARTMENT GOALS FOR 2022-23**

- We will launch a highly engaging tutorial for all new students about sexual violence prevention and resources for reporting, with a goal of 90 percent of students completing the program.
- We will complete the redesign of the Dean of Students Office and Title IX websites to be more accessible and informative for students.
- We will assess student learning for each of the Kognito tutorial programs to determine sustainability of the program.
- We will expand the Dare to Care with the development of peer educators for the program.

**ADDITIONAL TESTIMONIALS**

"The importance of B.L.A.C.K., that I tend to keep forever in my life, is to always remember where you come from. We live in a world where there is racism against people of color and the only way we can stop what is going on is by loving one another. Moving forward I will continue to realize and understand why I am unapologetically Black and I will make sure that the future freshman who walks toward the gate of Seton Hall knows that B.L.A.C.K. is beautiful."

"Being a peer educator with KNOW MORE helped me to expand the dialogue I use with my peers on Seton Hall’s campus and the knowledge I have about topics that can affect anybody during their college experience. By being a peer educator, I experienced what a safe space on campus is, and was able to provide that same safe space for others."
DISABILITY SUPPORT SERVICES
DIRECTOR Carolyn Corbran, Ph.D., M.S.Ed.
CONTACT INFORMATION carolyn.corbran@shu.edu
STAFF One director, two assistant directors (one at Interprofessional Health Sciences campus and one at South Orange campus), one secretary/testing coordinator (SO campus), one testing coordinator (IHS campus), three to four student workers (SO campus)
MISSION The mission of Disability Support Services (DSS) is to provide students with disabilities equal access to all University programs and activities, while raising campus-wide awareness of issues impacting this student population. DSS works collaboratively with academic departments and student affairs offices to engage and support the intellectual and social development of students with disabilities. To this end, DSS strives to promote academic excellence, the development of self-advocacy skills and increased student leadership opportunities.
LEARNING OUTCOMES
- Students will know that the DSS office exists and what services and accommodations are available.
- For students to learn how to self-identify their needs to faculty.

“Thank you very much. As a senior now on track to graduate in May, I’d like to say thank you for how helpful everyone has been during my four years being at Seton Hall.”
- GRADUATING STUDENT, MAY 2022

- 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. DSS took a different approach in 2021-22 to begin training students on basic self-advocacy skills during their intake meetings.

SIGNATURE ACTIVITIES:
- Accommodation Determination and Provision: DSS reviews students’ requests for accommodation and determines

2021-22 DSS REGISTERED STUDENTS (BY CAMPUS)

<table>
<thead>
<tr>
<th></th>
<th>IHS</th>
<th>Law</th>
<th>South Orange</th>
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<tbody>
<tr>
<td>2020-21</td>
<td>74</td>
<td>67</td>
<td>465</td>
</tr>
<tr>
<td>2021-22</td>
<td>81</td>
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<td>637</td>
</tr>
</tbody>
</table>

Total '20-’21 | | | 608 |
Total '21-’22 | | | 832 |
reasonable accommodations in accordance with applicable federal and state laws.

• **Exam Proctoring:** DSS provides exam proctoring as a service to faculty to assist in meeting students’ accommodation needs.

• **Outreach and Collaboration:** Provide information and resources to the campus community regarding disability access and inclusion.

**HIGHLIGHTS**

• DSS at South Orange began offering Connectivity Group this spring to students who have had a harder time connecting socially on campus. This group has gotten off to a great start with students meeting weekly on Fridays and is led by Gianna Graw, our new assistant director for South Orange DSS.

• South Orange DSS staff began offering academic coaching sessions to registered students in need of additional support to improve their executive functioning skills, organizational and study skills with staff that understand their disability accommodations.

• DSS at South Orange hosted a Dare to Care study break for students — during Reading Days in December 2021 and May 2022 — to connect with DSS staff, socialize, grab a snack and decompress while studying for their final exams.

• Carolyn Corbran presented a DSS workshop to faculty in November 2021 about best practices for accommodating students and held meetings with faculty departments (education and biology) to discuss accommodating students.

**PAST DEPARTMENTAL GOALS FOR 2021-22**

• DSS will undertake a thorough evaluation of their policies and procedures during the 2021-22 academic year. DSS will create a plan based on this evaluation to improve processes identified as less effective by the end of the 2022-23 academic year. Completed.

• DSS will begin to develop a student self-advocacy training framework as part of a three-year strategic planning goal to roll out student self-advocacy training in subsequent years to all incoming and returning students. DSS staff began self-advocacy training with students during their intake meetings and offered one workshop by Gianna Graw during 2021-22. Goal is ongoing.

• DSS will review and edit all current accommodation language as needed to improve clarity for students and faculty. Completed.

• DSS will offer at least two faculty training workshops to improve faculty’s understanding of students’ needs and increase acceptance of disability on campus. DSS offered three workshops for faculty during 2021-22. Ongoing need for continued training of faculty.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR:** 2

**DESCRIPTION OF 2021-22 ASSESSMENTS**

• Office name study conducted as part of a review to determine if the name of DSS should be changed during 2022-23 academic year.

• Tracking of students registered with department to monitor trends in utilization, services needed and identified disabilities.

**ASSESSMENT RESULTS AND DATA REPORTING**
• DSS collected information on office names being used by DSS offices at 105 colleges and universities throughout the United States. DSS staff have ongoing conversations about the pros and cons of implementing an office name change by the end of the 2022-23 academic year.
• DSS had a significant increase in the number of students registered with the office for using services. See graphs for breakdown by campus of registered students and increase in number of students registered.

USAGE OF ASSESSMENT RESULTS
• The number of students registered with DSS in 2021-22 was 36.9 percent higher than in 2020-21. South Orange DSS had a 37 percent increase in number of students registered between 2020-21 to 2021-22. Law School DSS had a 76.1 percent increase in number of students registered between 2021-22.
• There was also a significant increase in the number of intake meetings completed for new Law School and South Orange students who wanted to register with DSS. Law School DSS had a 128.1 percent increase in the number of intakes (73) completed in 2021-22 than in 2020-21. South Orange DSS had a 111.4 percent increase in number of intakes (315) completed in 2021-22 than in 2020-21. Overall, DSS staff completed intakes with 415 students in 2021-22 compared to 205 students in 2020-21 (102.4 percent increase).
• 713 students contacted the DSS office about registering for services during 2021-22. Of those, 415 students (58.2 percent) followed through with registering with the office.
• Exam proctoring returned to pre-pandemic utilization in 2021-22. DSS at South Orange proctored 20.9 percent more exams in 2021-22 compared to 2018-19. DSS at IHS proctored 21.7 percent more exams in 2021-22 than in 2018-19. These numbers suggest that most exams are no longer being administered remotely as they had been from Spring 2020 to Summer 2021.

DEPARTMENT GOALS FOR 2022-23
• DSS staff will recommend a name change and rebranding plan, if it is appropriate based on the results of the office names study by the end of the 2022-23 academic year.
• DSS staff will review strategies during 2022-23 for how to increase outreach efforts to the increasing number of students who contact DSS about services and then do not follow through with registering. These efforts will hopefully help more students to take advantage of services they could benefit from. DSS hopes this will improve the rate of intake completion from what it was in 2021-22 (58.2 percent).

“I was notified today that I am being afforded non-standard testing accommodations for the February exam. I really appreciate your help in navigating this process. I hope that once I am past this bar (literally) I can help to advocate for others.”
– SETON HALL ALUMNA/ALUMNUS
academic achievements of undergraduate students using accommodations who have completed at least 24 credits while maintaining a GPA of 3.10 or higher and graduate students who have completed at least 18 credits while maintaining a GPA of 3.30 or higher.

• DSS will begin development of faculty training resources to roll out in 2023-24 academic year and will continue to conduct several departmental faculty trainings over 2022-23.

ADDITIONAL TESTIMONIALS

“I want to say thank you for everything you have done for me this year! You make things easier for me.” — Seton Hall Student

“[My student] just told me about the new head of DSS, Carolyn, how she called her, wants to speak to her, is setting up a social group and is helping her ... she is literally glowing with happiness and anticipation. I just want to thank you so much!” — Seton Hall Parent of DSS Student

DIVISIONAL STAFF ACHIEVEMENTS
• Carolyn Corbran, Director of DSS, presented “Exploring the Impact of Perceptions of Faculty Support and Bias on Students with Learning Disabilities” at the CUNY Accessibility Conference on April 13, 2022, to 93 participants.

HEALTH SERVICES

DIRECTOR Diane Lynch

CONTACT INFORMATION diane.lynch@shu.edu

STAFF One director/nurse practitioner (clinical and administrative role) one assistant director (clinical/administrative), one nurse practitioner, two full-time RNs, one part-time RN, one secretary and billing specialist, one medical records assistant, two student workers

MISSION Health Services promotes and supports health in its broadest interpretation by providing high quality health care to University students, health education to the University community, and by promoting a safe environment of caring and community. The Department recognizes trends in Medicine and Nursing, develops policies and programs to reflect these trends, and coordinates services with other departments in an integrated view of health and wellness that is mission attentive.

LEARNING OUTCOMES
• For students to develop the ability to effectively communicate with healthcare providers.

SIGNATURE ACTIVITIES:
• Planned and organized COVID-19 and Flu vaccine clinics for staff and employees.
• Preceptor program: Our office served as a clinical rotation site for students in the nurse practitioner and physician assistant programs.
• Black History Month Health Program: Provided health tips during the month via social media platforms and organized a tabling event for students with health information, challenge games and gift baskets.

HIGHLIGHTS
• Health Services again provided campus-wide leadership in response to the COVID-19 pandemic. Almost 5,500 tests were administered to students. Multiple vaccine clinics for students and employees were held on campus. Extended evening and weekend hours were made available to students through telemedicine. Guidance, protocols and information to the entire community was updated continuously based upon the latest science, data and best practices.
• 2021-22 New Jersey College and University Flu Challenge. Once again, we won this friendly competition aimed at increasing vaccination rates in our students and promoting a healthier campus.

• The department planned and hosted the New Jersey College Health Association’s Spring Conference.

• Working with partners on campus, Health Services now has an interface with New Jersey Immunization Information System (NJIIS). The interface will help to reduce immunization holds for students by automatically transferring vaccine information from the state database to Medicat (our electronic medical record).

PAST DEPARTMENTAL GOALS FOR 2021-22
• Support wellness by reinstating health screenings for depression and alcohol misuse.
• Maintain telehealth services with schedule adjustment for the 2021-22 academic year.
• Identify tools and resources for launching programs for improving health literacy.

NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22
ACADEMIC YEAR: 5

DESCRIPTION OF 2021-22 ASSESSMENTS
• Spring Patient Satisfaction Survey: The goal with the survey was to evaluate patient satisfaction with healthcare providers, reception staff, care received and access to services.
• Evaluation of Telemedicine Program: The goals of this project were to measure student satisfaction with the telemedicine program. Compared to previous data, monitor utilization of the program and show by survey indicated that the program was accepted by at least 90 percent of staff and that at least 50 percent of students would be interested in use in the future.
• Evaluation of Quality Improvement Program: To access the type of assessments conducted during the year and evaluate processes and outcomes to aid in planning future quality improvement initiatives.
• Depression Screenings: A two question depression screening (PHQ2) is administered once per year and as needed to students, allowing us to identify and connect students to on- and off-campus resources.
• Alcohol Screenings: A two question screening is administered to students once per year and as needed to aid in identifying unhealthy alcohol use and provide a brief intervention.

ASSESSMENT RESULTS AND DATA REPORTING
• Ninety-seven percent of students reported overall satisfaction with their visits.
• Ninety-five percent of students reported all their questions were answered during their visit.
• Ninety percent of students reported they would recommend Health Services to a friend.
A total of 1,331 depression screenings were performed during routine visits resulting in 239 interventions for positive screenings. Student satisfaction with the telemedicine program was measured to be 92 percent. Forty percent of students surveyed indicated a strong interest in scheduling telemedicine visits in the future and 42 percent were unsure. Approximately 18 percent of students indicated no interest.

**Usage of Assessment Results**

- Will maintain patient satisfaction at levels of 90 percent or above for targeted quality metrics.
- Will monitor and track staff interventions for positive depression screenings monthly to ensure that positive depression screenings receive intervention 100 percent of the time.

**Department Goals for 2022-23**

- Successfully prepare for our Accreditation Association for Ambulatory Health Care (AAAHC) accreditation visit scheduled for Spring 2023.
- Develop and implement “Ask Me Three Program” to increase health literacy.
- Maintain and expand upon campus partnerships to improve outreach to students by developing an annual schedule of monthly topics relevant to student health to share using existing communication platforms.

**Additional Testimonial**

“My experience was fantastic — the staff and process were better than my experiences with both my family healthcare physician and other clinics — everyone seemed happy about their job and let that enjoyment flow over into an incredible and great appointment.” — Student comment from Spring 2022 Patient Satisfaction Survey

**Divisional Staff Achievements**

- Diane Lynch, Director of Health Services, published: “Evaluation of Telemedicine as an Option for Providing Safe, Accessible, Care to Young Adults in a University Setting” and received Doctorate in Nursing Practice (DNP) degree.
- Kristin Donadio, University Nurse, earned her Master’s in Nursing (MSN) and completed the Adult Nurse Practitioner Program.

**Department of Housing and Residence Life**

**Director** Jessica Proano

**Contact Information** jessica.proano@shu.edu

**Staff** Eleven full-time professional staff members, 62 paraprofessional staff members (resident assistants), two student workers, 34 desk assistants

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

**Learning Outcomes**

As a result of living in Seton Hall University residence halls and participating in residence hall programming, students will:

- Develop holistic skill sets that will prepare them for experiences in and outside of the classroom.
- Learn conflict resolution and how to live together in a diverse community.

**Signature Activities**

- The 1st 56 Days: Each year the Housing and Residence Life team collaborates with other campus partners to host programming geared toward first year students during the first 56 days of the fall semester. This initiative serves to ensure new students are engaged and connected to the campus community during a crucial transition period. This year, Housing and Residence Life hosted 120 resident assistant led
programs with a total attendance of 1,837 students.

- **Fall at the Hall**: Fall at the Hall is a collaboration with The Office of Student Engagement to celebrate the end of the first 56 days. The event brings together new students, as well as members of fraternity and sorority life for an afternoon of fall themed activities.

- **Easter at the Hall**: Easter at the Hall is a new initiative between Housing and Residence Life and Campus Ministry to strengthen the celebration of the Easter season on campus. Housing and Residence and Campus Ministry hosted a week of programming for students.

**HIGHLIGHTS**

- Introduced the area coordinator role to improve community building efforts in the first year and upperclassmen areas.
- Implemented residential curriculum that enhanced the student living experience through intentional education-based outcomes.
- Consistent with the Strategic Plan, this year included renovations and improvements with a new Boland Hall lobby, new furniture in Cabrini Hall, and painting of the public areas in the Complex Halls.

**PAST DEPARTMENTAL GOALS FOR 2021-22**

- Continue to develop residential curriculum focusing on programming and passive education, specifically focusing on social responsibility and diversity, equity and inclusion (DEI) initiatives. Completed – the residential curriculum was expanded to include program outcomes such as self-knowledge and identity, cultural awareness, and advocacy. Develop a comprehensive staff training.
- Develop a comprehensive staff training. Ongoing – as we transition back to fully in-person training and events, the resident assistant (RA) training and professional staff training curriculums are being revised to meet current student and employee needs.
- Develop an annual calendar to assess facilities and implementation of damage billing policy. Completed – through cross-campus collaboration efforts and benchmarking, a new operational calendar and damage billing policy was developed and implemented.

**NUMBER OF ASSESSMENTS CONDUCTED IN 2021-22 ACADEMIC YEAR**: 3

**DESCRIPTION OF 2021-22 ASSESSMENTS**

- We used surveys through Campus Labs to survey RAs and their experience both with the residential curriculum and RA training at different points of the year.
  - Assessed the residential curriculum via a survey.
– Assessed RA training sessions via multiple surveys.
• Benchmarking against comparable universities.
– Peer institutions were interviewed regarding selected housing policies for review and best practices.

ASSESSMENT RESULTS AND DATA REPORTING
• RAs believe a longer training would be more beneficial in preparation for the upcoming year. Result: Training has been restored to a week and a half and more preparation time added in to support the development of student staff.
• For August training RAs expressed a need for more training about the administrative aspects of their role. Result: Will plan to make training sessions more focused and provide clear examples to help the administrative side of the position.
• RAs want to create and host more community-oriented programs for our residential curriculum. Result: Provide for the 1st 56 Days programs to be outside of the established curriculum.

USAGE OF ASSESSMENT RESULTS
• We will use these results to improve the understanding of the residential curriculum and to improve RA training overall.

DEPARTMENT GOALS FOR 2022-23
• Using data found from assessments, we will update and improve our residential curriculum.
• Revise mission statement and Housing and Residence Life’s web presence on SHU.edu working with Digital Media Services and Web Development to help stakeholders find information on our website easier.
• Research graduate housing to help increase revenue for the institution.

DIVISIONAL STAFF ACHIEVEMENTS
• Promoted Dennis Schuck to Assistant Director for Housing Services.
• Jessica Proano, Director of Housing and Residence Life, serves as a co-chair for Mid-Atlantic Association of College and University Housing Officer’s (MACUHO’s) annual conference.
• Promoted Joshua Reda to the Associate Director for Housing and Residence Life.
Awards and Recognitions

• Battaglia, Nicole, Ph.D. Promoted from student success advisor/director of Pirate Pathway to director of First Gen.
• Division of Student Services (Spearheaded by Monica Burnette, Ph.D., and now led by Nicole Battaglia, Ph.D.) Received a $750,000 New Jersey state funded grant in support of first-generation students.
• Hylton, Ghana Recognized by the NASPA African American Knowledge Community as a Stellar 50 recipient for student affairs professionals who have made an impact in their professional and philanthropic endeavors, in professional development and engagement, and equity, inclusion and social justice.
• Krass, Justin Promoted to associate director of The Career Center.
• Reda, Joshua Promoted to the associate director for housing and residence life.
• Rivera, Jorge E. Promoted to director of the career center.
• Roberts, Winston Promoted to assistant vice president for student services.
• Rodas, Jose Inducted as an honorary member into the Chi Alpha Epsilon Honor Society and will now serve as their advisor to Educational Opportunity Fund (EOF) programs.
• Schuck, Dennis Promoted to assistant director for housing services.

Certificates and Degrees

• Battaglia, Nicole Earned her doctoral degree (Ph.D.) in education, leadership, management and policy from Seton Hall University in May 2022
• DeMarse, Samantha Earned a master’s degree (M.Ed.) in college student affairs from Rutgers University
• Donadio, Kristin Earned a master’s degree in nursing (M.S.N.) and completed the Adult Nurse Practitioner Program
• Graham, Cassandra Successfully defended her dissertation and earned a doctoral degree (Ph.D.) in higher education leadership, management and policy, from Seton Hall University, with a concentration in education research, assessment, and program evaluation
• Earned a National Institute for Certification in Engineering Technologies (NICET) Level One certification in Fire Alarm Systems
• Issa, Peter Earned a master’s degree in graduate police studies from Seton Hall University
• Lynch, Diane Earned a doctorate in nursing practice (D.N.P.) degree.
• Minegar, Andrew Earned a master’s degree in public administration, with a focus on nonprofit organization management in December 2021.
• Murphy, Emma Earned a master’s degree in instructional design and technology from Seton Hall University.
• Paternoster, Nicole Successfully defended her dissertation, earned her doctoral degree (Ed.D.), and graduated from Wilmington University in May 2022.
• Prendergast, Kathleen M.S.N., A.P.N., P.M.H.N.P., CAPS Consultant in Psychiatry Earned a doctor of nursing practice degree (D.N.P.) from Seton Hall University’s College of Nursing.
• Szipszky, Ann Earned a Genetec SC-AFC-001-5.10 Certificate regarding the operation and maintenance of the license plate recognition (LPR) cameras.

Publications and Research

• Corbran, Carolyn Presented “Exploring the Impact of Perceptions of Faculty Support and Bias on Students with Learning Disabilities” at the CUNY Accessibility Conference on April 13, 2022, to 93 participants.
• Eck, Barry Co-presenter of a program titled “Emergency Management Challenges in a Covid World” at the New Jersey League of Municipalities.
• Giglia, Nicole Presented a poster at the NASPA Strategies Conference titled “One Love x Seton Hall: An Innovative Approach to Relationship Health Education.”
• Lynch, Diane Published: “Evaluation of Telemedicine as an Option for Providing Safe, Accessible, Care to Young Adults in a University Setting.”

Professional Development

• Battaglia, Nicole Served on the NJ ACE – Women’s Network Board of Directors and will serve as the Strategic Planning and Data Analytics Committee Chair.
• Battaglia, Nicole Served as National Association for Orientation, Transition and Retention’s (NODA’s) Co-Chair for the First-Generation College Student Network.
• Battaglia, Nicole Appointed to Seton Hall’s Pre-Health Committee.
• Eck, Barry Appointed senior course manager for all incident management/command system training courses at the Middlesex County Emergency Services and Fire Academy.
• Eck, Barry Re-elected as president of the New Jersey Emergency Management Association representing over 600

- **Eck, Barry** Attended the National Emergency Management Higher Education Symposium at the National Training Center in Emmitsburg, Maryland.
- **Giglia, Nicole** Served on the NJ ACE – Women’s Network Board of Directors and will serve as the Programming Committee Chair.
- **Proano, Jessica** Serves as a co-chair for Metro Atlantic Association of College and University Housing Officers (MACUHO’s) annual conference.
- **Rivera, Jorge E.** Served as The Career Center Representative for The Big East Career Consortium, The New Jersey Hispanic Chamber of Commerce, and South Orange and Maplewood (SOMA) Chamber of Commerce.
- **Walters, Teresitia** Served as the Institutional Representative for New Jersey Career Center Consortium (NJCC3).

### 2021–2022 Divisional Awards

- **Best Practices Award** Counseling and Psychological Services
- **Campus Partner Award** Dean of Students Office
- **Innovation Award** Resilience, Integrity, Scholarship, and Excellence (RISE) Program
- **Outstanding Mission Award** Center for Academic Success (CAS).
- **Program of the Year Award** Office of Student Engagement.

### 2021–2022 Divisional Subcommittee Chairs

#### ASSESSMENT AND QUALITY ASSURANCE

- **Marva Cole-Friday**, Upward Bound
- **Cassandra Graham**, Pre-Medical/Pre-Dental Plus Program

#### COMMUNICATION

- **Ghana Hylton**, Business Affairs and Scheduling and Operations

#### COMMUNITY BUILDING

- **Daniel Langford**, Resilience, Integrity, Scholarship, and Excellence (R.I.S.E.) Program
- **Joshua Reda**, Housing and Residence Life

#### PROFESSIONAL DEVELOPMENT

- **Nicole Giglia**, Dean of Students Office

#### TECHNOLOGY

- **Brandon Larmore**, Resilience, Integrity, Scholarship, and Excellence (R.I.S.E.) Program
What great minds can do.