

Student Services **ANNUAL REPORT**

2024-25







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Welcome Message

FROM THE VICE PRESIDENT OF STUDENT SERVICES



Arriving at Seton Hall 12 years ago, I value the University's vision as a home for the mind, the heart, and the spirit through collegial partnerships with students, faculty, staff, administration, and the priest community.

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

As the Division of Student Services, we continue to value

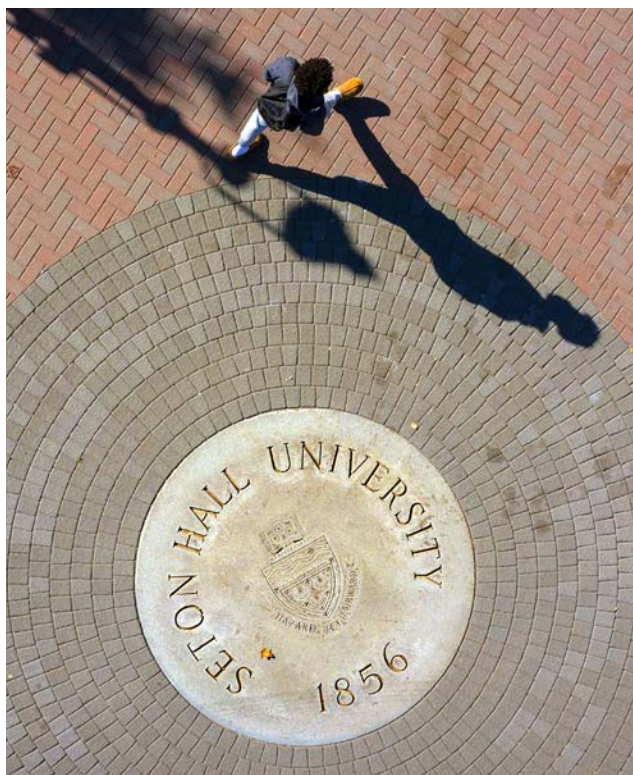
- Our Catholic tradition.
- Our students and their success inside and outside of the classroom.
- Our diverse, inclusive, and supportive community.
- Our continual drive for excellence and professional growth.

Our Division continues to lead two University-wide Committees

- The Council for Student Success (CSS) aims to create an equitable and consistent premier student experience, enhance student support and retention, and prepare students to be impactful global citizens.
- The Diversity, Equity, and Inclusion (DEI) Committee strives to further cultivate and nurture a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion, and social justice on campus and in the wider world.

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

As we continue to build our legacy of leaders, we thank you for embracing our divisional mission of student success and



creating a welcoming, supportive, and inclusive campus community. I look forward to welcoming our new and returning students back and building on the tremendous momentum outlined in our new university strategic plan.

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

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

All the best,

Monica Burnette

Monica Burnette, Ph.D.

Vice President



Divisional Mission, Vision and Goal

OUR MISSION

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

OUR VISION

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

OUR GOAL

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

Signature Events and Activities



ACADEMIC SUCCESS

- ARC Midterm Madness, Study Hall-o-Ween, and SHARCFest
- Comprehensive tutoring and advising program
- Pirate Adventure
- University Life
- SHU Reads! Summer Reading Program
- Peer Advisor Program
- Fall and Spring Career Networking events
- Industry-specific Career Expos
- Major Exploration Fair
- Major Declaration Celebration
- Transfer Student Center
- Pirate Pathway Program
- ROTC Combined Field Training Exercise
- Vietnam Battle Staff Ride Study Abroad for ROTC Cadets



CAMPUS INCLUSION AND COMMUNITY

- First Generation Circle of Change Student Conference
- EOP Six-week E.D.G.E. Summer Institute
- RISE TRIO SSS 3-week virtual Summer Institute
- RISE TRIO SSS Financial Literacy Workshops
- R.I.S.E. Gen 1 Monthly Community Meetings
- Individualized Academic Plans
- M.E.D.I.C.A.L. Summer Academy
- Visits to professional schools
- Heritage Month Celebrations
- Pirate Watch Parties



ENGAGEMENT AND OPERATIONS

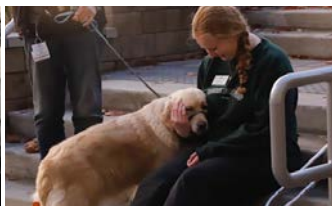
- Division Meetings Professional Development Series
- Systems access, troubleshooting, and training
- Event Reservations and 25Live Management
- Venue for Pirate Adventure, Seton Hall Weekend, Career Fair, Ash Wednesday, Conferences)
- SAB's ONWARD (Spring Concert) and Spring Fling (Carnival)
- Christmas at the Hall
- Pirate Adventure
- Involvement Fair
- Meet the Greeks and Greek Week
- Orientation Leader Program

Signature Events and Activities



PUBLIC SAFETY AND SECURITY

- Seton Hall University Pirate Campus ID Card
- Access Control on all campuses
- Seton Hall Shuttle Service (Fixed Route)
- SHU Ride On-Demand Service
- On and Off-Campus Patrol
- Emergency Response Team
- RAD Self Defense Training
- Public Safety and Security Advisory Council



STUDENT WELLNESS AND SUPPORT

- **KNOW MORE**
- Behavioral Intervention Team (BIT)
- DSS Accommodation Determination & Provision
- DSS Exam Proctoring
- DSS Connectivity Group
- Individual and group therapy, crisis intervention, case management and consultation
- Mental Health awareness and prevention outreach programs (Great Minds Dare to Care)
- Vaccine Clinics
- Preceptor Program
- Outreach and Prevention
- The First 56 Days
- RA Training and Cohorts
- Area Programming



ACADEMIC SUCCESS

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



With immense pride and enthusiasm for the milestones achieved during the 2024-25 academic year, I want to first extend my heartfelt thanks to the dedicated teams in Academic Success. This includes our departments of Academic Support Services for Student-Athletes, the Academic Resource Center, Career Services, the Center for Academic Success, Pirate Pathway, ROTC, and the Transfer Center.

Our mission in Academic Success is to craft a premier student experience — empowering every individual to unlock their full potential and realize their academic and personal aspirations. It is a privilege to work with such a talented group of professionals who foster an enriching, supportive environment here at Seton Hall.

Driven by a deep commitment to service and vision, we focus on each student's success, uphold excellence in every interaction, and continually set the standard for best practices in all our areas. Below are some brief highlights of our collective accomplishments:

The Academic Resource Center (ARC)

- Sponsored 28 student leaders to attend the College Reading and Learning Association (CRLA) Conference at

Princeton University. ARC tutor Lauren Cinquino presented on our Peer Academic Coaching program.

- In collaboration with the Math Learning Lab and the Educational Opportunity Program, the ARC hosted the first on-campus Balance, Lead, Thrive Leadership Retreat, featuring breakout sessions on volunteering and finding your own story, as well as self-care activities such as pet therapy and chair yoga.

The Career Center

- Launched the Pirates Partners Program, an initiative that provided a \$2,500 stipend to students who secured unpaid internships during the spring or summer, with a strategic emphasis on supporting first-year students to advance retention goals. Of the eight students selected, six were first-year students, and all are registered for fall 2025.
- Launched VMOCK, a career development platform designed to assist students and professionals in enhancing their career readiness through AI-driven feedback and resources. It provides personalized critiques on resumes, LinkedIn profiles, and other career documents, helping users improve their content and presentation.
- Hosted the largest Fall Career Fair since 2018; 960 students attended.

The Center for Academic Success

- Reinvigorated the “Major Exploration Fair” in September 2024. This event connected 350 undecided students with faculty and deans from across campus, helping them make informed decisions about their academic paths. This initiative is a result of being awarded the Idea Hall grant.
- Hosted our first summer bridge program for Pirate Pathway, where we welcomed 25 students. This was funded through the Idea Hall grant.

Office of Academic Support Services for Student Athletes

- Josie McCartney was named the BIG EAST Michael Traghese Postgraduate Leadership Award for her academic and athletic achievements and community service efforts. This award includes a scholarship toward graduate studies. Josie is currently in her first year at Hackensack Meridian School of Medicine.

- 40 student-athletes were inducted into Chi Alpha Sigma, the National College Athlete Honor Society, at a ceremony in the Walsh Library Rotunda

ROTC

- Successfully conducted its second annual staff ride to Vietnam, an immersive leadership and historical experience for our cadets. The trip included visits to Hanoi, Hue, An Hoi, My Lai, and Saigon. Cadets were able to walk the terrain of key battlefields from the Vietnam War, deepening their understanding of military history, strategic decision-making, and the human dimensions of conflict.
- Our 16 senior cadets have completed their final assessments and are preparing for commissioning as Second Lieutenants in the United States Army. Their dedication, perseverance, and leadership have been exemplary, and we are immensely proud of their efforts and future service to the nation.

I'm proud to share our Annual Report, which highlights the impactful work and key accomplishments from the past year. I'm honored to collaborate with a team of driven and thoughtful professionals who approach each day with purpose, integrity, and a deep commitment to our students and the University's mission. Their dedication moves our work forward, and I'm truly thankful for their contributions. Go Pirates!



Vaughn Calhoun, Ed.D.

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

ACADEMIC RESOURCE CENTER

DIRECTOR

Dr. Nicole Paternoster

CONTACT INFORMATION

Nicole.paternoster@shu.edu

STAFF

1 director, 1 program coordinator, 1 graduate intern, 3 peer tutor coordinators, 12 supplemental instruction leaders, 5 academic coaches, 23 peer tutors

MISSION

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

LEARNING OUTCOMES

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

SIGNATURE ACTIVITIES

- Each semester, the ARC hosts SHARCfest, a campus-wide final exam preparation event that features academic workshops and drop-in tutoring to help students succeed during finals.



- To support students during midterms, the ARC offers two themed academic support events: Study Hall-o-Ween in the fall and Midterm Madness in the spring, both designed to promote engagement and preparation through interactive study opportunities.
- In collaboration with campus partners, the ARC also coordinates campus-wide tutor training sessions for the SHU Tutoring Consortium each August and January, bringing together all Seton Hall University tutors for professional development and skill-building.

HIGHLIGHTS

- Throughout Fall 2024, all four of the ARC's core programs





experienced notable growth, with an average 23 percent increase in usage compared to Fall 2023. That momentum continued into Spring 2025, where usage rose by an average of 26 percent compared to the previous spring.

- SHARCFest, the ARC's signature Reading Day event, also saw record engagement in Spring 2025, with attendance up 14 percent from Spring 2024.
- We are also proud to share that 100 percent of graduating ARC tutors were accepted into graduate or professional school programs, a testament to their academic dedication and the transferable skills they developed through their roles.
- In May 2025, the ARC, in conjunction with the Math Learning Lab and Educational Opportunity Program (EOP), held its first-ever *Balance, Lead, and Thrive* Student Leader Retreat, bringing together peer tutors, academic coaches, supplemental instruction (SI) leaders, and campus partners for a day focused on leadership development, self-care, and community building.

PAST DEPARTMENTAL GOALS FOR 2024–25

- Increase the utilization rate by 15 percent compared to Fall 2023 and Spring 2024, respectively. Implement robust outreach programs to inform students about the services available through the ARC, including online options such as *Tutor.com*.
- Build stronger relationships with faculty and student groups. Increase outreach to faculty by inviting them to open houses

and creating an easy referral system, providing evidence-based results, hosting informal gatherings for faculty and ARC staff, and soliciting feedback from faculty for improvements on how we can better support their courses. Enhance communication with student groups on campus and address their specific needs.

- Implement new assessments and evaluations to track the grades of students who attend tutoring compared to a control group of students who did not attend tutoring. Conduct focus groups in conjunction with our existing session surveys. Develop and implement an action plan based on assessment findings.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR

- **4 surveys:** 1. Student Satisfaction Surveys, 2. SI Surveys, 3. Tutor Self-Evaluations and 4. Tutor Evaluations

DESCRIPTION OF 2024–25 ASSESSMENTS

- Following their sessions, students who participated in peer tutoring or academic coaching at the ARC received a survey via Compass to provide feedback.
- Students who attended Supplemental Instruction sessions or met with Tutors in Residence were sent a separate satisfaction survey to assess their experiences.
- All ARC student staff completed the Tutor Satisfaction Survey, which asked about their successes and challenges while working in the center.
- Tutor evaluations were conducted each semester by Dr. Nicole Paternoster, Edward McCulloch, and the peer tutor coordinators. The resulting observations were used in one-on-one meetings with tutors to highlight strengths and identify opportunities for continued growth.

ASSESSMENT RESULTS AND DATA REPORTING

Student Surveys:

- Student feedback indicated a high level of satisfaction with ARC services. Qualitative responses highlighted the ARC and its Academic Coaches as valuable resources that contributed meaningfully to student success. Notably, 96 percent of respondents said they would recommend the ARC to a friend, and 95 percent felt their tutor was knowledgeable in the subject matter. Areas for improvement included increasing awareness of available services and expanding the availability of Supplemental Instruction sessions.
- **Tutor Satisfaction Survey**
 - ▶ Tutors expressed strong job satisfaction, citing a



supportive work environment, flexible scheduling, meaningful peer connections, and the opportunity to reinforce their own learning. Common challenges reported included students arriving unprepared, frequent last-minute cancellations, and no-shows.

• Tutor Evaluations

► Evaluations conducted during the 2024–25 academic year demonstrated that the ARC successfully recruited strong student leaders who understood and embraced the center’s mission. Most tutors exhibited a commitment to both customer service and their own professional development. Identified areas for growth included strengthening professional communication skills and improving response times to email communications.

USAGE OF ASSESSMENT RESULTS

• Expand Supplemental Instruction (SI) Availability

- **Goal:** Add at least two new SI sessions in high-demand courses by Spring 2026 based on student feedback and enrollment trends.
- **Metric:** Number of SI sessions offered and student attendance data.
- **Action Steps:** Analyze course demand, recruit qualified SI Leaders, and coordinate with faculty.

• Reduce Unpreparedness and No-Shows

- **Goal:** Decrease the number of unprepared tutoring sessions and no-shows by 15 percent by December 2025 through reminder emails and session preparation tips shared via Compass and in appointments.
- **Metric:** Tutor reports, appointment system data
- **Action Steps:** Provide a digital prep checklist for students, train tutors to reinforce preparation messaging.

• Improve Tutor Professional Communication

- **Goal:** By Spring 2026, ensure that 90 percent of tutors consistently respond to ARC emails within 48 hours, as measured through email tracking during the academic year.
- **Metric:** Email response audits.
- **Action Steps:** Incorporate expectations into training, send monthly reminders, and recognize top communicators.

• Enhance Tutor Professional Development

- **Goal:** Offer at least three professional development workshops per semester focused on communication, leadership, and academic support strategies, with 80 percent tutor participation by May 2026.
- **Metric:** Attendance logs and post-workshop evaluations.

- **Action Steps:** Survey tutors for topics, partner with campus departments, track engagement, and feedback.

DEPARTMENT GOALS FOR 2025–26

Goal 1: To increase utilization of ARC services, the center aims to boost its overall usage by 15 percent compared to Fall 2024 and Spring 2025 levels by the end of Spring 2026. This will be achieved by launching a targeted marketing campaign that includes classroom visits, digital signage across campus, and coordinated social media outreach. The ARC will also promote the availability of in-person, online (via Tutor.com), and hybrid academic support options to reach a broader student population. Progress will be measured by tracking the number of appointments logged in Navigate/EAB and Tutor.com usage reports.

Goal 2: To enhance attendance at Anatomy & Physiology Supplemental Instruction (SI) sessions, the ARC plans to increase participation by 20 percent by Spring 2026. To accomplish this, the ARC will partner with Nursing advisors to integrate SI into pre-nursing student support plans, host collaborative A&P review events with faculty, and introduce virtual reality-based anatomy tools into select sessions to improve engagement and comprehension. Attendance data and student satisfaction survey results will be used to assess the impact of these initiatives.

Goal 3: To expand the use of Virtual Reality (VR) in academic support, the ARC will pilot at least two VR-enhanced workshops or tutoring sessions per semester by Spring 2026.

The initiative will begin by identifying relevant academic areas, such as anatomy, chemistry, and public speaking, where VR tools can enhance learning. The number of VR-based sessions, attendance rates, and feedback from participants will serve as key performance metrics.

Goal 4: Finally, the ARC will pursue certification as a Learning Center of Excellence by Summer 2026. This process will involve aligning ARC programs with nationally recognized professional standards, documenting the quality and impact of its services, assessing the center's inclusiveness and adaptability, and highlighting its unique history and accomplishments. Achieving this certification will promote professional excellence, validate the ARC's commitment to equitable student support, and recognize its ongoing contributions to student learning and success. The completion and outcome of the certification application will be the primary measure of success.

ADDITIONAL TESTIMONIALS

"The academic coaches helped me to put together a study schedule that changed my entire semester. Thank you."

"Everyone should use the ARC. The tutors are the best."

"It was amazing to be able to walk down the hall and see the tutors in Aquinas. It really helped me to make it through biology."

"My SI leader was so helpful and always there to answer questions."



DIVISIONAL STAFF ACHIEVEMENTS

Ted McCulloch served as the New Jersey Membership Coordinator for the College Reading and Learning Association (CRLA) PA/NJ Region. He also presented at Haverford College on *The Beneficial Uses of AI in the Tutoring Space* and at Princeton University on *Fostering Intrinsic Motivation Through Academic Coaching*.

Dr. Nicole Paternoster served as the Website Administrator for the National College Reading and Learning Association (CRLA). In recognition of her outstanding service, she was honored with the Karen G. Smith Special Recognition Award from CRLA at the National Conference in Minnesota.

ACADEMIC SUPPORT SERVICES FOR STUDENT-ATHLETES

DIRECTOR

Matt Geibel

CONTACT INFORMATION

Studentathletesupport@shu.edu

STAFF

1 director, 1 senior associate director, 1 associate director, 2 graduate assistants, 2 part-time learning specialists, 1 professional tutor, and approximately 15 peer tutors

MISSION

The Mission of the Office of Academic Support Services for Student-Athletes and the Charles W. Doehler Academic Center for Excellence is to aid in the overall development

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

LEARNING OUTCOMES

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

SIGNATURE ACTIVITIES

- Comprehensive tutoring program including training, individual and drop-in tutoring sessions, regular evaluation, and achievement recognition.
- Educational strategy development with target students and learning specialists.
- Visits by therapy dog Buster.
- Weekly academic and mentoring meetings with first-year, transfer, and target students.



- Ongoing coordination of academic monitoring with coaching and athletic staff.

HIGHLIGHTS

- The cumulative GPA for all student-athletes after the spring 2025 semester is 3.537, an all-time high.
- Approximately 63 percent of all student-athletes earned Dean's List in the spring 2025 semester.
- 40 student-athletes were inducted into Chi Alpha Sigma – the National College Athlete Honor Society.
- Sean Vizzard (men's swimming and diving) and Olivia Gilbert (softball) were named the Seton Hall nominees for Big East Scholar Athlete of the Year, earning a scholarship toward graduate studies.
- 32 Seton Hall student-athletes were named to the College Sports Communicators (CSC) Division I Academic All-District Team. Women's Soccer (6), Men's Soccer (3), Women's Tennis (4), Baseball (4), Softball (5), Men's Swim and Dive (4), Women's Swim and Dive (4), Women's Basketball (2).
- Two of our graduating student-athletes earned the highest GPAs within their respective colleges: Chiara Pucci (School of Diplomacy and International Relations) with a 3.974, and Molly Mitman (College of Arts and Sciences) graduating with a perfect 4.0 GPA.
- Academic Support Services completed the NCAA Academic Performance Program (APP) Data Review process, an extensive audit of policies and procedures related to eligibility certification and Academic Performance Rate (APR) and Graduation Success Rate (GSR)/graduation rate data submission.

PAST DEPARTMENTAL GOALS FOR 2024-25

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

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR

- 4 survey and peer tutor evaluations

DESCRIPTION OF 2024-25 ASSESSMENTS

- Tutor Satisfaction Survey – Fall 2024
- Student-Athlete Satisfaction & Needs Survey – Spring 2025



- Tutor Satisfaction Survey – Spring 2025
- Graduate Assistant Survey 2024-25
- Biannual College Reading and Learning Association (CRLA) peer tutor evaluations

ASSESSMENT RESULTS AND DATA REPORTING

Satisfaction and Needs Survey – Spring 2025;
23 percent of student-athletes responded:

- **100 percent** of respondents indicated that their advisors' assistance was provided in a timely manner.
- **96 percent** of respondents indicated that their advisor in Academic Support Services for Student-Athletes was extremely or very helpful during the registration process,
- **93 percent** of respondents felt extremely or very supported by their advisor in Academic Support Services for Student-Athletes.
- **80 percent** of respondents said that one-on-one tutoring is extremely beneficial or very beneficial to them.
- **80 percent** of respondents said that they found one-on-one tutoring extremely or very beneficial.
- **78 percent** of respondents who had weekly academic meetings this semester found them either extremely or very helpful.



TUTOR SATISFACTION SURVEY – SPRING 2025

- **83 percent** of tutor respondents rated their overall tutoring experience as Excellent or Good

USAGE OF ASSESSMENT RESULTS

- To increase the timeliness of feedback regarding tutoring, we will reimplement the Baseline Student Response Survey to be completed after each tutoring appointment.
- We will institute a more targeted tutoring survey at the end of each term for students who participated in one-on-one tutoring sessions.

DEPARTMENT GOALS FOR 2025–26

Goal 1: Continue to collaborate with colleagues and departments outside of Student Services by hosting at least two groups during each of the fall and spring semesters.

Goal 2: Develop strategies to increase the number of student touchpoints with the office tutoring program in order to enhance the experience for both students and peer tutors.

Goal 3: Collaborate with the Associate Athletic Director for Student-Athlete Leadership and Development to develop more extensive programming related to postgraduation alternatives.

ADDITIONAL TESTIMONIALS

“I have always felt at home as a result of the Academic Support Staff here at Seton Hall. They have helped me tremendously throughout my time here and made the transition to college much smoother than I envisioned.”

“You guys are the best! Always helping and being supportive no matter the reason!”

“My experience has been great, and I always feel very supported!”

“Found the weekly meeting beneficial for me and helps me stay on top of my work.”

“My most rewarding experience is the fact that one of my students last semester came back to be tutored again by me this semester. She trusts me enough to work with me again and improve her grade. Through this, I’ve been able to see how much her study skills have improved and her own growing confidence in the subject.” — PEER TUTOR





DIVISIONAL STAFF ACHIEVEMENTS

Based on the results of our successful completion of the NCAA APP Data Review, Amanda DiDonato was invited to take part in the panel discussion “Certifying Eligibility: A Team Effort,” focusing on best practices at the NCAA Regional Rules Seminar in Indianapolis.

Matt Geibel spearheaded the Seton Hall connection with Safe Zone training with other members of the university community. He also co-facilitated 3 training sessions, increasing the awareness of critical support for LGBTQIA+ members of our community.

Matt Geibel attended the NCAA National Convention in Nashville in January.

Amanda DiDonato and Matt Geibel attended the NCAA Regional Rules Seminar in Indianapolis in May.

Carissa Leoni attended the National Association of Academic and Student-Athlete Development Professionals (N4A) national convention in Orlando in June.

CAREER CENTER

DIRECTOR

Jorge E. Rivera

CONTACT INFORMATION

jorge.rivera@shu.edu

STAFF

1 director, 1 associate director, 3 assistant directors, 2 coordinators, 1 career advisor, 1 graduate assistant

MISSION

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

LEARNING OUTCOMES

- **Advance Experiential Learning Engagement:** Students

Academic Success

will actively engage in internships, co-ops, research, and project-based experiences that connect classroom learning to real-world application, helping them develop career competencies and clarify professional goals.

- **Strengthen Strategic Networking Skills:** Students will learn to build authentic professional relationships across digital and in-person platforms by utilizing effective communication, personal branding, and follow-up strategies to grow their career network.
- **Cultivate Career-Ready Leadership:** Students will demonstrate leadership by taking initiative, collaborating with others, and applying ethical decision-making in academic, professional, or community settings, preparing them to lead in diverse environments.

SIGNATURE ACTIVITIES

- The Career Center hosted a general Career Fair, coordinated three industry-specific career expos, and managed three industry-specific networking events. More than 1,300 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 over 15 employer information sessions and panel events, engaging more than 500 students. Signature events included Law School Confidential, Johnson & Johnson Corporate Finance Information Session, Strengths Leadership Workshop with Sean Gibbons (ADP), Northeast Women in Public Finance Speaker Panel, Thriving Transitions: Alumni Panel Discussion, and the RWJ Scribing

Information Session. The Career Center also led ALPFA Resume Workshops and Career Readiness Presentations, co-hosted the American Marketing Association x ALPFA Professional Panel, organized Enterprise Mobility: Recruiters' Secrets Revealed, and coordinated a Sport Management & Analytics Club session featuring Excel Sports Management, a leading professional sports agency. Additionally, the team hosted Fast Break to Business, a professional panel spotlighting three industry leaders in marketing and management.

- During the fall semester, the Career Center facilitated CommConnect 2025, a networking event held in Bethany Hall that brought together professionals in Communication, Public Relations, Media, and Advertising. The event provided students with valuable opportunities to connect with both alumni and industry professionals, expanding their networks and career insights. The team also hosted Industry Insiders 2025 in the Jubilee Atrium, featuring professionals from Marketing, Management, Sport Management, and Business Administration. This event enabled students to engage directly with experts across these fields and strengthen their professional connections.

MAJOR ACCOMPLISHMENTS

- Launched in Fall 2024, the Pirates Partners Program is a groundbreaking initiative designed to support Seton Hall students pursuing unpaid internships by providing financial stipends and professional development





resources. Created to promote access, equity, and career readiness, the program prioritizes first-year students, helping them gain early exposure to the workforce while easing financial barriers.

In its first year, the Pirates Partners Program successfully supported a cohort of students across a range of industries, including nonprofit, government, healthcare, and media. Participants received a \$2,500 stipend, allowing them to fully engage in meaningful internship experiences that aligned with their academic and career interests. 100 percent of Pirate Partner eligible participants are registered for the upcoming fall 2025 semester.

The program also fostered strong partnerships with campus departments and external organizations, further connecting students with mentors, career coaches, and alums. The impact of the initiative was clear: students gained valuable workplace skills, increased confidence, and clarity about their future career paths. The success of its first year has laid the foundation for continued growth, increased employer participation, and broader student engagement in the years ahead.

- Throughout AY 2024–25, the Career Center successfully facilitated immersive student trips to top-tier professional venues, offering hands-on learning and direct exposure to

a wide range of career paths in business, communications, sports, and hospitality. These high-impact experiences allowed students to engage with industry professionals, expand their networks, and gain valuable career insights beyond the classroom.

HIGHLIGHTS INCLUDED

- Yankee Stadium and Citi Field, where students met with professionals from the New York Yankees and New York Mets to explore careers in Sales, Marketing, and Business Development.
- The Prudential Center, featuring a panel with the New Jersey Devils' Business Development team focused on sports business operations.
- New Jersey Performing Arts Center (NJPAC), where students learned about opportunities in Communications and the Arts.
- The DoubleTree Hotel at the NJ Gateway Center, where students shadowed professionals in Hospitality, Sales, Customer Relations, and Business Development, gaining firsthand knowledge and transferable skills for careers in the hotel and service industries.
- We continued to host small-scale, high-impact career events at Seton Hall University's satellite space and Welcome Center, located in the heart of Newark's Gateway Complex. This dynamic and accessible location served as a valuable hub for career retreats and professional development workshops. A standout event included Cracking the Code: Fine-Tuning Your Interview Skills, a collaborative workshop held in February 2024 with the Buccino Leadership Institute. The session offered nursing students the opportunity to connect with professionals in the healthcare field and gain practical strategies to enhance their interview performance.
- Now in its second year, the Career Center's Pathfinder Job Shadowing Program continued to demonstrate strong success throughout AY 2024–25. The program expanded significantly with the addition of new employer partners across a variety of industries, offering students increased access to meaningful career exploration opportunities. During the Spring 2025 semester alone, over 35 students participated in the program, shadowing professionals at their workplaces for half-day or full-day experiences. These immersive visits provided students with valuable insights into potential career paths, workplace environments, and industry expectations, further reinforcing the Career Center's commitment to experiential learning and early career readiness.

- The Career Center proudly expanded the Pirate’s Closet initiative further to advance student success, access, and affordability. Designed to remove financial barriers to professional opportunities, the initiative provided students with free business attire, helping them make strong first impressions at interviews, career fairs, and professional events. Through the generous support of university partners, alums, and community donors, Pirate’s Closet continued to grow, equipping more students with the confidence and resources needed to pursue their career goals. What began as a student-led idea has now become a signature resource that reflects Seton Hall’s commitment to equity and student empowerment.

PAST DEPARTMENTAL GOALS FOR 2024–25

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

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 24

DESCRIPTION OF 2024–25 ASSESSMENTS

- **Career Fair Survey:** Employers and students who attended the Fall 2024 Career Fair and the three industry-specific career fairs held during Spring 2025 were invited to complete an evaluation form at the event to provide feedback on their experiences. The insights collected are being used to improve and enhance future programming and event planning.
- **First Destination Survey:** The Career Center collected data on the post-graduation career status of the undergraduate Class of 2025 through surveys distributed via email and during cap and gown pickup. For the second consecutive year, data was also collected on the graduate Class of 2025. These surveys continue to provide valuable insight into employment outcomes and graduate school placement, informing the Career Center’s ongoing efforts to strengthen services and resources for Seton Hall students.
- **Internship Evaluations:** At the conclusion of each semester during AY 2024–25, student interns and their

supervisors completed evaluations assessing both student performance and the overall internship experience. These assessments allowed students to reflect on their strengths and areas for growth using the NACE Career Readiness Competencies, while also providing valuable data for benchmarking against national trends.

- **Program Evaluations:** Students who participated in the Pathfinder Job Shadowing Program and selected site visits were asked to complete evaluations following their experiences. Likewise, employers involved in the Pathfinder Program were invited to submit post-visit feedback. These evaluations provided meaningful insights that are being used to continuously strengthen and refine the structure and impact of each program.

ASSESSMENT RESULTS AND DATA REPORTING

- **Career Fair:** Overall, 103 employers completed the post-event survey. Out of those responses, 79 out of 97 (87 percent) indicated that the program was well planned, and 83 out of 103 (92 percent) would recommend that their organization return for a future career fair. One employer provided the following written feedback: “Great event! Thanks for having us! “ For students, 99 out of 120 (83 percent) indicated that they achieved their goal at the fair they attended
- **First Destination Survey:** Career status information was collected from approximately 1,006 baccalaureate graduates. For the class of 2024, the “employment rate” was 97.2 percent, the “graduate school acceptance rate” was 98.2 percent, and the “overall success rate” was 97.6 percent after six months of graduation. The success rate is calculated based on those respondents “actively” seeking career-related employment or graduate school.
- On the 2024–25 student self-reflection and evaluations, 99.6 percent (N=248) 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, 98.8 percent (N=246) said that they “strongly agree” or “agree” that the internship was a valuable learning experience.

USAGE OF ASSESSMENT RESULTS

- **Career Fair Survey:** The Career Center will review the qualitative responses to the Career Fair Survey from employers to identify areas for improvement. This review will be completed in July 2025. The staff will develop a plan to address the employer’s feedback. The plan will be

executed for the next career fair scheduled in September 2025. A survey will be conducted among 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 2025 to continue the assessment cycle for the next career fair.

- **The First Destination Survey:** The Career Center staff is reviewing the qualitative responses from the undergraduate and graduate First Destination Survey. All responses are coded for strengths and areas for improvement across all schools and colleges. The staff will meet in July 2025 to discuss the survey results, establish goals to address areas for improvement, and enhance areas of strength. Strategies will be implemented for the 2025–26 academic year and reassessed with the 2026 First Destination Survey.
- **The Intern Evaluations:** The Career Center staff will review the intern evaluations provided by the employers in July 2025. Specifically, the team will identify the NACE competencies where the students were evaluated as performing below average. To address these areas of improvement, the team will follow up with students to provide feedback to improve their respective competencies. The team will follow up during the Fall 2025 semester.

DEPARTMENT GOALS FOR 2025–26

Goal 1. Enhance Student Career Readiness Through Targeted Skill Development: Leverage evaluation data from internships, job shadowing, and employer feedback to identify and address gaps in NACE competencies. Develop customized workshops, coaching sessions, or peer mentoring opportunities to help students strengthen specific areas such as communication, professionalism, and critical thinking.

Goal 2. Expand and Deepen Experiential Learning Opportunities: Grow participation in signature experiential programs such as the Pirates Partners Program, Pathfinders Job Shadowing, and site visits. The aim is to increase the number of student participants, employer partners, and industry sectors represented, with a focus on first-year students. Continue Pirate Partners Program.

Goal 3. Strengthen Employer Engagement and Feedback Integration: Improve employer experience by using post-event survey data to refine the structure and planning of career fairs and recruitment events. Implement an annual feedback review cycle, ensure timely follow-up on recommendations, and track employer satisfaction to increase retention and participation.



ADDITIONAL TESTIMONIALS

“Thank you so much for all your help through this process, your guidance really helped me maintain my focus and direction with the search and to the finish line!”

“The career programs and networking events this semester helped me gain real insight into what employers are looking for. Being able to speak directly with professionals in the fields I’m interested in made me feel more confident and prepared for life after graduation. These experiences were a major step forward in building my professional network.”

“I just wanted to say thank you for the last 3 years. I was scared and unsure about my future. I was desperate to find someone, anyone, to help me with career and life advice. As I continue my journey, I will always remember the tissues, chocolates, and hugs that awaited me when I walked into the Career Center.”

DIVISIONAL STAFF ACHIEVEMENTS

Justin Krass was elected as First VP of MNYCCPOA (Metropolitan New York College Career Planning Officer’s Association).

Jorge E. Rivera received the 2025 President’s Award for Student Services.

CENTER FOR ACADEMIC SUCCESS

DIRECTOR

Joshua Dornbos, Associate Dean

CONTACT INFORMATION

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STAFF

1 associate vice president/dean, 1 associate dean, 4 senior student success advisors, 9 full-time student success advisors, 1 part-time student success advisor, 64 peer advisors.

MISSION

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

LEARNING OUTCOMES

Students will be knowledgeable of University policies and procedures regarding:

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

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



SIGNATURE ACTIVITIES

- **Summer Orientation (Pirate Adventure):** A dynamic program in collaboration with the Office of Student Engagement designed to introduce incoming students to the University community, providing essential resources and opportunities to foster connections and register for fall courses.
- **Major Exploration Fair:** An opportunity in the fall for first-year students to engage with academic departments across campus as they consider their degree plan, adding a second major, or adding a minor. This event was specifically aimed at fostering a point of connection with students who entered the University undecided. A collaborative event with the Career Center and the Academic Colleges on campus.
- **Major Declaration Celebration:** A spring event celebrating students who declared their degree plan or who are still exploring possibilities. A cross-campus collaborative effort with the Career Center, Academic Colleges, and the Registrar's office to both celebrate students' declarations and raise awareness about the offerings of the University.
- **SHU Reads! Summer Program:** A captivating and essential literary program that requires first-year students to delve into a captivating and thought-provoking book over the summer before their first year, establishing a common reference point for engaging and stimulating conversations in various courses.

HIGHLIGHTS

- Currently tracking 83 percent year-to-year retention of the Fall 2024 incoming class.
- Increased matriculation in the Pirate Pathway program from fall to spring by 22 percent. This was the highest matriculation rate for this cohort in seven years.
- Strengthened services to Undecided students through the Idea Hall initiative, successfully implementing the Major Exploration Fair and Major Declaration Celebration with 400+ students in attendance between the two events. Increased retention of Undecided first-year students to 88 percent, assisting 50 percent of those students in successfully declaring a degree plan by the end of their first year.
- 8,427 one-on-one student advisement appts held in the 2023–24 academic year.
- 90 percent of students indicated that the instructor's teaching quality in their University Life course was very good or excellent.



PAST DEPARTMENTAL GOALS FOR 2024–25

- Achieve 85 percent fall-to-fall first-year retention rate by Fall 2025.
- Hold 10,000 advisement appointments by June 2025.
- Increase the major declaration rate for first-year Undecided students to 50 percent by the end of their first year, June 2025. Increase Undecided student retention by 0.5 percent.
- Achieve 65 percent Pirate Pathway matriculation rate by January 2025.
- Achieve an 85 percent first-year transfer retention rate by Fall 2025.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 6

DESCRIPTION OF 2024–25 ASSESSMENTS

- CORE 1001 University Life Course Evaluation is a comprehensive course assessment conducted to gather feedback and insights from students regarding their experiences and satisfaction with various aspects of this first-year seminar course. The evaluation process involves a combination of quantitative and qualitative methods to ensure a comprehensive understanding of students' perspectives.
- SKIL 1104 College Success Skills Course Evaluation is designed to assess the effectiveness of the seminar course tailored to students on academic probation after their first semester.
- SKIL 1106 Leadership and Undecided Major Focus

Course Evaluation. Course evaluations assessed student experience in seminar courses tailored to Undecided students and students self-identifying as emerging student leaders.

- SKIL Student Interest Survey. This survey assessed the interest of first-year students in course offerings for the Spring 2025 semester.





- CORE 1001 Undecided Virtual Speaker Series Survey. This survey was conducted among 45 students who participated in tailored sections of University Life as Undecided Students. The course was supplemented by bringing in guest speakers from across academic disciplines.
- 2024–25 Pirate Pathway Student Survey. This survey captured the student experience and feedback of students in the Pirate Pathway program during the 2024–25 academic year.

ASSESSMENT RESULTS AND DATA REPORTING

- **45 students** were enrolled in unique sections of University Life tailored to Undecided students. As this was a pilot project, students were surveyed regarding their experience. Both qualitative and quantitative feedback were incorporated in ongoing curriculum development for this section. 100 percent of the students indicated that the course helped them connect with faculty, administrators, and students on campus.
- **91 percent** of students indicated that University Life increased their knowledge of academic campus resources, including academic support, tutoring, advising, and counseling.
- **75 percent** of students on academic probation in SKIL 1,104 indicated the course helped them to recognize changes to become more successful as a student.
- **100 percent** of Pirate Pathway students agreed that they know where to go for help if they have questions. 94 percent of students reported understanding the curriculum they need to follow to graduate.

USAGE OF ASSESSMENT RESULTS

- **Develop supports for the Undecided student population:** Based on feedback from students, we have proactively worked to engage with Undecided students earlier in

their process, offering sessions at University-wide open houses, advisement meetings before orientation, and strengthening a tailored University Life curriculum.

- **Improve Instructor Training:** We will provide additional training and professional development opportunities for instructors to ensure they are well-equipped to deliver the course effectively. This training focused on teaching strategies, student engagement techniques, and methods for providing constructive feedback.
- **Strengthen services to students on academic probation:** Partner with the Academic Resource Center to promote SKIL 1104 students on academic probation to engage with academic coaching services. Implemented Student Success plans for students to create and review with their advisors.
- **Create an impactful summer program for Pirate Pathway:** Based on feedback from the Pirate Pathway student survey, we will modify the Pirate Pathway Jump Start program for August 2025, aimed at better preparing students to feel equipped entering their first semester.

DEPARTMENT GOALS FOR 2025–26

- Welcome the Fall 2025 incoming class (currently 1,744 deposited, 1,658 signed up for orientation).
- Achieve 85 percent fall-to-fall first-year retention rate by Fall 2026.
- Hold 10,000 advisement appointments by June 2026.
- Increase the major declaration rate for first-year Undecided students to 60 percent by the end of their first year, June 2026. Increase Undecided student retention.
- Achieve 70 percent Pirate Pathway matriculation rate by January 2026.
- Achieve an 85 percent first-year transfer retention rate by Fall 2026.

ADDITIONAL TESTIMONIALS

“{My Professor} was inclusive, allowing everyone to participate and facilitate discussions. I enjoyed being a part of the class, and I learned a lot with the presentations made by the professor. I was confident in how my first semester at Seton Hall went because I had {them} to guide me and my classmates.”

“{My Professor} is a very good professor to have. She is always very welcoming, soft spoken, respectful, and is all hands on when it comes to teaching us about what college is really like and how to get through it successfully.”

"{My Professor} was very easy to reach and work with during class time and outside of class after hours. He clearly showed how to complete all assignments and gave lots of explanations on how to complete important tasks like spring registration. I would recommend him for any incoming freshmen."

DIVISIONAL STAFF ACHIEVEMENTS

Dr. Jacqueline Galler and Zoe Blackwell presented at the NASPA Region II conference in June 2025 on developing a curriculum for an exploratory course for Undecided students.

Mary Grace Mangano received the 2025 Individual Artist Finalist award from the New Jersey State Council on the Arts for her poetry.

ROTC

DIRECTOR

Michael Just-Cornelius, CPT, ARMOR, Assistant Professor of Military Science III and Operations Officer

CONTACT INFORMATION

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STAFF

6 military personnel and 4 civilians, 1 professor of military science, 5 assistant professors of military science.

All full-time employees.

MISSION

The mission of the Pirate ROTC Battalion is to recruit, educate, train, and develop future leaders of character who are prepared to commission as officers in the United States Armed Forces. The battalion fosters a culture of discipline, integrity, and excellence through rigorous academic instruction, physical fitness, and leadership development. By instilling Army values and emphasizing service, citizenship, and professional competence, the battalion ensures its cadets are equipped to lead with confidence and uphold the highest standards of military service.

LEARNING OUTCOMES

- **Leadership and Decision-Making:** Cadets will demonstrate the ability to lead, motivate, and manage teams by applying military leadership principles, ethical reasoning, and critical decision-making in complex environments. As part of this development, cadets will brief the Army's five-paragraph operations order



(OPORD), the Army's deliberate planning process used to move through mission planning, preparation, and execution. Cadets will receive higher headquarters OPORDs and develop their own platoon-level OPORDs, reinforcing their ability to analyze, plan, and communicate effectively as future officers.

- **Military Competency and Tactical Proficiency:** Cadets will achieve and demonstrate proficiency in core military skills essential to Army operations. This includes land navigation, basic rifle marksmanship, and patrolling. Cadets participate weekly in leadership labs focused on applying classroom instruction in field environments, enhancing their tactical decision-making and operational capabilities through hands-on, scenario-based training.
- **Character, Professionalism, and Civic Responsibility:** Cadets will internalize and exemplify the Army Values — loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Through rigorous training and academic instruction, cadets will develop the character and professionalism expected of Army officers, along with a deep commitment to service, ethical leadership, and responsible citizenship.



Academic Success



SIGNATURE ACTIVITIES

- Training. Combined Field Training Exercise. Cadets deploy to the field for 48 hours to conduct tactical scenario-based continuous operations, providing them with the most intense and realistic training of the year.
- Study Abroad – Vietnam Battle Staff Ride for cadets. The senior class travels to Vietnam for a weeklong guided tour, exploring the country and how the Vietnam War's lessons apply to today.
- Military Ball. Cadets plan and execute one military ball: fully embodying and presenting military customs and courtesies.

HIGHLIGHTS

- Commissioned 16 cadets into the Army as 2nd Lieutenants,

upon their completion of all ROTC requirements.

- Contracted 16 cadets into the Seton Hall ROTC program, with eight of them receiving scholarships.
- Cadets Adamson, Bastiste, Newhouse, Filip, Nunez, and Soler graduated from the US Army Air Assault School at Fort Campbell, Kentucky. This schoolhouse is noteworthy due to its extreme competitiveness for acceptance into the school and the degree of difficulty for success. Our Cadets all successfully graduated.
- ROTC cadets conducted rifle ranges from 08-09 March 2025 with various weapon systems, enabling familiarization and increased marksmanship. In addition, Cadets conducted small team tactical maneuvers in a field environment. These skills and tasks are essential keys to success when they attend the Advanced Camp this summer.

PAST DEPARTMENTAL GOALS FOR 2024-25

- Have 16 rising seniors contracted to be on track to make mission for the commissioning of the class of 2026.
- All 16 rising seniors who attend Cadet Summer Training at Fort Knox successfully passed all requirements. These are requirements for cadets to be eligible to commission.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR: 5

DESCRIPTION OF 2024-25 ASSESSMENTS

Both descriptions below are annual surveys and inspections that all Army organizations are mandated to complete.





- 1. Command Climate Survey.** Anonymous submission through Qualtrics focused on understanding the concerns, culture, and motivation of the corps of cadets.
- 2. Organizational Inspection Program.** Staff-assisted visit from our Brigade headquarters focused on the recruiting operations and administrative systems.
- 3. Ranger Challenge.** Cadets compete physically against other regional ROTC teams in grueling obstacle courses, leading to successfully ranking in physical acumen.
- 4. Leadership Development Assessment Course.** Third-year cadets complete a month-long assessment of leadership attributions, skills, physical abilities, and professionalism at Fort Knox, leading to an overall cadet ranking/OML.
- 5. Weekly SOAR cards assist** in assessing individual cadets in leadership competencies and allow feedback and growth throughout the year.

ASSESSMENT RESULTS AND DATA REPORTING

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

USAGE OF ASSESSMENT RESULTS

- When assessing the survey data and inspection report, there is always a fine line of what we are authorized to do based on the National Cadet Command Guidance, time, resources, and staff. We will evaluate the upcoming year's training calendar and fit in additional time for training and

mentorship as we are able.

- We will also take the lessons learned from the inspection report and improve our daily operations and workflow.

DEPARTMENT GOALS FOR 2025-26

- 1.** Improve program AFT (Army Fitness Test) score by a minimum of 20 points.
- 2.** Conduct the 12-Mile Ruck for completion with no fallouts, no later than Spring 2026.
- 3.** Contract 15 MSIIIs by Thanksgiving 2025.
- 4.** Establish a Cadet Mentorship Program to assist with raising GPAs and preparing Cadets for their next training year.

ADDITIONAL TESTIMONIAL

"The Seton Hall ROTC program allowed me to engage in challenging training, make lifelong friends, and was instrumental in my personal and professional development. I will be forever grateful for my experiences, and I feel well-prepared for my future career based on the training I received."

DIVISIONAL STAFF ACHIEVEMENTS

Three Seton Hall ROTC cadre members were inducted into the Order of St. Maurice – an Infantry Branch Award, given for excellence in adherence to military standards and professionalism.

One Seton Hall ROTC Cadre member received the United States Army Recruiting Command, Command Sergeant Major Award- given for organizing two international staff rides. There are only two other programs in the nation that organize an international staff ride. It is a tremendous undertaking and accomplishment.



CAMPUS INCLUSION AND COMMUNITY

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



Welcome to the Division of Student Services Office of Campus Inclusion and Community (OCIC). In the OCIC, our team aims to foster a welcoming, inclusive, and supportive campus environment that educates and empowers students to be successful, confident, and impactful leaders at Seton Hall and beyond. As a model for inclusive excellence, the OCIC works collaboratively with the SHU community to ensure that the Seton Hall experience is validating of all students, contributive to them feeling a strong sense of belonging, and aids in their growth and development during their undergraduate careers.

As the home to several highly regarded college access and support programs such as the Educational Opportunity Program (EOP), the Pre-Medical Pre-Dental Plus Program (PMPDPP), RISE GEN 1, and the TRiO Student Support Services RISE Program, the OCIC provides opportunities for historically underrepresented and financially and/or educationally disadvantaged students to pursue and attain postsecondary education, progress toward a prominent career, and become agents of change in the world of tomorrow. Additionally, programming and activities offered by the Campus Inclusion Center create opportunities for learning, training, and engagement for the broader Seton

Hall community. Using communication, collaboration, and coordination as guiding principles, the Office of Campus Inclusion and Community believes in enhancing the Seton Hall experience by leading with empathy and building with our community, not just for them.

The OCIC has a responsibility to provide a transformational experience for SHU students, where they self-actualize and embrace the idea that they have the power to change the world. From robust programming to exemplary student support services, the OCIC values the role it plays in educating the campus community and assisting students in reaching their full potential. At the same time, they navigate their Seton Hall journeys. As Associate Vice President and Dean, I will continue to lead the Office of Campus Inclusion and Community in its quest to help students become the best versions of themselves and see what marvels unfold in the process. My vision for the 2025–26 academic year is that we continue to build on our history of success and ensure that our offices continue to evolve to meet the ever-changing needs of our diverse student population.



Majid Whitney, M.S.W.

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

CAMPUS INCLUSION CENTER

DIRECTOR

Ghana Hylton

CONTACT INFORMATION

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STAFF

1 director, 4 student workers

MISSION

Campus Inclusion and Community Center supports Goal 4 of the University Strategic Plan to educate and empower our Seton Hall community to advance diversity, equity, inclusion, and social justice efforts on campus and in the wider world. The learning space will promote inclusion, belonging, collegiality, and collaboration among students, faculty, staff, and administrators.

LEARNING OUTCOMES

- Educate and empower our Seton Hall community about the institutional importance of inclusivity on all levels.
- Promote inclusion, belonging, collegiality, and collaboration among all students, faculty, staff, and administrators through programming, events, and modeling Goal 4 within campus culture.

SIGNATURE ACTIVITIES

- Visit from True Black History Museum, exhibit entitled “A Tribute to the African American Journey”
- Women’s History Month Brunch: “Keep It Moving: Being Resilient in the Face of Adversity” with Monica Burnette, Ph.D., and Kimberly Senter
- The Newark Museum of Art Community Day
- Student Government Association [SGA] and Campus Inclusion



Campus Inclusion and Community



- [CIC] trip to Philly to the African American Museum in Philadelphia
- The 25th Anniversary of the Boland Fire
- Interfaith Dinner with Campus Ministry
- Coffee and Conversation
- Pirate Watch Parties

HIGHLIGHTS

- Campus Inclusion was awarded the 2024-25 Outstanding Mission Award for Student Services.
- Ghana Hylton became the co-leader of the Hispanic Serving Institution Committee.
- Ghana Hylton was part of a 10-person cohort to travel to El Salvador on a mission trip with D.O.V.E.
- Ghana Hylton was the guest speaker for the Collegiate Chapter of the NAACP at Seton Hall University at their chapter anniversary dinner in April 2025.
- Ghana Hylton is the Program Coordinator and Team Co-Lead for the Board of Directors for the ACE Women's Network of NJ (NJACE).
- Ghana Hylton was the Black History Month keynote speaker at the United Methodist Church in Union, NJ.

PAST DEPARTMENTAL GOALS FOR 2024-25

1. Anticipate the increased use and visibility of the Campus Inclusion space through social media, print, Tiny Mic promotions, partnerships with Academic Success, and other campus partners.
2. Build more campus and community partnerships through targeted programming.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25

ACADEMIC YEAR: 4

DESCRIPTION OF 2024-25 ASSESSMENTS

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

ASSESSMENT RESULTS AND DATA REPORTING

- Campus participants enjoyed the NCBI training.
- Campus participants found targeted instruction for their cohort very productive.
- Students found the Campus Inclusion space very inviting.

USAGE OF ASSESSMENT RESULTS

- Campus participants have found NCBI training courses overwhelmingly helpful, leading to requests for specific training in departments and areas on campus, such as Residence Life and SHMS.
- Students have found the Campus Inclusion space very inviting, so we increased study time, room access, student group access, and continued access to resources.

DEPARTMENT GOALS FOR 2025-26

- Expand campus partnerships with areas such as Africana Studies, International Students, DOVE, and Greek Life.
- Continue to work on the new strategic plan via the implementation committee.
- Use surveys to develop targeted responses, events, and programs based on metrics received.
- Reach out to more departments/professors for content, programming, and displays around specific curriculum.

ADDITIONAL TESTIMONIALS

“Just reaching out to say thank you for all the work you do with DEI for our school and community! The students appreciate you, and we look forward to supporting and



Campus Inclusion and Community

promoting DEI for a long time. We need you! Have a great day!"

— STUDENT

"Thank you for being an amazing boss and pushing me out of my comfort zone. I am incredibly grateful for your guidance and the safe space you have created for me to learn and grow."

— STUDENT WORKER

"I have been going to the university center commuter room for two semesters now, and I love the coffee and snacks that are provided. Being able to go in the room and be welcomed so warmly by Ghana and the staff are a highlight of my day. As a commuter its often hard to find time between getting to campus on time and finding something to eat and knowing I can come in grab a bite and continue my day has been a big help especially this semester. It would be great if you could please continue with the refreshments, they are greatly appreciated."

— COMMUTER STUDENT

"Thanks so much for coming to speak with the new and returning English TAs. Your ideas and information were, as always, thought-provoking."

— FACULTY MEMBER

"I brought my girls to the Campus Inclusion room the other day. It is such a nice exhibit and Keira even told me about Dorothy Height (from your exhibit) because she was in "Unsung Heroes" in her class. It looks great!"

— CAMPUS ADMINISTRATOR

"I would not have gotten to this point without many people helping me along this journey. You were a major part of this journey. I've always noticed the passion, kindness, and care you show to the people around you."



Whether you realize or not, you were making a huge impact on people's lives, especially for students. Your guidance and wisdom impact the lives of many. Please continue be the person you are because everyone needs someone like you. This university needs YOU, and you are making more change than you realize."

— CAMPUS ADMINISTRATOR

DIVISIONAL STAFF ACHIEVEMENTS

- **Ghana Hylton** received her B.A. in Social and Behavioral Sciences in August 2024 with minors in Psychology and Religion.
- **Ghana Hylton** was accepted into the College of Human Development, Media and Culture Master of Organizational Communications program.
- **Ghana Hylton** was accepted into all five colleges she applied to for the Master of Divinity program.

EDUCATIONAL OPPORTUNITY PROGRAM

DIRECTOR

Jason Oliveira, Assistant Dean of Campus Inclusion and Community and Director of EOF programs

CONTACT INFORMATION

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STAFF

1 assistant dean/director, 1 associate director, 2 assistant

directors, 4 EOP student success advisors, 1 administrative specialist, 1 learning specialist, 2 EOF mental health clinicians, 4 graduate assistants

MISSION

The Educational Opportunity Program (EOP) at Seton Hall 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 program and campus resources (in and out of class) to support individual needs.
- Students will be able to formulate skills and habits of mind that will assist them in completing the E.D.G.E Summer Institute. The E.D.G.E Summer Institute will provide our incoming First-Time Full-Time Freshmen with the skills and tools necessary for being a successful student at Seton Hall.

SIGNATURE ACTIVITIES

- **Circle of Change:** Students and staff attended the Circle of Change conference in Los Angeles, California. The conference provided first-generation culturally diverse students with career leadership experience, where they participated in a transformational leadership program and had the opportunity to connect with some of the most successful and culturally diverse professionals from top-tier organizations and companies in the world.
- **E.D.G.E. Summer Institute:** Six-week summer enrichment program for incoming First-Time Full-Time First-Years.
- **Brunch With Your Books:** This event is held on Reading Day in the Fall and Spring semesters. Brunch with your books is held with both EOP and PMPDPP, and it allows the scholars in both programs to study and work together while preparing for finals.
- **EOF Graduate Achievement Awards:** Graduating seniors with a GPA of 3.2 or higher were recognized by OSHE and the EOF Central Office for their academic achievement.



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 or higher. During the 2024–25 academic year, EOP had 48 scholars recognized by the state. This shatters last year’s record of 37 scholars.
- At the conclusion of the Spring 2025 semester, the program GPA for the 2024–25 academic year was 3.23
- Eight students attended the First-Generation Circle of Change Conference in Los Angeles, California, during the Fall 2024 semester.

PAST DEPARTMENTAL GOALS FOR 2024–25

- For the 2024–25 academic year, EOP will provide a summer enrichment, transformational, and transitional summer program (E.D.G.E Summer Institute) to a minimum of 60 first-time full-time freshmen.
- For the 2024–25 academic year, EOP will represent EOP at a minimum of 85 events. The events can consist of the following: Classroom Visits, College Fairs, Community Events, SHU Events, Instant Decision Days, etc.
- For the 2024–25 academic year, EOP will provide targeted programming, mentoring, and tutoring through our 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 2024–25 ACADEMIC YEAR: 5



DESCRIPTION OF 2024–25 ASSESSMENTS

- **Fall 2024 and Spring 2025 Semester and Cumulative grade assessment:** This assessment was completed by our Student Success Advisors and was utilized to assist in determining the following: Semester and Cumulative GPA, Retention Rate, and Graduation Rate.
- At the completion of the E.D.G.E Summer Institute, students were required to complete a survey and assess their academic and social experiences.
- **Senior Exit Interview:** At the conclusion of a student's time at SHU and EOP, students are required to complete an exit interview. During this interview, we request that students provide feedback on their EOP experience and ways to improve.
- **Student Satisfaction Survey for EOP L.E.A.P Center:** At the conclusion of the Fall 2024 and Spring 2025 semesters, the Assistant Director sent a survey to assess the students' satisfaction with the services.
- **Student Satisfaction Survey for EOP L.E.A.P Center workshops:** The EOP Learning Specialist sent out surveys to students in attendance at our workshops.

ASSESSMENT RESULTS AND DATA REPORTING

- At the completion of the Spring 2025 semester, the overall program semester GPA was 3.23.
- At the conclusion of the Spring 2025 semester, 98

- percent of graduating seniors completed their exit survey.
- Only one student did not schedule an appointment.

USAGE OF ASSESSMENT RESULTS

- Continue providing high-quality support to the university advisement process for the upcoming academic year and explore additional methods to engage all students in attending check-in meetings with EOP Staff.
- Address the concern raised by scholars with regard to the turnover rate of Student Success Advisors.
- Continue providing tutorial services, time management resources, study techniques, and instructor feedback.

DEPARTMENT GOALS FOR 2025–26

- EOP will provide a transitional and transformative E.D.G.E Summer Institute to a minimum of 60 First-Time Full-Time First Years. 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.
- EOP will 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.
- EOP will take a minimum of eight students to the First-Generation Circle of Change Conference.

- EOP will offer a PILOT program and offer Anatomy and Physiology to incoming Nursing, Nursing Provisional, and OT students during the 2025 E.D.G.E Summer Institute.

ADDITIONAL TESTIMONIALS

“If I had to describe EOP in one word it would be – community.”

“I am so happy to be a part of EOP. It was an extra set of people who cared and wanted to see me succeed.”

“EOP really helped me a lot. Not only financially, but also my advisor was very helpful. He listens and makes sure I am on track. It is good to have someone to talk to and share my experiences with.”

“I came into EOP as a junior, everyone was friendly and welcoming. I really like my advisor and having meetings once a month. They are really motivating and help me to know I am on the right path. I was also a peer tutor and like being able to help people. It was really rewarding.”

“After I joined EOP, I realized all of the resources it provides and how much it helps people, not just with tuition. I enjoyed my time with my advisor, and they always pointed me in the right direction and helped wherever they could.”

DIVISIONAL STAFF ACHIEVEMENTS

- **Jose Rodas** served as the EOFPANJ Sector Representative for Independent Colleges

PRE-MEDICAL/PRE-DENTAL PLUS PROGRAM

DIRECTOR

Cassandra Graham, Associate Director, Academic Services and Program Coordination

CONTACT INFORMATION

cassandra.graham@shu.edu

STAFF

3 full-time administrators, director, associate director, and 1 assistant director, 1 part-time mental health clinician, 1 graduate assistant, 5 student workers

MISSION

The Pre-Medical/Pre-Dental Plus Program (PMPDPP) at Seton Hall aims to provide access to higher education for students from families/communities disadvantaged by low income and limited access to quality educational preparation necessary for college attendance. The PMPDPP seeks to prepare historically underserved students from New Jersey for careers in medicine, dentistry, or other science and health-related careers. Additionally, by working in partnership with many of New Jersey’s K-12 educational systems, the PMPDPP will seek to provide a diverse and collaborative environment that focuses on preparing students to be highly educated and skilled servant leaders in a global society. To help achieve this, the PMPDPP will provide support for recruitment, educational initiatives, student support services, leadership development, and professional development activities.





LEARNING OUTCOMES

- Students will be able to receive enhanced holistic development via social, financial, and academic support, solidifying skills necessary for a quality educational experience.
- Students will be able to formulate skills and habits of mind that will assist them in completing the six-week summer enrichment program and successfully transitioning to the college environment.
- Students will be able to exhibit college persistence and quality preparation for their academic studies, being accepted to medical, dental, optometry, and veterinary schools, PA, PT, and other graduate programs, as well as practicing and impacting the world in a global society.

SIGNATURE ACTIVITIES

- **M.E.D.I.C.A.L. Summer Academy:** PMPDPP incoming first-year students participate in a pre-freshman summer program to assist in acclimating and transitioning to the academic and social rigors of the college environment.
- **Visits to professional schools:** Students participate in international study abroad opportunities, and trips to out-of-state and local medical, dental, and other health professional locations.
- **PMPDPP Academic Society Events:** Students complete community service projects, participate in hands-on demonstrations, and receive information pertinent to navigating professional school application processes and the healthcare environment.
- **Brunch with Your Books (Co-sponsorship with EOP):** Tutors are provided each semester on Reading Day in numerous areas to assist students in being prepared for final exams.

HIGHLIGHTS

- The Pre-Medical/Pre-Dental Plus Program was one of 57 programs to receive the 2025 Inspiring Programs in STEM Award from Insight into Academia magazine. It was featured in the June 2025 edition.
- 100 percent student persistence rate; four students graduated early in December 2024, instead of May 2025.
- 100 percent of graduating seniors who applied to medical or optometry school were accepted. Three additional seniors entered the application process in June 2025 and will await a decision for fall 2026. In addition, one senior was accepted to the SHU Master's in Healthcare Administration program, and three are awaiting an entrance decision for PA school. One rising senior is already accepted to medical school via an Early Assurance medical school program; two are progressing to the SHU PA Dual degree program, and one is progressing to the SHU PT Dual degree program.
- 100 percent of seniors received the Outstanding Academic Achievement Award/Academic Achievement Award from the New Jersey Office of the Secretary of Higher Education. Several students also gave presentations at the SHU Petersheim Symposium.
- A cohort of eight students participated in a medical shadowing experience in Lisbon, Portugal.

PAST DEPARTMENTAL GOALS FOR 2024-25

- Provide targeted programming and advising that facilitates group cohesion, cooperation, student development, and academic success for all program students, 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, and expand current experiential learning opportunities.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 6

DESCRIPTION OF 2024–25 ASSESSMENTS

- 1.** Semester and Cumulative Grades Assessment (Completed in the Fall and Spring 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).
- 2.** Summer Enrichment Program Student Satisfaction Survey to evaluate the effectiveness of the goals of easing the freshman academic and social college transition process.
- 3.** Academic Year Student Support Services Satisfaction Survey (Assessment of non-senior students on the overall provision of resources and student satisfaction/recommendations for improvement).
- 4.** Senior Satisfaction Exit and Contact Survey (Provided to graduating seniors at the end of the Fall/Spring semester to obtain reactions to their college experience and obtain their additional contact information and plans for future academic pursuits).
- 5.** Professional School Test Prep and Application Processing Strategy Meeting Survey (Provided to juniors to assess the effectiveness of meetings held to assist them in being held accountable for staying on task with the test prep classes and preparation, as well as familiarity with the process for the MCAT/DAT/GRE/OAT and tertiary school application process).

6. Action Plan and Recitation/One-on-One Tutoring Sessions Feedback Survey to obtain student feedback on their perception of the Action Plan's effectiveness in aiding them in their awareness and usage of appropriate resources and methods for improving their habits of mind, time management, study skills, and academic achievement; as well as recitation sessions and one-on-one tutoring.

ASSESSMENT RESULTS AND DATA REPORTING

- 64 percent of the class had a cumulative GPA of 3.5 or greater at the end of spring 2025; 87 percent of the class had a cumulative GPA of 3.0 or greater at the end of spring 2025.
- 100 percent of first-year respondents reported being satisfied or extremely satisfied with their summer program academic advisement, sense of academic preparation for transition to the first fall semester, and preparation for the social transition to the first fall semester, after completion of the PMPDPP summer program experience.
- For non-senior students, 75 percent of respondents who met with PMPDPP administration for academic advisement reported it as helpful or extremely helpful; eight percent reported not meeting for advisement. 59 percent of respondents reported PMPDPP peer tutoring as helpful or extremely helpful; the remainder reported not utilizing PMPDPP peer tutoring services. 91 percent of respondents reported being satisfied or extremely satisfied with PMPDPP Student Meetings. 100 percent of respondents reported being satisfied or extremely satisfied with academic society activities. 90 percent of respondents reported PMPDPP funding as reasonable or extremely reasonable.



- 100 percent of May graduating senior respondents indicated being very satisfied with the financial support provided via university and PMPDPP funding, and satisfied or very satisfied with MCAT/GRE/DAT Test Prep materials and/or class, and junior graduate school application/test prep strategy meetings. 83.3 percent agreed or strongly agreed that they felt a sense of cohesiveness with other members of their class, as well as the remaining classes.
- For December graduates, 75 percent reported a neutral response toward PMPDPP meetings; no suggestions were noted for improvements. 50 percent reported being very satisfied with their sense of cohesion with other students in their cohort, as well as the remaining PMPDPP students. 75 percent reported satisfaction regarding Society Group activities.
- 100 percent of respondents reported Professional School Test Prep and Application Processing Strategy Meetings as helpful or extremely helpful and agreed or strongly agreed that they felt more aware of the testing process for their particular professional school application test due to participation in the meetings; 75 percent of respondents reported having an improved level of awareness of appropriate resources and methods for improving their habits, time management, study skills, and academic achievement, after PMPDPP Action Plan meetings. Of respondents required to participate in one-on-one tutoring sessions, 100 percent reported them as helpful.

USAGE OF ASSESSMENT RESULTS

- Continue the provision of high-quality academic support to the university's advisement process and summer enrichment program.
- Investigate factors suggesting a different experience for December vs. May graduates.

- Continuing the process implemented in the spring semester of structured advisement to all students and the monthly schedule for cohort and full-class meetings.
- Encourage increased participation in peer tutoring and continue one-on-one tutoring and recitation sessions.
- Continue the process of action plan meetings, as well as professional school test prep and application processing strategy Meetings for juniors and applicable senior students.

DEPARTMENT GOALS FOR 2025-26

- Assisting in the provision of a diverse and collaborative environment to students who reflect the diversity of New Jersey.
- Prepare educationally and economically underserved undergraduate students for acceptance to medical, dental, veterinary, and other health and allied health professions.
- Provide targeted programming and advising that facilitates collaboration and is conducive to promoting collegiality, collaboration, a sense of belonging, and academic success.
- Utilize student input to facilitate additional opportunities for students to engage in group and social interactions, i.e., on-campus movie night, off-campus excursions, student meet and greets, game time, etc., to assist in promoting group cohesion and mutual understanding.

ADDITIONAL TESTIMONIALS

"Overall, I enjoyed my summer PMPDPP program experience and gained so much."

"I liked the society events as they were fun and a good way to have a fun experience."

"[PMPDPP] was a great experience that shaped who I am."

"PMPDPP helped me a lot. I got to meet my best friend through this program, and I got into medical school through this program. I can't ask for more."

"Not having to worry about how I'm going to afford college is a blessing. The financial support was very much needed and greatly appreciated."

"PMPDPP really taught me the value of a close-knit community. PMPDPP was basically my home, family, because of the genuine care the entire staff showed to"

students. Especially to Dr. G. and Mr. O., thank you for your unconditional dedication to the students' well-being and success."

"Since the day I got admitted to the program, I've not only received academic support but a huge amount of moral support (Dr. G, you are great!). This support has enabled me to move on from many difficult situations."

DIVISIONAL STAFF ACHIEVEMENTS

- **Pre-Medical/Pre-Dental Plus Program** was 1 of 57 programs to be awarded the 2025 Inspiring Programs in STEM Award from Insight into Academia magazine and featured in the June 2025 edition.
- **Dr. Cassandra Graham** served as Student Services Divisional Annual Report Co-Chairperson.
- **Jose Rodas** served as EOFPANJ Sector Representative for Independent Colleges and Universities – North (2023–25).

RISE GEN 1 (FIRST GENERATION PROGRAM)

DIRECTOR

Darlene Robinson

CONTACT INFORMATION

Darlene.Robinson@shu.edu

STAFF

2 full-time staff, 1 director, 1 program coordinator, and 7 student workers

MISSION

The RISE GEN 1 Program's mission is to build a community of academics, social acceptance, and leadership, where first-generation students feel a sense of acceptance and belongingness to the institution. Through diverse programming and intentional collaboration between the GEN 1 program and Seton Hall's campus resources, students are given the tools needed to design their own holistic premier student experience GEN 1 strives to ensure students are academically and socially acclimated to all areas of college life, have the knowledge of and access to all resources, and to graduate within their intended time frame.

LEARNING OUTCOMES

- Students will learn the skills needed to successfully transition from high school to college, while building their



confidence and competencies needed for success.

- Students will learn how to utilize available resources, engage with campus departments, and build relationships across the campus community that enhance their undergraduate experience.
- Students will participate in programs and activities that support health, social, and emotional development.

SIGNATURE ACTIVITIES

- **RISE GEN 1 Monthly Community Meetings:** Required monthly meetings with staff, students, and featured guests
- **Individualized Academic Plan:** Students work with staff to create individualized learning paths
- **Bi-weekly Student Advising Meeting**
- **Required tutoring/Structured Study:** Students participate in required tutoring and structured study offered five days a week.
- **Student Success Workshops:** These include Self-Care, Academic Skills Development, and Community Building.

HIGHLIGHTS

- 100 percent fall to spring retention for both cohorts (fall 2023 entering class and fall 2024 entering class).
- Secured a PSEG Grant that provides financial support to eligible students.
- 90 percent Student Program Participation.

PAST DEPARTMENTAL GOALS FOR 2024–25

- Goal to have students maintain a 90 percent satisfactory

academic standing: Achieved 90 percent student academic standing.

- Goal to have 90 percent Student program engagement and participation: Achieved 95 percent student engagement and participation in all program activities.
- Our goal was to identify and secure a dedicated space as our program grew. We successfully secured MH 117 as our home base and transitioned to MH 114 as a new office space in the spring. As the program expands, we will continue to explore other options.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR

- Summer and Academic Year Program surveys, Focus groups throughout the academic year.

DESCRIPTION OF 2024–25 ASSESSMENTS

- We conducted a summer program survey and yearly program satisfaction surveys. Survey during the University Life class. They provided their opinions on what worked and did not work during the summer program. They provided insight and enhancements.
- 90 percent of students provided positive feedback on the summer program. Program evaluations are conducted with the students as a group to determine how the program is benefiting them and what we could do better. These conversations happen at least once a month, and they determine the topic for the upcoming community meeting.
- A variety of focus groups throughout the academic year will be held to obtain feedback regarding programming events and activities.

ASSESSMENT RESULTS AND DATA REPORTING

- 96 percent of students strongly agreed that the summer program was beneficial to the success of the beginning of their first year academically and socially.
- 95 percent of students would like to participate in an RISE GEN 1 off-campus event.
- 99 percent of the students would like to have a larger dedicated space for community-building events and activities.

USAGE OF ASSESSMENT RESULTS

- We have decided that after every community meeting, we will survey the students to determine if the topic was relevant, what they learned, and how they plan to apply their knowledge.
- We are establishing a monthly meeting with Peer Mentors

who work closely with a small group of students to assess the program's progress and identify any gaps that students require. We will also continue to involve the students in creating the programs and workshops. Encourage them to take the lead and organize workshops that they believe would be beneficial to share with their peers.

- We will also incorporate semester-end surveys to determine the needs more accurately from fall to spring.

DEPARTMENT GOALS FOR 2025–26

- Achieve a 90 percent retention rate for first-year students.
- Achieve a 90 percent persistence rate for all program participants.
- A dedicated space for RISE GEN 1 Program students
- Off-Campus volunteer experience as a group to a charity/organization that we decide on as a group
- Hosting a campus-wide First-Gen Day
- Take a group of our top students to the NASPA First Generation Student Success Conference.

ADDITIONAL TESTIMONIAL

“My first year in college was perfect. Many thanks to the guidance, mentorship and support from RISE GEN 1. I was nervous to take actual college courses with peers whom I hadn’t met yet. I had the comfort in remembering how I was immediately welcomed with open arms from one of our peer mentors at Pirate Orientation. It was also through the preparation in summer courses and workshops throughout the year provided by RISE that eased my college nerves, and shaped my mindset today. I learned how to manage my time efficiently and had a community I could genuinely rely on to keep me focused, motivated, and smiling. If I was in an impossible position, Darlene, Shiray, Sasha, Yandell and the rest of the rest of the incredible peer mentor staff there to help me successfully navigate through my troubles. Most of the resources I didn’t even know Seton Hall had, was discovered through this outstanding program. I formed deep and meaningful bonds with the remarkable students and staff of the RISE GEN 1 community and I believe from the bottom of my heart that my first year couldn’t have gone any better without them.”

DIVISIONAL STAFF ACHIEVEMENTS

- **Shiray McLean** joined the RISE GEN 1 Program as the Coordinator.
- **Darlene Robinson** attended the NASPA Conference 2025 in New Orleans.

RISE (RESILIENCE, INTEGRITY, SCHOLARSHIP, AND EXCELLENCE)

DIRECTOR

Joshua Lomas, Assistant Director

CONTACT INFORMATION

joshua.lomas@shu.edu

STAFF

3 full-time employees, 1 director, 1 assistant director, 1 program coordinator, 1 graduate assistant, 11 student employees

MISSION

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

LEARNING OUTCOMES

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

SIGNATURE ACTIVITIES

- **RISE TRIO SSS 3-week virtual Summer Institute:** Incoming Freshman are paired into pods with Peer Mentors as they get a deeper and personalized orientation to the Seton Hall community. During this Summer Bridge program, students learn financial literacy, communication skills, and connect with various departments across campus.
- **Financial Literacy Workshops:** Students are required to attend two financial literacy workshops per year. This year, workshops were tailored specifically towards financial independence and emerging trends in the financial sector, such as cryptocurrency and retirement.
- **Scholarly Development Workshops:** Students are required to attend two financial Scholarly Development Workshops per year. This year, workshops highlighted skills needed to succeed in graduate school studies.
- **Monthly Community Meetings:** Each month, Scholars gather for community updates from the program and



community. We share each other's victories and provide a skill-based workshop at each meeting.

HIGHLIGHTS

- The first scholarship-based cohort graduated with almost 40 students.
- RISE Scholar Rachel Suazo elected Lead Editor of *The Setonian*.
- RISE Alum Caitlin Lacey awarded the National Fulbright Award.
- First Annual NJ TRIO SSS Student Leadership Conference
- Paired with the Buccino Leadership.

PAST DEPARTMENTAL GOALS FOR 2024-25

- Utilize new technologies to improve student academic and career outcomes.
- Refresh and enhance financial literacy programming through intentional collaborations with the Stillman School of Business and external partners.
- Develop partnerships with professors and professional resources to enhance understanding of current financial information and provide future-focused financial education.
- Continue to meet and exceed the grant requirements of the Department of Education.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR: 3

DESCRIPTION OF 2024-25 ASSESSMENTS

- **Financial Skills Prospective Assessment.** We conducted



a survey asking our students what valuable financial literacy skills they needed. Most students raised concerns that went beyond budgeting and focused more on the long-term application of topics previously touched on. Primarily, students understood the importance of investing, but they lacked the practical application of this knowledge.

- **Student Leadership Evaluation.** Students learned and applied new skills to develop their leadership abilities. Our survey indicated that students understood the importance of leadership before the conference, yet lacked understanding of its application in real scenarios. Students requested a scenario application.
- **CAPS Fellow Utilization.** With the introduction of an in-person CAPS fellow, we noticed an increase in First-gen utilization of CAPS resources in the RISE space. Students felt more comfortable using resources where they were than reaching out for help.

ASSESSMENT RESULTS AND DATA REPORTING

- RISE will continue to focus on the real-world application of student skills over delivering tacit knowledge. Students have learned the lessons many times, but they do not yet understand how to apply those lessons.
- First-Gen students desire CAPS support but are reluctant to reach out for support. This coincides with a growing case of imposter syndrome. First-gen students are much more likely to use mental health services if they are met in their community.

USAGE OF ASSESSMENT RESULTS

- Financial Literacy Workshops will focus on the long-term application of life skills and milestones, such as investing for retirement, understanding insurance costs, and emerging financial trends.
- RISE will continue to support having mental health services implemented directly in our community area to support first-generation students.

DEPARTMENT GOALS FOR 2025-26

- Increase the percentage of graduating students with either job offers or graduate school acceptance prior to graduation.
- Revitalize scholarly development workshops and programmatic offerings to provide high-quality, real-world, hands-on learning that takes place in community-based settings.
- Continue to exceed the Federal TRIO SSS Grant requirements set by the Department of Education (ED) and anticipate upcoming changes to Competitive Preference Priorities.

ADDITIONAL TESTIMONIALS

“The biggest thing RISE has done for me is that it has given me something consistent. Everything is always changing at our age, from our friend groups to our career trajectory, and all that change is necessary, but it can be scary at times. Through all of that, RISE always had people who wanted to help me and see me succeed. Having that consistent support has meant a lot.”

“RISE has given me a strong support system that has become a family. I know no matter what, I’ll have someone to turn to. RISE gave me the confidence to tackle college. I am forever grateful for RISE and I am so grateful to be a part of something way bigger than myself.”

“RISE changed everything for me. I started college feeling lost – like I didn’t belong. Through RISE, I found a community that supported and believed in me. I had mentors who listened, and helped me feel confident. RISE didn’t just help me survive college; it helped me grow into the person I’m proud to be today.”

DIVISIONAL STAFF ACHIEVEMENTS

- Hosted the first quarterly NJ TRIO SSS Round Table.
- **Joshua Lomas** was appointed to the NJ TRIO SSS Student Leadership Board.



ENGAGEMENT AND CENTRAL ADMINISTRATION

*Welcome Letter from
the AVP and Dean of
Student Engagement*



The mission of the Office of Student Engagement (OSE) is to partner with students in providing experiential opportunities through student leadership and engagement with their campus. OSE's dedication to our students and the campus community is what drives our success. This past academic year, OSE improved in many areas, including our large-scale program attendance, commuter and senior programming offerings, and the activity and impact of our Student Government Association during its most recent election cycle. Through the hard work of the OSE team, both here and at our IHS campus, we continue to make our campus a welcoming and fun place to learn, network, and develop skills that support the whole person.

As the Assistant Vice President and Dean of Student Engagement, my goals remain focused on how OSE can make the experience of our students a positive and transformative experience, from the time they arrive for Pirate Adventure and Orientation, to the day those students graduate. That means developing and maintaining trustworthy relationships with our student leaders, who are also vital to our success as a department. The student leaders who serve in

Student Government and as leaders of our clubs and organizations, who volunteer as part of the WOW squad and Commuter Ambassadors, lead our Student Activities Board, work in our offices, represent our fraternities and sororities, and welcome our newest Pirates to Seton Hall as Orientation Leaders, each and every one of these students is a significant part of the success of OSE.

As we close out the 24-25 academic year, we look forward to more collaboration with our campus partners and our vibrant student population. Go Pirates!



Winston Roberts, M.S.
*Assistant Vice President and
Dean of Student Engagement*

BUSINESS AFFAIRS

DIRECTOR

Monterasia White, *Assistant Director*

CONTACT INFORMATION

monterasia.brown1@shu.edu

STAFF

1 assistant director, 6 student worker managers, 39 student workers

MISSION

Business Affairs drives the event scheduling and management of events in our University Center and Bethany Hall locations. Our goal is to provide streamlined, efficient, and effective operational processes and procedures for our division, and to establish partnerships with campus constituents and outside clients while engaging in high-level customer service.

LEARNING OUTCOMES

- Student workers will demonstrate effective communication and teamwork skills by collaborating with diverse stakeholders, including campus departments, vendors, and student organizations.
- Student workers will develop the ability to assess challenges in real-time and implement creative, ethical, and practical solutions during event planning and execution.
- Student workers will recognize the importance of time management, customer service, and flexibility in a constantly changing and extremely collaborative environment.

SIGNATURE ACTIVITIES

- Event Reservations and 25Live Management
- Venue for signature events such as Pirate Adventure, Seton Hall Weekend, Career Fair, Ash Wednesday, Conferences, etc.





HIGHLIGHTS

- Hosted the Investiture for Monsignor Reilly – Event to welcome Rev. Msgr. Joseph R. Reilly as the 22nd President of Seton Hall University.
- Coordinated the ALPFA 2025 Northeast Regional Student Symposium, an annual event hosted by the Association for Latino Professionals for America, which was held at Seton Hall University in conjunction with the student chapter of ALPFA.
- Hosted the Kappa Eta Chapter of Omega Psi Phi 50th Anniversary – As part of the Omega Psi Phi celebration of 50 years at Seton Hall University, several events were hosted in the University Center.

PAST DEPARTMENTAL GOALS FOR 2024–25

1. Review of scheduling and operations policies annually – An annual review of policies allows for streamlining of processes and updates or removal of policies that are no longer relevant. It also allows for continued updates of training for the student building staff and the student manager staff.
2. Develop a comprehensive internal communication strategy that enables effective communication among the assistants. Director and student staff to address logistical concerns before, during, and after events, including but not limited to maximizing the use of Microsoft Teams.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25

ACADEMIC YEAR: 1

DESCRIPTION OF 2024–25 ASSESSMENTS

1. Reporting out on the number of events hosted in both the University Center and Bethany Hall facilities.

ASSESSMENT RESULTS AND DATA REPORTING

1. Bethany Hall held 305 documented events between August 1, 2024 and May 2025.
2. University Center held 1,046 documented events between August 1, 2024 and May 2025.

USAGE OF ASSESSMENT RESULTS

- The data from our facilities usage will allow the Scheduling and Reservations team to determine staff schedules to better prepare for event setups and breakdowns. The data will also assist in determining when during the year our facilities are most used to better handle requests during those peak times.

DEPARTMENT GOALS FOR 2025-26

1. Implement new diagram software to assist clients with setup designs in the University Center and Bethany Hall.
2. Update and add event programming tips and update FAQs to assist with effective event programming for faculty, staff, students, and outside clients.

ADDITIONAL TESTIMONIALS

“Thanks for all your help with the US Secret Service Symposium that was held on May 22nd. The event was a true success, and your work helped make it so.”

– **CAMPUS Partner**

“It’s been a true joy working in the University Center Scheduling and Operations Office. Being able to support the daily beat of campus life, while serving as a welcoming and reliable face for our community, has

been incredibly fulfilling! Thank you for allowing me the opportunity to grow, serve, and be part of the moments that make this university feel like home. — STUDENT

DIVISIONAL STAFF ACHIEVEMENTS

Assistant Director Monterasia White became the Seton Hall Advisor to the National Pan-Hellenic Council at Seton Hall University.

STUDENT ENGAGEMENT

DIRECTOR

Winston Roberts, *Assistant Vice President, Student Services and Dean of Student Engagement*

CONTACT INFORMATION

winston.roberts@shu.edu

STAFF

1 assistant vice president and dean of student engagement, 1 assistant dean of student engagement, 6 assistant directors, 1 operations manager, 1 secretary, 4 undergraduate student workers

MISSION

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

LEARNING OUTCOMES

- Students will be able to engage in comprehensive, dynamic, and consistent co-curricular offerings to foster a transformational student experience.
- Students will be able to explore involvement and experiential learning opportunities inside and outside of the university through premier programming and leadership opportunities.
- Students will be able to engage in memorable, intellectual, and inspirational experiences through a variety of programs, events, volunteer opportunities and resources.
- Students will be able to cultivate institutional affinity/pride by honoring campus traditions, making connections, and earning achievements through their participation in student engagement programs and co-curricular activities.

SIGNATURE ACTIVITIES

- **SAB's ONWARD (spring concert):** major concert program hosted by the Student Activities Board (SAB).
- **Christmas at the Hall:** an annual celebration for the start of the Christmas season, which includes the Christmas Tree Lighting Ceremony.
- **New Student Orientation and Pirate Adventure:** a program to welcome and orient new students and families to Seton Hall University.
- **Involvement Fair:** an annual event to introduce students to involvement and leadership opportunities on campus.
- **Weeks of Welcome:** programming designed for incoming students over the first two weeks of the semester.
- **SAB's Spring Carnival:** major spring event.
- **SAB's SHU Speaks:** major speaker series
- **Inspiration to Impact Student Leadership Conference:** OSE hosted an event dedicated to both new, aspiring, and established student leaders.
- **Fraternity/Sorority Life Recruitment:** recruitment for new members to our fraternity and sorority community.
- **Student Leadership Awards:** Annual event to recognize student organizations and student leaders for their accomplishments, and install the new Student Government E-Board.
- **Meet the Greeks and Greek Week:** events for students to discover the organizations at Seton Hall and learn more about them. Greek week serves as a chance for our Greek organizations to engage in some friendly competition while working together in teams that include all of our councils.





HIGHLIGHTS

- The Student Activities Board's annual SHU Speaks lecture featured actor and musician Ross Lynch.
- The Office of Student Engagement (OSE) hosted the inaugural Spring into Leadership, a signature leadership development event. The theme for this session was "Doubling Down: Leading with Purpose and Perseverance."
- OSE supported the execution of the Spring 2025 Student Government Association (SGA) Elections for the 2025–26 academic year with record-breaking voter turnout of 1,673 undergraduate students, a 531 percent increase from last year's 265 voters.
- The Office of Student Engagement and the Student Activities Board (SAB) hosted the 15th Annual Christmas Tree Lighting Ceremony.
- Fraternity and Sorority Life raised \$142,579 in philanthropic funds and volunteered 12,774 hours of community service.

PAST DEPARTMENTAL GOALS FOR 2024–25

- 1.** SGA will promote broader community engagement by hosting additional community outreach events during the academic year, including but not limited to tabling, informational sessions, and larger-scale events for the student body.
- 2.** SGA will establish Senate accountability policies and procedures. Expand senior programming initiatives to include more year-round events leading up to graduation.

- 3.** Start a longitudinal assessment of the FSL community during the spring semesters to address concerns around recruitment and leadership.
- 4.** Launch Pirate Watch Party events during the men's basketball season.
- 5.** Continued active student participation in Engage.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR

- OSE engaged in several assessments during the 2024–25 academic year, including data collection from ENGAGE and GPA data collection.

DESCRIPTION OF 2024–25 ASSESSMENTS

- 1.** ENGAGE: collection of data regarding the number of total active users, number of total programs, active organizations, and attendance at OSE events.
- 2.** GPAs: Fraternity and Sorority Life (FSL) collects GPA data to determine the academic health of its students who participate in new member education and general membership.

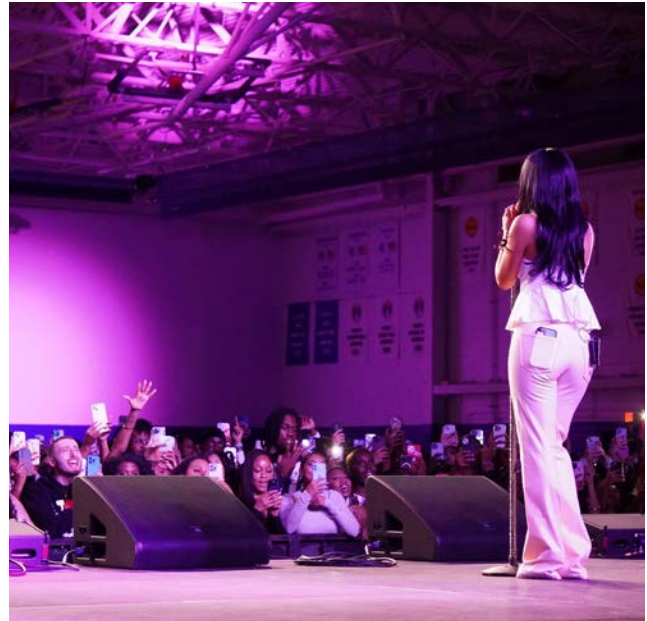
ASSESSMENT RESULTS AND DATA REPORTING

- 1.** 135 active Registered Student Organizations, up from 121 last year. This number will fluctuate, but it speaks to the opportunity OSE provides for students to create inclusive spaces for all students.
- 2.** Fourteen new student organizations were recognized in Fall 2024.

- 1,673 students participated in the Student Government elections – an increase of 531 percent from the previous year.
- The Student Activities Board has held a total of 66 events with a cumulative event attendance of 19,543 students – a five percent increase from last year.
- IHS Student Activities has held a total of 20 events during the academic year with a cumulative attendance of 2,813 – a 23 percent increase from last year.

USAGE OF ASSESSMENT RESULTS

- The increase in voter turnout was a goal for SGA this past year. Building on the increased outreach from this past year, a new goal will be to increase voter knowledge of the candidates while maintaining high participation rates.
- OSE continues to provide high-level programming at both the South Orange and Nutley campuses. Based on the success of our major offerings through SAB, we can use the data from these events to focus on the speakers,



performers, and events our students find most attractive to attend.

- The fluctuating number of recognized clubs and organizations highlighted the need for more support for our smaller clubs, which may require additional resources to strengthen their growth capabilities.

DEPARTMENT GOALS FOR 2025-26

- Increase opportunities to meet student government association candidates during the Spring semester from (1) to (3) and attend the candidate events during the Spring semester.
- Host (2) Pirate Watch party events during the Men's and Women's basketball season to establish the University Center as a hub for student events during the year.
- Update training and policies this summer for student club and organization finances to streamline the purchasing process for student events.

ADDITIONAL TESTIMONIALS

"Lorraine [IHSC] does a great job with the events. Thank you for all that you do for us!"

"Before last year, I had never been involved in student government, and to be honest, I never really saw myself pursuing it. It simply wasn't something I thought I'd be interested in. But thanks to the encouragement of my peers and the support of the Office of Student Engagement, I decided to step outside of my comfort zone and run for a Senator position. With their backing,



I campaigned and was elected as a Class of 2026 Senator. Shortly after, during internal elections, I was honored to be chosen by my fellow senators to serve as the Village Relations Committee Chair. At the time, I'll admit, I had no idea what I was getting into or how to lead in that capacity. But thanks to the steady guidance and mentorship of the SGA Advisors and Dr. Burnette, I found the confidence and clarity I needed to step into the role and grow. Their belief in me helped me believe in myself, and that made all the difference." Since then, SGA has truly been a transformative experience. It's helped me find my voice, strengthen my leadership skills, and connect more deeply with the campus community. I've learned how to advocate, how to collaborate, and how to lead with both purpose and empathy. What started as an unexpected opportunity has become one of the most meaningful and empowering parts of my college journey-and I'm incredibly grateful for it."

"Joining Greek Life was the best decision I made in college. It gave me a support system, leadership opportunities, and friendships that will last a lifetime."

Being part of this community has helped me grow into a more confident, driven, and compassionate person!"

— STUDENT LEADER, CHAPTER PRESIDENT

DIVISIONAL STAFF ACHIEVEMENTS

Assistant Dean Alison Sotolongo-Miller successfully completed the EAB Rising Higher Education Leaders Fellowship.

Secretary Stephanie Gomez was accepted into the ELMP Master's Program.

STUDENT SERVICES OPERATIONS

DIRECTOR

Andrew Minegar

CONTACT INFORMATION

andrew.minegar@shu.edu

STAFF

1 senior director, 1 assistant director

MISSION

Student Services Operations is committed to enhancing

both the student experience and the efficiency of the division through strategic implementation of technology, data, and reporting, and division-wide program assessment.

LEARNING OUTCOMES

- Through trainings and one-on-one work with the assistant director of assessment, and in conjunction with senior leadership, departments will learn and be able to implement best practices and division-wide standards for program assessment.
- Departments will be empowered to retrieve data for their projects and inquiries by learning effective use of the reporting tools available to them.
- Department leads will fully understand and be able to monitor their budgets, ensuring fiscal stewardship and responsibility.

SIGNATURE ACTIVITIES

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

HIGHLIGHTS

- Fully converted hardware (on South Orange campus) and multiple data processes in preparation for mobile credential launch (collaboration with Public Safety and IT; ongoing project).



- Implemented MCR Housing application (in conjunction with Residence Life); implemented Smarter City Solutions parking application (in conjunction with Parking Services; partially ongoing).
- Conducted review of Compass-like systems prior to EAB contract renewal (in run-up to potential RFP).
- Launched the first iteration of the Student Services mentor program (mentorship of colleagues within the division).
- Successfully utilized and expanded upon Gallup's Clifton Strengths throughout many professional development opportunities (divisional meetings, directors' meetings, mid-level managers' meetings).

PAST DEPARTMENTAL GOALS FOR 2024-25

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

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR: 7

DESCRIPTION OF 2024-25 ASSESSMENTS

- **Hanover Student Satisfaction Survey:** 1. Understand respondents' perceptions of their experience at Seton

Hall. 2. Identify common stressors for Seton Hall students and resources that students use to address these stressors. 3. Identify areas of strength and opportunities for improvement for Seton Hall.

- **Emerging Mid-Level Professional Development Survey:** To gather feedback on the Student Services Professional Development Series for emerging mid-level professionals and understand future needs.
- **Deans/Director's Meeting Professional Development Survey:** To gather feedback on the Student Services Professional Development Series for Deans/Directors and understand future needs.
- **IHS Excursion Survey:** The survey was sent to students at the IHS campus to gather feedback on their interest in opportunities for engagement at the IHS campus.
- **Student Services Catholic Mission and Identity Survey:** The survey was sent to all employees in the Division of Student Services to gather valuable input on our Catholic Mission to help develop the Student Services Mission Cohort program. The program, Caritas, is designed to deepen our understanding of Catholic Mission and Identity within our division.
- **Student Services Mentor Survey:** The survey gauged employees' interest in participating in a Divisional Mentor program and serving as a Mentor.
- **Student Services Mentee Survey:** The survey assessed employee interest in participating in the Divisional Mentor program as a Mentee.

ASSESSMENT RESULTS AND DATA REPORTING

- Almost three-quarters (73 percent) of respondents rate their overall experience as good or excellent, and about two-thirds (68 percent) indicate that they would decide to attend SHU again if given the chance in the Student Satisfaction survey.
- 86 percent of students agreed that at Seton Hall, they are able to experience intellectual growth.
- 100 percent of employees in the Emerging Mid-level program strongly agreed (29 percent) or agreed (71 percent) that the professional development meetings aligned with the division's values and goals.
- 100 percent of employees in the Deans/Directors Meeting program strongly agreed (80 percent) or agreed (20 percent) that the sessions contributed to their professional growth as a dean/director.
- 61 percent of students would be interested in attending a paid bus trip that leaves from the IHS campus.
- 76 percent of employees strongly agreed (20 percent)

or agreed (56 percent) that they have a sufficient understanding of the Catholic mission.

USAGE OF ASSESSMENT RESULTS

- All assessments included recommendations for each area/department/program to help enhance student experiences. The mentor/mentee surveys will help connect the 15 interested mentees to mentors. Future assessments regarding the Professional Development series will help inform the program moving forward, and additional surveys will be focused on the onboarding and systems process.

DEPARTMENT GOALS FOR 2025-26

- Continue the prior year's goal of establishing robust faculty Compass training, in conjunction with the Provost's office.
- Expand on Student Services Employee Onboarding, including development of planned leave/maternity leave preparation.
- Evaluate products to replace Transact System Enterprise and begin that transition.
- Establish a data process to ensure returning student spring housing charges are tied to registration.

ADDITIONAL TESTIMONIALS

Some quotations on the multi-level professional development series:

"Nikki and Andy have done a wonderful job to spearhead the professional development series for all staff levels. I enjoy these meetings and these opportunities. Thank you!"

"I think this series was very helpful as a supervisor and professional. As a new employee to the university, it was nice to be a part of the series right away, and was a great way to get to know fellow colleagues."

"I love the professional development being offered. I think it is VERY helpful, time well spent and the facilitators have been top-notch."

"Thank you for organizing and managing the program!"

— STUDENT SERVICES EMPLOYEE IN EMERGING MID-LEVEL MEETING

DIVISIONAL STAFF ACHIEVEMENTS

Nicole LaCapria serves as a journal reviewer for the *Journal of College Orientation, Transition, and Retention*.

PUBLIC SAFETY AND SECURITY

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



The modern university environment is dynamic and presents unique challenges for those tasked with ensuring security. Adapting to and addressing complex issues in our ever-changing world requires commitment, careful planning, staffing, training, and supervision of personnel. The Department of Public Safety and Security has taken steps to ensure that our staff is well-trained and equipped to handle a variety of scenarios. The department is organized into five major components: Physical Security, Safety and Security Systems, Office of Emergency Management, Parking Services, and Campus ID.

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



E. Sergio Oliva
*Associate Vice President
and Director,
Department of Public Safety
and Security*



CAMPUS ID

DIRECTOR

Ibiyemi Adesanya, Assistant Director, Card Access Services

CONTACT INFORMATION

ibiyemi.adesanya@shu.edu

STAFF

3 full-time employees, 3 student workers

MISSION

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

LEARNING OUTCOMES

- Educate students about Pirate's Gold, Pirate Bucks and Guest meals.
- Educate students by utilizing online photo submission.
- Educate students about the merchants who accept Pirate's Gold.

SIGNATURE ACTIVITIES

- **Identification:** The Campus ID Office is responsible for issuing and maintaining the Seton Hall University Pirate Campus Card, which is the official ID card of the University. It is used by all Seton Hall University students, faculty, employees, visiting students, scholars, or fellows; as well as authorized contractors, vendors, volunteers, and consultants on all campuses.
- **Access Control:** The Campus ID office manages access readers (516) and creates and assigns access levels (1,060) across multiple campuses.
- **Temporary Account Generation:** The Campus ID office, upon request and approval, generates temporary accounts and issues ID cards to visiting students, scholars, or fellows, as well as authorized contractors, vendors, volunteers, and consultants.
- We partner with CampusCash to build revenue by managing off-campus merchants who want to take advantage of our Pirate's Gold program.

HIGHLIGHTS

- Worked with Facilities and Athletics to create and assign access levels for the new 59 readers installed at the new Basketball facility.
- Facilitated the eAccounts Payment Processor Change.
- Collaborated with HRL to inform students of expiring Pirate Buck balances.

GRUBHUB

Use your Seton Hall campus card on Grubhub!

Enjoy the convenience of delivery from a local restaurant today.



Get your **FREE Grubhub+ Student Membership** for unlimited \$0 delivery fees* through graduation. No credit card, no strings attached—FREE.



*Terms apply: <https://go.grubhub.com/communiq2022/>

GRUBHUB+

- Managed ID card transactions, including online Pirate Gold deposits, IDT deposits, and Free Prints.

PAST DEPARTMENTAL GOALS FOR 2024–25

- Continued Collaboration with the admissions department for the dissemination of online photo submission instructions for incoming students.
- Continue implementation of mobile credentials.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25

ACADEMIC YEAR: 1

DESCRIPTION OF 2024–25 ASSESSMENTS

Evaluation of students' usage of Pirate Bucks.

ASSESSMENT RESULTS AND DATA REPORTING

- Collaborated with HRL to send weekly Pirate Bucks balance information to students with the usage expiration date. Pirate Buck balance reduced by the end of the Spring semester.

USAGE OF ASSESSMENT RESULTS

- Continuous reassessment of student Pirate Bucks usage to start from March 2026.

- Increased collaboration to educate students on Pirate Bucks usage.

DEPARTMENT GOALS FOR 2025–26

- Work on upgrading the access system.
- Collaborate with IT to choose a Transaction system that is compatible with Banner SaaS.

ADDITIONAL TESTIMONIALS

“Grubhub seriously comes through when campus dining is closed – so many food options, and the free delivery just makes it even better.”

“Using pin codes to access the new Practice facilities is helpful.”

DIVISIONAL STAFF ACHIEVEMENTS

Dr. Ibiyemi Adesanya was interviewed at the 2025 Transact360 Conference about the use of technology to address Food Insecurity.

PARKING SERVICES

DIRECTOR

Marisol Rivera, Assistant Director, Parking Services

CONTACT INFORMATION

marisol.rivera@shu.edu

STAFF

The department is staffed by one full-time parking

services assistant director, one full-time parking services coordinator, and three part-time student workers.

MISSION

Parking and Transportation Services provides a premier customer service experience in support of the mission of Public Safety and Seton Hall University. Through innovative and professional management of parking and transportation resources and facilities, we strive to meet the diverse needs of all campus constituents. Our primary objective is to develop and maintain an exceptional parking infrastructure that prioritizes courteous, safe, and efficient transportation for all individuals traveling to and within the university.

LEARNING OUTCOMES

- Students, employees, and visitors will be informed about updated policies and procedures that streamline the process of purchasing parking permits online.
- Departments and campus organizations will be educated on how to obtain permits required for their programs and events.
- Community members will understand regulations related to campus parking and transportation to ensure compliance and promote a safe, accessible campus environment.

SIGNATURE ACTIVITIES

- **Seton Hall Shuttle Service (Fixed Route):** Transports students, employees, and visitors along designated routes on and around campus. The fleet was recently rebranded and wrapped with new designs to enhance visibility and school spirit.





- **SHU Ride On-Demand Service:** Provides safe, convenient on-demand transportation for students and other community members during evening hours. Formerly known as SafeRide, this service relaunched under the SHU Ride name with refreshed vehicle branding.
- **Barnacle Immobilization Program:** Introduced an innovative vehicle immobilization device called the Barnacle, which serves as a deterrent to parking violations and has significantly increased compliance with campus parking regulations.

HIGHLIGHTS

- **Launched Residential Parking Lottery:** Successfully implemented the first full-scale parking lottery for sophomore and junior resident students, improving transparency and fairness in permit allocation.
- **TripShot Implementation for Shuttle Tracking:** Rolled out TripShot, a real-time tracking platform for the Seton Hall Shuttle and SHU Ride services, significantly improving the rider experience and reducing wait-time inquiries.

- **High Compliance with Parking Regulations:** Achieved a high level of compliance across parking areas, demonstrating the effectiveness of educational outreach, enforcement strategies, and the introduction of deterrents such as the Barnacle immobilization device.
- **Evaluation and Selection of New Parking Management Software:** Conducted a thorough review and comparison of parking software solutions, including multiple vendor demonstrations, to identify the best-fit system for streamlining operations in the coming academic year.

PAST DEPARTMENTAL GOALS FOR 2024-25

- **Complete Implementation of New Parking Management Software:** Finalize the transition to a new parking management system to streamline permit sales, citation processing, and reporting. This will improve operational efficiency and provide a more user-friendly experience for students, employees, and guests.
- **Enhance Compliance Tracking and Data Reporting:** Develop robust reporting tools within the new parking

system to monitor compliance rates and citation trends more effectively. This goal will support data-driven decisions and help target educational outreach where it is most needed.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 0

DESCRIPTION OF 2024–25 ASSESSMENTS

- No formal assessments were conducted in the 2024–25 academic year. The department's focus this year was on implementing new operational systems (e.g., TripShot and the new parking management software) and rebranding transportation services to improve overall user experience. We anticipate conducting targeted surveys and program evaluations in the upcoming year to assess the impact of these changes.

ASSESSMENT RESULTS AND DATA REPORTING

- Permits Purchased: 7,093
- Daily Visitors Passes: 88,280
- Seton Hall Shuttle Ridership: 31,130
- SHU Ride Ridership: 15,093

USAGE OF ASSESSMENT RESULTS

The data collected this year demonstrates a consistently high demand for parking permits and daily visitor passes, as well as significant usage of both the Seton Hall Shuttle and SHU Ride services. In response, the department will focus on ensuring adequate capacity and improving efficiency. For the upcoming academic year, we will set a S.M.A.R.T. goal to:

- Increase communication and outreach efforts related to transportation options, measured by a minimum 10 percent increase in Seton Hall Shuttle and SHU Ride ridership by June 30, 2026.
- Develop and distribute a brief annual survey by March 2026 to gather user feedback on permit purchasing and transportation satisfaction, with a target response rate of at least 20 percent of permit holders.

These initiatives will help us better understand user needs, enhance customer experience, and inform us of operational decisions.

DEPARTMENT GOALS FOR 2025–26

- Launch a new parking management system with online payment plan capabilities.

- The department will implement a user-friendly parking software platform that allows community members to purchase permits, pay citations, and set up payment plans online. This transition will reduce the need for in-person transactions and improve convenience for all users.
- Develop targeted outreach and education campaigns to increase awareness of updated parking processes and permit options. We will create accessible guides, digital resources, and host information sessions to familiarize the community with the new system and available payment plans, with the goal of reducing customer inquiries and citation disputes during the transition.

ADDITIONAL TESTIMONIALS

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

DIVISIONAL STAFF ACHIEVEMENTS

This year, the Assistant Director of Parking Services earned a Bachelor of Arts degree with a concentration in Allied Health, demonstrating a commitment to professional development and expanding knowledge to serve the campus community better.

PUBLIC SAFETY AND SECURITY

DIRECTOR

Sergio Oliva, Associate Vice President and Director,
Department of Public Safety and Security

CONTACT INFORMATION

sergio.oliva@shu.edu

STAFF

1 associate vice president and director, 1 associate director fire safety systems, 1 associate director operations, 3 assistant directors (operations, investigations, OEM), 1 assistant director, Seton Hall Law School, 5 security managers (South Orange Campus)

MISSION

The Department of Public Safety and Security is primarily responsible for the safety and security of our students, faculty, staff, and visitors on the South Orange and Law School campuses. A safe and secure physical environment is one of the cornerstones upon which a superior academic environment is created. Our mission

Public Safety and Security

is to ensure that University resources are protected at all of our facilities, as are the personal freedoms that fuel an open exchange of ideas and experiences among our constituents. The physical security of our facilities and properties is a major component of the department's functional requirements. To this end, public safety strives to provide a range of services in a professional and expedient manner to foster an atmosphere that supports the overall mission of the University.

LEARNING OUTCOMES

- Patrol the South Orange Campus and all off-campus University locations on foot, bicycle, and motor vehicles.
- Seton Hall Law School, Newark, NJ, is also patrolled.
- 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 South Orange Campus and Law School security cameras.
- Maintains and installs the Lenel building access control system.
- Supports and installs campus intrusion alarm systems.

SIGNATURE ACTIVITIES

- **Manages Pirate Alert Emergency Notification System:**

- ▶ Text, voice, and email messages to all community members.
- ▶ Alertus, a desktop override emergency notification system.
- ▶ Emergency Siren notification system.
- One hundred forty-one vehicle jump-starts were provided.
- Twenty-eight people were assisted with vehicle lockouts.
- On-campus escorts were provided to 58 community members.
- The university offers free transportation options that have recently been upgraded with the Tripshot app. This app is exclusive to university faculty, staff, students and employees. Tripshot provides two features: fixed routes for the shuttle service and on-demand rides for SafeRide.
- Seton Hall 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.
- SHU Ride Transportation Service is an Uber-type system within a university-designated zone. The system utilizes the Tripshot app to request rides. SHU Ride provided 22,259 rides in FY 2025.
- Rape Aggression Defense (RAD) is a nationally recognized self-defense program for women. This is a





twelve-hour course, conducted on campus and involving physical activity. For additional information, visit 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 fire extinguishers, identification of fire hazards, fire evacuation, and survival techniques. This training is required for community members who are sponsoring events on campus that require a Sterno as a heating source.

HIGHLIGHTS

- South Orange Campus is a gated community with perimeter fencing and security manned gatehouses at both vehicle entrances.
- All pedestrian gates are card-access controlled.
- There are 106 Blue Light emergency phones throughout the South Orange Campus.
- There are 516 interior, exterior, and perimeter Closed Circuit Television Cameras (CCTV) throughout the campus.

PAST DEPARTMENTAL GOALS FOR 2024–25

- Investing in an update to our Public Safety Records management software will significantly improve our ability to track incidents, optimize personnel coverage, and ensure efficient data collection for Clery Act and other mandatory reports. This upgrade streamlined

the sharing of information with the Student Services Division.

- The continued success of the SHU Community Emergency Response Team's (CERT) program was marked by the presentation of two more CERT classes and the graduation of 49 community members.
- The SHU Office of Emergency Management continued our community outreach initiatives with the Village of South Orange by continuing to work with the South Orange Police Department, assisting them with "Active Threat" response training on our campus.

DEPARTMENT GOALS FOR 2025–26

- **Replacement of Current Key Management System:** To accommodate departmental growth and expanding facility access needs, Public Safety will replace the existing key management system with a more scalable and efficient solution. The new system will improve tracking, enhance accountability, and better support the operational demands of a growing campus environment.
- **Turnstile Access Control System at the Law School:** Public Safety will lead the implementation of a turnstile access control system at the Law School to enhance building security and streamline access for authorized students, faculty, and staff. This initiative supports our broader campus-wide access control modernization strategy.

ADDITIONAL TESTIMONIALS

"I was truly amazed by the volume of work and coordination that goes on at Public Safety." — STUDENT INTERN



STUDENT WELLNESS AND SUPPORT

*Welcome Letter from
the AVP and Dean of Students*



We care for our students – it is that simple and it is that important. That is what each and every person in Student Wellness and Support does – we care for our students. We are present with and for our students 24 hours a day, seven days a week, 365 days a year. A dedicated team of professionals and paraprofessionals are available to students when and where they are needed.

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

- Counseling and Psychological Services (CAPS) embedded three interns with campus partner departments and increased service to students from these groups, representing underrepresented students, by 12 percent.
- Through the Dare to Care initiative, the Dean of Students Office and CAPS implemented a unique and needed initiative – THRIVE. THRIVE is a six-hour workshop designed to help students develop the skills needed to succeed and flourish.

- The Dean of Students Office expanded Dare to Care through the first-ever Men's Mental Health Gala and the launch of a significantly expanded website that includes The Well, an online, self-help curated resource for students.
- Disability Support Services (DSS) continues to grow in its support to students at all campus locations, serving over 1,200 students, which represents an increase of 9.25 percent in one year.
- Health Services developed a creative solution for students in need of over-the-counter medications and information to manage minor illnesses with "Self-Care" stations for each residence hall.
- Residence Life was mission-driven with their Program of the Year — Love Your Neighbor Lent — a series of creative, intentional programs to engage students in their community and faith.

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

I am blessed to collaborate with a team of smart and talented individuals who come to our campuses each day ready to serve our students and our university with purpose, integrity, and passion. I am deeply grateful for each of them.

Karen Van Norman, M.Ed.

*Associate Vice President
and Dean of Students*



COUNSELING AND PSYCHOLOGICAL SERVICES

DIRECTOR

Dianne Aguero-Trotter

CONTACT INFORMATION

dianne.aguero-trotter@shu.edu

STAFF

10 full-time and 2 part-time clinical staff members, 1 department secretary, 3 full-time doctoral interns/social work fellows, 2 part-time, psychology practicum doctoral trainees

MISSION

Counseling and Psychological Services (CAPS) offers a wide range of confidential, therapeutic services designed to foster the psychological health and well-being of our students in order to help them thrive, develop, and achieve academic and personal success. We embrace the diversity that is embodied in the community we serve, and we acknowledge that the individual needs of our students are unique. Thus, we treat each person with respect and dignity. Through collaboration with others across Seton Hall, we work to provide programs and services that build a supportive community for all.

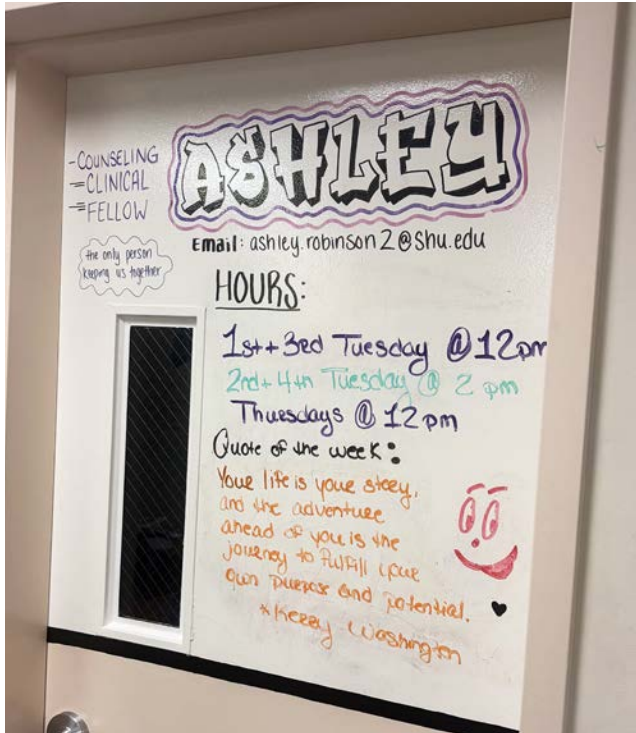
LEARNING OUTCOMES

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

SIGNATURE ACTIVITIES

Clinical Services: Counseling and Psychological Services provides a wide range of therapeutic services to enrolled Seton Hall students, including undergraduate, graduate, law, and seminary students. CAPS offers initial assessments, brief individual therapy, crisis intervention, unlimited group counseling, case management, and consultation. CAPS has fully incorporated teletherapy into its permanently offered services.

Outreach and Prevention: Counseling and Psychological Services offers a variety of prevention and outreach programs designed to provide education about various



mental health issues, to help students develop skills for coping with distress, to familiarize the community with our services, to reduce the stigma associated with seeking counseling, and to assist students in getting appropriate services to address emotional and developmental concerns. Outreach programming is particularly important because it is a vehicle by which we respond directly to university, community, and/or systemic issues that present in real-time. It allows us to serve a larger number of students than would otherwise be possible. CAPS routinely engages in the following outreach and prevention activities:

- Introduction to CAPS services during various student orientations
- Campus Connect Suicide Prevention Gatekeeper Training
- Mental Health Informational Workshops
- Student leader training
- How to identify and refer students in distress training
- Stress and anxiety management workshops
- What's Up Doc? online video series
- Self-Help website resources
- Wellness Room

Student-led Mental Health Advocacy: Counseling and Psychological Services has advised 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. The Seton Hall Active Minds chapter plays a role on campus in spreading awareness, facilitating supportive conversations around mental health, and strengthening prevention efforts on campus.

Doctoral Training Program: Counseling and Psychological Services provides a comprehensive doctoral-level training program for aspiring professionals. The training program is designed to provide graduate students enrolled in psychology doctoral programs and master's social work programs with firsthand experience of the full range of clinical services and prevention activities provided by a university counseling center. CAPS training students provide services to clients while under the direct supervision of CAPS staff.

HIGHLIGHTS

CAPS had several new and impactful collaborations with various partners across campus:

- During the Fall semester, CAPS collaborated with the Stillman School of Business to create and present three mental health educational and skill-building modules. These workshops were presented across 10 sections of the inaugural Freshman BUSI 1000 course, reaching 400 students in this primary prevention effort.
- CAPS collaborated with Dare to Care and the Dean of Students' office to design and facilitate the THRIVE two-day workshop across three monthly sessions. The student-centered workshop is designed to equip students with essential skills in resilience, mindfulness, emotion regulation, and relationship-building. Fifty-five students participated in this workshop. Given the success of the workshop, this collaboration will continue, and the workshop will be offered again next year.
- Collaborations with EOP, RISE/Gen1, and DSS continued to break down barriers to help-seeking and to bring awareness of CAPS services to these underrepresented student groups. This year, we have seen a 12 percent increase in the number of students from these university programs seeking our services, which now represents nearly half of the students seeking CAPS services.

PAST DEPARTMENTAL GOALS FOR 2024-25

- Continue to build on liaisons with specific campus partners, departments, and student organizations to foster collaborations, to better understand the mental health needs of students, and to ensure colleagues

across campus feel equipped to foster resiliency among students and to identify, respond to, and refer students with needs that CAPS best serves. Completed.

- Focus the role of the Case Manager towards initiating and maintaining ongoing relationships with community mental health providers, specialized services, and hospitals, to facilitate referrals for students who present with needs for long-term and/or intensive treatment. Ongoing. Overall, case management services increased by 23.3 percent.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 4

DESCRIPTION OF 2024–25 ASSESSMENTS

1. Counseling and Psychological Services participates in a national research consortium (Center for Collegiate Mental Health, CCMH) that gathers anonymous data from over 213 colleges and university counseling centers, describing 173,536 unique college students seeking mental health treatment, 4,954 clinicians, and more than 1.2 million counseling center appointments. With client consent, data is gathered from the CAPS client recordkeeping database, pertaining to college student mental health, counseling center utilization, service delivery, 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.

2. Counseling Center Assessment of Psychological Symptoms–62 (CCAPS–62) (2019). Center for Collegiate Mental Health. University Park, PA., Pennsylvania State University. The CCAPS–62 is a 62-item instrument with eight distinct subscales related to psychological symptoms and distress in college students and incorporates a general Distress Index. This measure enables clinicians to assess changes in clients' reported symptom distress over the course of treatment. It has been standard practice to utilize the CCAPS–34, the brief format of the CCAPS instrument, as a repeated measure, administering the instrument to clients prior to every individual session.

3. Client Satisfaction Survey: Students who have attended at least one appointment at CAPS and who have registered on Uwill are asked annually to complete an anonymous satisfaction survey via Campus Labs specific to each respective service. The surveys are designed to assess various domains that encompass CAPS services as well as

Uwill. Both surveys incorporate both Likert-type and open-ended response questions. The results of these surveys are analyzed and used to improve service delivery with the goal of better meeting students' needs.

4. Student leader training is an important aspect of CAPS outreach and prevention. Participant achievement of learning outcomes is routinely assessed via administration of a qualitative pre- and post-survey that is administered using the Student Response System of Campus Labs.

ASSESSMENT RESULTS AND DATA REPORTING

- 719 students sought services at CAPS this year, representing a 12.7 percent increase in utilization from the previous year.
- 10 percent of initial assessments resulted from drop-in services, evaluated and triaged by our Crisis Counselor.
- 16 percent increase in attended, in-person Individual therapy appointments and an eight percent decrease in individual tele-therapy appointments with CAPS clinicians.
- Since its launch in 2023, 547 students have registered on the Uwill tele-counseling platform, with 16 percent attending one or more appointments.
- 16 percent increase in group therapy appointments attended.
- A 71 percent increase in total crisis intervention appointments is likely attributable to this being the first full academic year with a counselor on staff dedicated to crisis services.

Key client data points that highlight the impact of our collaborations and efforts to eliminate barriers to help-seeking include the following CAPS client demographics:

- 30 percent were first-generation college students, representing an 11 percent increase from last year. Of these students, 13 percent report being in RISE and 25 percent in EOP.
- 14 percent were registered with DSS.
- 2.4 percent are international students.

Outreach and prevention efforts continued to increase, building upon significant growth made last year with the grant-funded expansion of embedded temporary counseling staff within RISE, DSS, and Athletics departments. This year also saw significant increases in Counseling and Psychological Services' outreach impact due to new collaborations with the Stillman School of Business, Dare to Care, and the Dean of Students Office through the BUSI 1000 and THRIVE resiliency programs, respectively.



- CAPS offers 267 outreach, prevention, and training programs.
- 9,637 community members reached via outreach and prevention programming, a 15 percent increase from last year. Our dedicated counselors make up 20 percent of these contacts in RISE/GEN1, DSS, and Athletics.
- 8.5 percent increase in total outreach programs, representing an 11 percent increase in total hours spent in direct outreach from the last academic year. The grant-funded counselors working with RISE, DSS, and Athletics accounted for more than 50 percent of CAPS' total outreach appointments.
- 55 percent of CAPS outreach was focused on issues related to Diversity, Equity, Inclusion, and Justice.
- The Mental Health Modules of the BUSI 1000 curriculum reached 995 first-year business students, representing 10 percent of total community outreach contacts for the year.
- In its inaugural year, the THRIVE Resiliency education and prevention workshop engaged 55 undergraduate and graduate students over three sessions.

Assessment data from the CCAPS-62 revealed that CAPS clients continue to report initial levels of distress that are consistent with national averages reported by students who access college counseling services. Consistent with recent years, on average, CAPS clients are reporting lower levels of thoughts of suicide than the national averages. This year's assessment data continues to reveal that, in comparison to

the national average, students who engaged in treatment at CAPS reported greater declines in all eight areas of psychological distress over the course of treatment.

This year's Annual Client Satisfaction Surveys revealed:

- 95 percent of student respondents report being very satisfied or satisfied with CAPS services.
- 91 percent reported feeling "comfortable and safe discussing multicultural concerns with their counselor. The overall satisfaction rate reported by students on Uwill is 9.6 out of 10.

Survey data from 2024-25 CAPS trainings for Resident Assistants and Peer Advisors continues to reveal achievement of learning objectives:

- 96 percent (RA) and 82 percent (PA) respondents reported that, because of CAPS training, they feel comfortable talking to or approaching students who might be in distress.
- 82 percent (RA) and 89 percent (PA) respondents reported feeling comfortable asking a student if they are experiencing suicidal ideation.

USAGE OF ASSESSMENT RESULTS

- Assessment results reveal that over the past three years, CAPS has observed a decline in the number of international students utilizing its services, despite the overall international student population remaining relatively stable. Considering this and the increasing sociopolitical stressors affecting this student group, CAPS will enhance its targeted outreach initiatives with the aim of reducing barriers to help-seeking and improving access to mental health services for our international students.
- In response to the rising number of crisis appointments and the increasing complexity of clinical presentations, CAPS will prioritize staff professional development in the upcoming year. Training efforts will focus on enhancing competencies in managing high-risk situations, including the assessment and intervention for psychosis and threats to others. This goal aims to ensure that CAPS remains equipped to provide effective, responsive care for students in acute distress.

DEPARTMENT GOALS FOR 2025-26

- Continue to build on and strengthen partnerships with offices and programs that support first-generation college students and international students. Through

Groups & Workshops

Counseling & Psychological Services



increased collaboration and focused outreach, CAPS aims to gain deeper insight into the unique challenges faced by our first-generation and international students, develop culturally responsive treatment and outreach initiatives, and reduce barriers and stigma associated with seeking mental health services.

- Expand group offerings. In response to national trends, CAPS will expand group therapy offerings to address student loneliness and digital well-being. Groups will be designed to help students improve their mental health by fostering emotional awareness, social skills, and interpersonal communication, as well as teaching them how to manage cell phone and social media use to create a more balanced lifestyle.

ADDITIONAL TESTIMONIALS

“There were other people out there just like me. It made me have a sense of community.”

“My therapy helped me understand myself better and my hierarchy of values, which I think would have helped me make smarter decisions in the past but will definitely help me make smarter decisions going forward.”

“I learned how to understand my emotions, coping mechanisms and how to get out of my shell more with my social anxiety. It helped me figure out ways to decrease my screentime.”

“I really enjoyed the group and learning about DBT skills. I think it helped me learn to control my emotions more.”

DIVISIONAL STAFF ACHIEVEMENTS

Awards and recognitions:

- **Priti Shah, P.V.** (2025). Ethical and Professional Considerations for Social Media Usage: Developing a Social Media Policy. *NJ Psychologist*, Volume 75; Issue 2, Spring 2025. <https://acrobat.adobe.com/id/urn:aaid:sc:US:60423fc0-f4ef-4f6b-9092-b79bf717176f>

Certificates and Degrees:

- **Jayne Duncan, Ph.D.**, completed all requirements for full licensure as a practicing Psychologist in NJ.
- **Dr. Kathryn Cornet** earned a Doctorate of Psychology in Combined Clinical and School Psychology from Kean University.
- **Dr. Leslie Perez** earned a Doctorate in Counseling Psychology from St. Elizabeth’s University.

Professional Organization Involvement:

- **Priti Shah and Brendan Sullivan** were elected to the NJ College Counseling Association Executive Board.

DEAN OF STUDENTS OFFICE

DIRECTOR

Karen Van Norman, Associate Vice President and Dean of Students

CONTACT INFORMATION

deanofstudents@shu.edu

STAFF

1 associate vice president and dean of students – full-time administrator; 1 associate dean of students – full-time administrator; 1 assistant dean of students – full-time administrator; 1 coordinator for outreach and student success – full-time administrator; 1 secretary – full-time; 5 student workers.

MISSION

The Dean of Students Office advocates for students throughout their academic career. Guided by the University’s Catholic Mission, we embrace diverse identities, experiences,



and values. We support and empower students to realize their success in and out of the classroom.

LEARNING OUTCOMES

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

- Strengthen their problem-solving skills and build resilience through connection to and use of resources on and off campus.
- Be challenged to grow through adversity, embrace change, and celebrate success.
- Be more likely to take appropriate actions that influence the safety and well-being of others.

SIGNATURE ACTIVITIES

- KNOW MORE is a collaborative effort between administration and students that works to provide the Seton Hall community with education and resources for sexual violence prevention, bystander intervention, and responsible decision-making around drugs and alcohol through creative outreach programs and campaigns. The KNOW MORE Peer Educators are a group of undergraduate students who work directly with the Dean of Students Office to receive comprehensive training through NASPA's Certified Peer Educator program. The Peer Educators provide a student voice and perspective to shift societal norms and attitudes around drugs and alcohol, empower students to stand up and help their fellow Pirates, and provide education to end sexual violence.
- Behavioral Intervention Team, 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 a concern regarding a student's behavior to the Team. The Team will develop an action plan based on the 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 provide assistance to address the concerning behavior and to be successful in the continuation of their college career. The plan may change and evolve as additional information becomes available.

- The Great Minds Dare to Care is a campus-wide initiative to support the mental health and well-being of all students. Programs, speakers, online resources, outreach efforts, and awareness campaigns are provided to students on all three campuses for the purpose of increasing knowledge of resources on and off campus, increasing students' wellness, and suicide prevention. Many of the Dare to Care programs are led by the Peer Educators, who work directly with the Dean of Students Office and are trained through NASPA's Certified Peer Educator program. The Dean of Students Office seeks collaboration from campus partners for programming through the Dare to Care initiative. The entire Great Minds Dare to Care initiative is funded by a grant from the State of New Jersey.

HIGHLIGHTS

- THRIVE, a transformative two-day workshop for students, is part of our Great Minds Dare to Care initiative. This program is designed to equip students with essential skills in resilience, relationship-building, mindfulness, and more—key tools to help them succeed and flourish. Students leave the workshop with skills that can be applied immediately and developed over the longer term.
- The inaugural Men's Mental Health Gala brought together over 70 students and administrators to shed light on an often-undiscussed topic. Participants engaged in meaningful reflection centered around the theme of "there's more to me" to dig deeper than the persona we may present on the surface. Through an interactive presentation, this event began to break down the harmful stigma that discourages men from expressing emotions and seeking help.
- The Dare to Care website underwent a complete restructure, with a number of new features to engage students and faculty. For students, we have a How to Help a Friend video, created by students, featuring students.

Student Wellness and Support



We also have The Well – a comprehensive toolkit to assist students on topics ranging from loneliness to self-esteem to anxiety and more. For faculty, we have videos to guide them through assisting a student in distress. There’s also a flowchart to help them know when to call in as a useful reference guide.

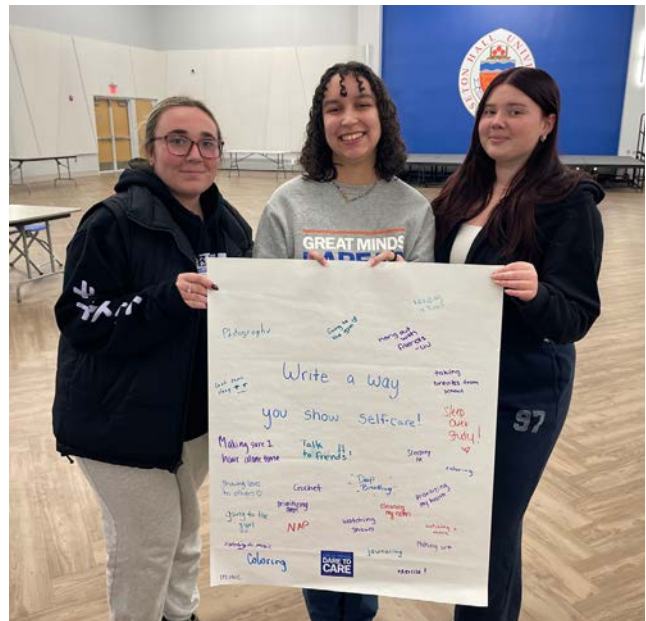
- With the support of both the Strategic Plan Fund and of donors, we worked with a campus-wide committee to establish the Seton Hall Student Assistance Program. This fund supports students who encounter unexpected financial emergencies, beyond tuition expenses, that are impacting their ability to be academically successful. In the spring semester alone, the fund was able to assist twenty (20) students, with needs ranging from textbooks to transportation, to medical bills, and more.
- The Dean of Students Office provided leadership for the University and beyond with regard to the Stop Campus Hazing Act, a new federal law. The Dean of Student Office has formed a campus-wide Steering Committee to ensure ongoing University compliance. We also hosted a conference in March for peer institutions to learn more about the law, its requirements, and the sharing of best practices.

PAST DEPARTMENTAL GOALS FOR 2024–25

We will implement a Resiliency and Mental Health Basic Skills workshop for students. The workshop will be offered at

different times during the year, with a goal of enrolling at least fifty (50) students for the first year. This goal was completed through the implementation of the THRIVE program. We held four THRIVE workshops, attended by 55 students.

The Great Minds Dare to Care Website will be completely redesigned to be more user-friendly, with a focus on student and faculty resources. This goal was accomplished with a completed restructured website,





featuring numerous new resources for both students and faculty, as cited above in Highlights.

We will respond to faculty feedback and revise the Dare to Care blue folder and inserts with an emphasis on easy reference and a guide to responding to students in distress. This goal was accomplished. We created a Flowchart to meet this need and added it to the Dare to Care blue folder, as well as to the revised website, which has been made mobile-friendly.

We will introduce Brief Motivational Interviewing (BMI) meetings as a second violation of the alcohol or drug policy. BMIs are short, one-on-one meetings between a student and an administrator, designed to move students through the cycle of change with nonjudgmental questioning. Students will be prompted to identify strategies for harm reduction around substance use, as well as various substance-free healthy behaviors. Given the scope of other critical projects within the department, this goal has been deferred.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR: 7

DESCRIPTION OF 2024-25 ASSESSMENTS

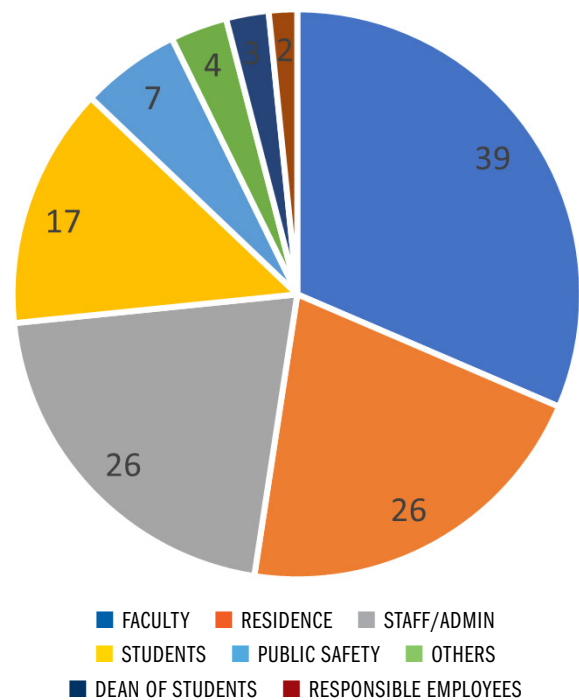
- **Behavioral Intervention Team:** Tracking Number and source of Referrals to indicate if/where additional outreach is needed. Type of Referral to indicate trends of issues/concerns for potential Dean’s Office and/or CAPS outreach, programming.
- **Title IX Tracking:** Number of incidents reported, Location, Allegation to indicate trends for programming and prevention.
- Student Conduct Tracking Number, Location, Violations to indicate trends for intervention needs.

- A survey of students in identified departments is being conducted to gauge their awareness of CAPS and the embedded Intern.
- **Uwill Utilization:** tracking number of students who utilize the Uwill service.
- A survey was administered to all certified Peer Educators at the end of the academic year to gather data to assess the overall effectiveness of the provided training and identify gaps in current offerings.
- The THRIVE Resilience Assessment measured the participants’ self-reported ability to cope with stress and adversity. The assessment looked at key components of resilience such as adaptability to change, ability to deal with challenges, stress coping skills, persistence, and emotional regulation. Participants are invited to complete a pre-survey to establish a baseline, a post-survey following the workshop, and a follow-up survey three months after completion of the workshop.

ASSESSMENT RESULTS AND DATA REPORTING

Peer Educator Survey: 75 percent of respondents indicated that the training provided prepared them to fulfill their roles as peer educators. At the same time, the most noted area for needed improvement was related to team dynamics and collaboration. Peer educators, typically assigned to work

SOURCE OF REFERRALS TO BEHAVIORAL INTERVENTION TEAM





in program teams, indicated on the survey that they lacked the delegation and time management skills needed to work effectively in groups to meet deadlines. Next year, we plan to address the deficiencies by adding additional training sessions during the regular scheduled training in January and by restructuring staff meetings to allow additional opportunities for teams to meet directly with coordinators to address concerns or receive targeted guidance on how to proceed.

The THRIVE Resilience Assessment was used to track changes in participants' resilience over time. Most participants reported feeling confident in applying the skills they gained from the workshop to their daily lives. Many also shared specific examples of how they integrated these skills throughout the semester, demonstrating the workshop's impact. The survey data will be used to inform any changes to future workshop activities.

Uwill Utilization decreased from 319 students to 233 this academic year.

Tracking of referrals to the BIT team shows that faculty were the most frequent source of referrals, indicating that

increased outreach efforts to faculty for awareness of services have been effective. The chart below shows the source of all 124 referrals over the past year.

USAGE OF ASSESSMENT RESULTS

The Dean of Students Office will collaborate with Counseling and Psychological Services to develop and implement an awareness campaign about Uwill services to increase utilization by 15 percent.

DEPARTMENT GOALS FOR 2025-26

THRIVE will launch for the full academic year, offering four workshops for a minimum of 80 students and a maximum of 160 students.

The Dean of Students Office, in collaboration with the Division of Mission and Ministry, will launch a professional development program (Caritas) focused on the University's Catholic identity and mission for members of the Division of Student Services. This year-long, cohort-based model seeks to enrich the work of each area of the Division with a deeper understanding and leveraging of Catholic values as they relate to student service and development.

We will renew the student role in the conduct process for both students and student organizations. We will provide enhanced training, expand the student boards, and increase the utilization of students in the adjudication of cases.

ADDITIONAL TESTIMONIALS

"My experience with the Office of the Dean of Students has been truly impactful for both my academic journey and personal well-being. They took the time to genuinely listen to my concerns, provided clear and thoughtful guidance, and connected me with the right resources. Every time I visited the office, I left feeling supported, empowered, and more confident in my next steps."

"Being involved in the peer education program has provided me the opportunity to develop skills as a leader applicable both in the Seton Hall community and beyond. Working with my peers to advocate for mental health awareness has been one of the most rewarding experiences of my college career." — PEER EDUCATOR

"The Dean of Students Office THRIVE workshop is a perfect example of the impact they make. THRIVE taught me more than just how to 'get through' challenges. It

gave me real tools to build resilience, strengthen my relationships, and grow through adversity.”

“What stood out most was how the workshop encouraged vulnerability while offering practical strategies I could use right away, whether navigating academic stress, social conflict, or personal setbacks. Our discussions during the session, getting to hear from fellow students who maybe feel or have been through the same experiences I have, was truly comforting and eye-opening.”

“Thanks to the support of the Dean of Students Office and programs like THRIVE, I feel better equipped not just to succeed in college, but to grow as an individual.”

“Going into a mental health-focused career, peer education aligns perfectly with my professional and personal values. I have learned so much from the content of the trainings and the people I interact with. I have found a community at Seton Hall where I feel heard and cared for, where I can help educate other students on the importance of mental health.” — PEER EDUCATOR

“The Dean of Students office has great communication and resources for students. Whether it is school, personal matters, career preparation, or skills development, they have resources available to help students prepare and learn about themselves and the future.”

DIVISIONAL STAFF ACHIEVEMENTS

Shadlyne St. Fleur serves as a board member and Programming Co-Chair for the NJ ACE Women’s Network.

Shadlyne St. Fleur serves as a General Advisory Council member for the First Gen Leadership’s 2025 First Gen Summit.

Anthony Turon presented “Emerging Issues Impacting Student-Athlete Mental Health and Wellbeing: Implications for Practice” at two conferences – NYSCHA 2024 Annual Meeting and NASPA 2025 Strategies Conference.

Dr. Nicole Giglia presented “Navigating the Stained Glass Ceiling” at NASPA’s Women’s Leadership Institute and “The Broken Stained Glass Ceiling: The Lived Experiences of Women Catholic College Presidents” at The ASACCU Annual Conference.

Karen Van Norman served as Program Reviewer for the NASPA National Conference, March 2025.

DISABILITY SUPPORT SERVICES

CONTACT INFORMATION

dss@shu.edu

STAFF

1 director, full-time, 3 assistant directors, full-time. 1 at IHS campus and 2 at SO campus, 1 secretary/testing coordinator, full-time at SO campus, 1 testing coordinator, full-time at IHS campus, 15 student workers

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 accommodation needs and communicate them to faculty.
- Students will learn how to self-advocate for their accommodation needs and when to notify DSS staff of issues so that DSS staff can negotiate accommodations with faculty. DSS trains students on basic self-advocacy skills during their intake meetings.

SIGNATURE ACTIVITIES

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

Student Wellness and Support

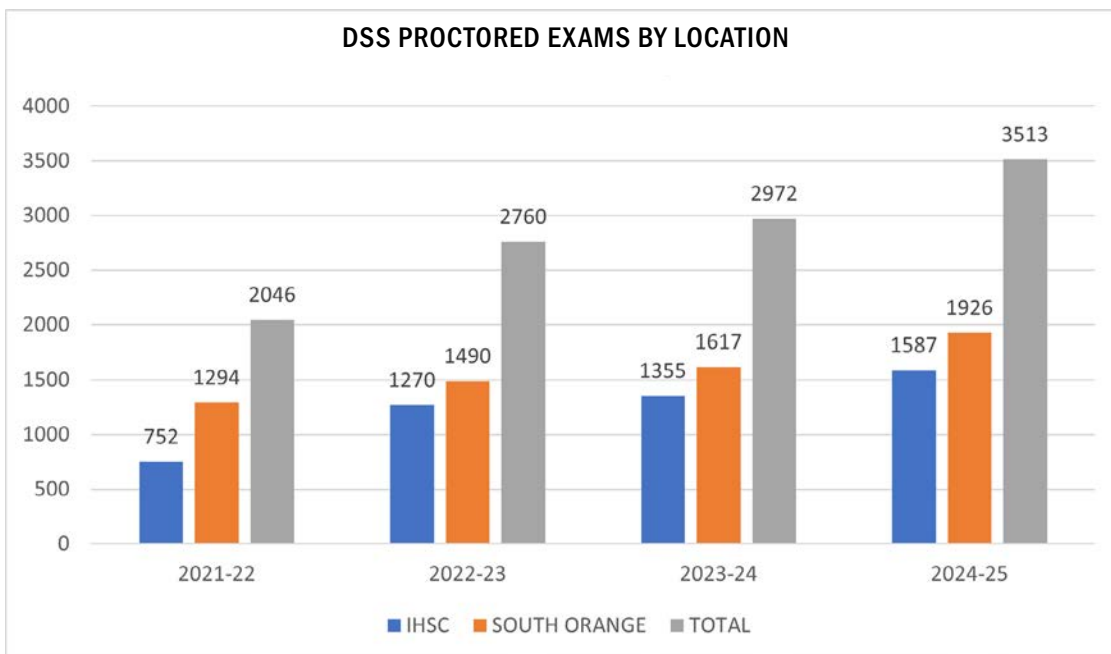
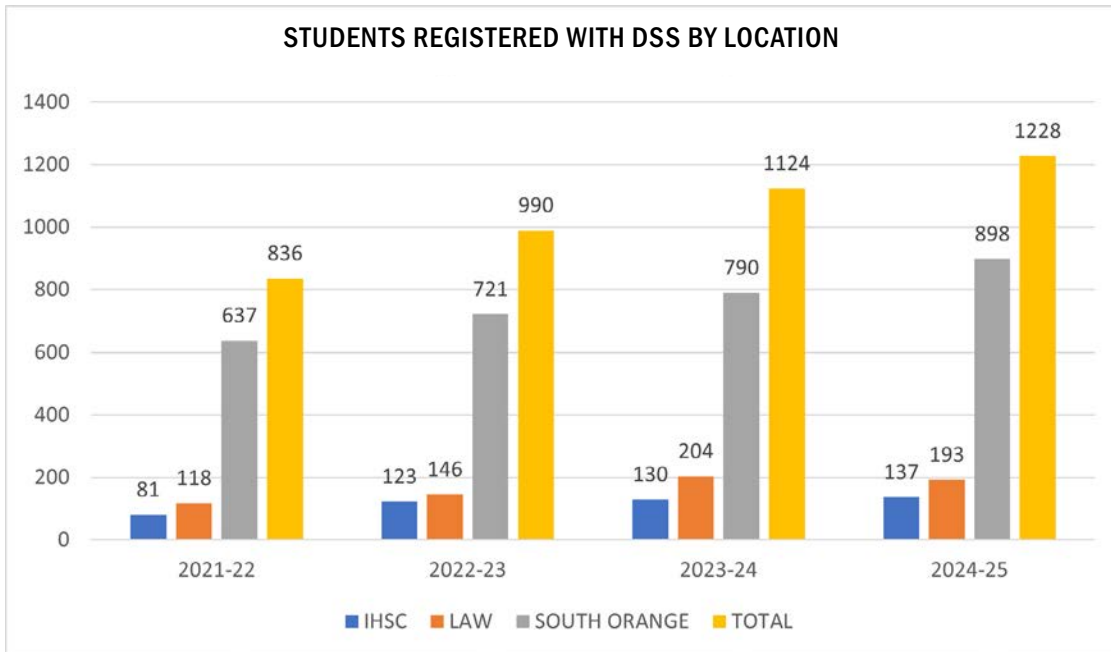
- DSS continued offering the Connectivity Group this academic year to students who have had a harder time connecting socially on campus.

HIGHLIGHTS

- Thanks to the generosity of a donor, Connectivity was able to expand beyond its weekly group meetings and provide expansive programming for students during the spring semester, reaching over 400 students. These events included attending a Men’s basketball game, a trip to Turtleback Zoo, bringing a Gaming

Truck to campus, and a year-end celebration picnic.

- By more fully leveraging the AIM platform, the IHS Campus reduced its carbon footprint by approximately 90 percent. The IHS Campus achieved this by utilizing additional functions in AIM to eliminate the need for paper forms, files, and printed exam request forms.
- DSS staff developed standardized Accommodation Certification Request Forms applicable to the School of Law, as well as programs within Interprofessional Health Sciences, to assist in streamlining the process



for students requesting accommodations for national board exams, licensing entities, and testing centers.

PAST DEPARTMENTAL GOALS FOR 2024–25

DSS will implement strategic changes to processes to encourage and track how students communicate with their faculty about their accommodations, facilitating this process. DSS will provide students with a suggested script to communicate with their faculty, tailored to their individual accommodation needs. DSS Staff created a template language that was provided to all students, along with tips and strategies for communicating with their professors regarding their accommodations. This was well-received by students, although additional support is still necessary.

DSS will review and update documentation guidelines for all types of disabilities on the DSS website. A comprehensive review of documentation guidelines has been conducted, resulting in the proposal of a standardized Accommodation Request and Medical Certification form. One standardized form will capture all types of temporary and permanent disability information and be applicable to various accommodation spaces, such as academics, housing, parking, and third-party site placements.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 2

DESCRIPTION OF 2024–25 ASSESSMENTS

- Tracking the number of students registered with the department by location.
- Tracking the number of tests proctored by department, by location.

ASSESSMENT RESULTS AND DATA REPORTING

- Growth in the number of students registering for services with DSS continues to grow at a significant pace. The total number of students registered this past year was nine percent greater than the previous year.
- The most significant growth was at the South Orange campus, with an increase of 14 percent in the number of students registered for service.
- DSS proctored 18 percent or 541 more exams in 2024–25 than in the previous year.
- This has created the need for increased testing space, particularly at the South Orange campus, and an increased need for proctors at both campuses in order to meet the demand.

USAGE OF ASSESSMENT RESULTS

The increasing demand for test proctoring will determine space and staffing utilization, as well as dictate a need for increased video use in testing spaces.

DEPARTMENT GOALS FOR 2025–26

- DSS Staff will assess the usability and functionality of the DSS website and produce a full restructuring. This includes updating information, streamlining processes and forms, and ensuring that students can more easily locate information related to accessing accommodation.
- DSS Staff will collaborate with the Instructional Design team to create a robust faculty training program within Canvas that will help to guide faculty in supporting students and the accommodation process. Areas within the training include, but are not limited to, Foundations of Disability Law, Understanding Disability, Implementing Accommodations in the Classroom, Creating Accessible Classroom Content, Animals on Campus, Physical and Digital Accessibility, Universal Design and Flexible Classrooms, Supporting Accommodations at Third-Party Sites, and Navigating Grievances and Complaints.
- DSS Staff have begun the process of working with the software developer to upgrade to AIM version 5, with an anticipated launch in the Fall of 2026. This process will include obtaining qualitative and quantitative feedback from students and faculty to ensure ease of use. Streamlining information and allowing for the output of more viable data points will assist staff in articulating the needs of students who disclose a disability. Most importantly, AIM Version 5 will provide greater ease of use for students and faculty.

ADDITIONAL TESTIMONIALS

“Thank you for everything you did for me this year. The DSS office has become a home to me, and I am forever grateful for that. Thank you for helping me to have a great first year of college.”

“Thank you so much for all your help over these last few years! It won’t go unnoticed, and I will never forget all that you have done for me! Have a great summer!”

This student sent us his photo at graduation with a note: “Thank you, Gianna and Diane. I wouldn’t be here without you.”

"You are always such a great help, and I really appreciate it."

"It is really such a relief having someone that truly cares to advocate for us students. Thank you again!"

HEALTH SERVICES

DIRECTOR

Diane Lynch

CONTACT INFORMATION

diane.lynch@shu.edu

STAFF

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

MISSION

Health Services promotes and supports health in its broadest interpretation by providing compassionate, comprehensive healthcare services. We strive to foster a healthy campus community where every student has the resources, care, and support needed to thrive. Through accessible healthcare, preventative education, and wellness promotion, we ensure that students remain healthy, focused, and empowered to fully engage in their academic endeavors and campus life. Our goal is to become a trusted partner in each student's journey towards lifelong wellness.

LEARNING OUTCOMES

- By engaging with Health Services, students will develop the ability to effectively communicate with healthcare



providers and learn to navigate the healthcare system more confidently.

- Through care provided by Health Services, students will understand the relationship between their diagnosis and treatment plan.
- Through education provided by Health Services, students will understand the relationship between their treatment plan and reaching their health goals to engage in making health decisions.

SIGNATURE ACTIVITIES

- **Vaccine Clinics:** The department planned and organized multiple vaccine clinics for students and employees at all three (3) campus locations. This year, we also added pop-up flu clinics to reach more students and to promote a healthy and safe campus.
- **Preceptor Program:** Our office served as a clinical rotation site for students in the Nurse Practitioner, Physician Assistant, and Healthcare Administration programs. This provides a valuable educational experience for the students, a teaching opportunity for the departmental staff, and a service to the University.
- **Outreach and Prevention:** Our department continues to provide a wide range of programming each year to increase student awareness of services on campus and



Student Wellness and Support



to support them in maintaining optimal health. Health promotional activities during the 2024-2025 academic year included:

- ▶ Become Your Best Slept Self, a campus tabling event during the fall, aimed at sharing information and “sleep kits” showing the importance of sleep on health and academic performance.
- ▶ American Heart Association “Heart Healthy” education, offering CPR certification opportunities and tips on maintaining a healthy heart through diet and exercise.
- ▶ Opioid Overdose Prevention Program, to provide education and resources aimed at prevention.
- ▶ Women’s Health Programming, to promote women’s health services available on campus, health promotion, and disease prevention.
- ▶ Graduate Appreciation Week, offering healthy snack tips.
- ▶ Healthy Pirate Screenings aim to educate students on routine health screening schedules, navigate health insurance, and raise awareness of screenings available at health services.
- ▶ Epipen administration and training program.
- ▶ Mental health depression screening program.
- ▶ Orientation and parent resource sessions.

HIGHLIGHTS

- Our Opioid Prevention Program resulted in the distribution of over 500 Narcan kits to our students and staff via outreach programs, to the public safety staff, and interested students via our waiting room wellness station. The goals of the program are to provide students and community members with overdose prevention education,

easy access to Narcan, and increased knowledge of how to respond to a potential opioid overdose.

- Health Services was inducted into the 2024-2025 NJ Department of Health Influenza Honor Roll in recognition of our efforts to promote a healthy and safe environment for our University community by providing flu prevention education and supporting annual flu vaccination.
- This year, Health Services created “Self-Care Stations” for each of the residence halls, providing access to self-care tip sheets on managing common mild illnesses or injuries, over-the-counter treatments, and information and contact details for on-campus and off-campus healthcare providers.

PAST DEPARTMENTAL GOALS FOR 2024-25

- Post one student-relevant health and wellness topic each month of the 2024-25 AY using university social media platforms and university center monitors. The department continues its efforts on this goal, using a variety of social media platforms and collaborating with campus partners.
- Provide at least one free American Heart Association Basic Life Support class for students interested in gaining certification in the fall of 2024. This goal was completed with the provision of a Basic Life Support class for students who requested it.





- Create and launch a Health and Wellness station in the Health Services waiting room this August, with student-relevant topics, self-assessments (that can be discussed as desired during their visit), and upcoming health and wellness activities on campus and in the surrounding community. This goal was accomplished as the Health and Wellness station was completed and established.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024-25 ACADEMIC YEAR: 4

DESCRIPTION OF 2024-25 ASSESSMENTS

- **Point of Care Testing:** Analysis of billing documentation. A benchmarking study was conducted to evaluate the number of POC tests both documented and billed for, and compare them to last year's data to prove the sustainability of QI interventions.
- **Spring Patient Satisfaction Survey:** This survey was aimed at quality assurance and compared patient satisfaction during the 2023-24 academic year with the 2024-25 academic year. The survey also allowed us to review patient experience and respond to any concerns.
- **Depression Screening:** A two-question depression

screening (PHQ2) is administered once per year and as needed to students, allowing us to identify and connect students with positive scores to on and off-campus resources.

- **AHRQ Benchmarking Study:** This is a program funded and guided by the Agency for Healthcare Research and Quality (AHRQ) Safety Program for Telemedicine: Improving Antibiotic Use. Potential benefits of participation include:
 - ▶ Learning evidence-based strategies from nationally renowned experts in telemedicine diagnosis and antibiotic prescribing, and gaining dedicated access to free expert consultation.
 - ▶ Improving efficiency, using approaches such as scripting for live and patient portal interactions.
 - ▶ Improving patient safety by reducing harm from antibiotic side effects.
 - ▶ Improving patient satisfaction and communication with patients and their families, and appropriate antibiotic use.

ASSESSMENT RESULTS AND DATA REPORTING

- ▶ Services were provided to students in 3,048 appointments during the 2024-25 academic year.

PATIENT SATISFACTION SURVEY RESULTS

- ▶ 98 percent of students receiving care at Health Services reported overall satisfaction with the services they received and would recommend the department to a friend.
- ▶ 100 percent of students reported they agreed or strongly agreed that reception staff were helpful and courteous.
- ▶ 97 percent of students reported feeling "listened to" and having all their questions answered when seen by our care providers.
- ▶ 42 percent of students reported they were interested in participating in a telemedicine appointment in the future, down slightly from 46 percent last year.

DEPRESSION SCREENING DATA

- ▶ During the 2024-25 academic year, health services provided 1,550 depression screenings during routine visits, which resulted in identifying 164 students with positive scores, whom we were able to assess further and connect with resources for care as appropriate.



AHRQ PROGRAM DATA

- ▶ Benchmarking data reflected that our practice met all desired performance goals. A review of charts revealed no inappropriate antibiotic prescriptions written during telemedicine visits between March 2024 and November 2024.

POINT OF CARE TESTING DATA

- ▶ A total of 959 same-day point-of-care lab results were provided during the 2024–25 academic year, supporting the timely diagnosis and treatment of common conditions.

USAGE OF ASSESSMENT RESULTS

- ▶ Health Services will continue to offer annual and as-needed mental health checkups at least once annually to 100 percent of students utilizing our services during the 2025–26 academic year.
- ▶ Health Services will continue to provide a broad range of services for students that include both in-office and telehealth services.
- ▶ Health Services will continue participation in the AHRQ safety program for telehealth until study completion.

DEPARTMENT GOALS FOR 2025–26

- Post one student-relevant health and wellness topic each

month of the 2025–26 AY using university social media platforms and university center monitors.

- Prepare for a successful AAAHC re-accreditation visit in the Spring of 2026 by reviewing the organizational manual with all AAAHC standards and addressing all necessary updates.
- Partner with the College of Nursing to provide students enrolled in the nursing program the opportunity to promote and get hands-on practice administering vaccines at a minimum of two (20 flu clinics this fall).

ADDITIONAL TESTIMONIALS

“I don’t speak English very well, and I was afraid I wouldn’t be understood. But I noticed that they did everything to make me feel comfortable. I could see the doctors’ love for their work. A big thank you to everyone.”

“Great Experience. Very kind and welcoming staff.”

DIVISIONAL STAFF ACHIEVEMENTS

- **Joseph Henson** continued his term as the Vice President of the New Jersey College Health Association.
- **Diane Lynch** chaired the Awards Committee this year for the New Jersey College Health Association and continued to act as moderator for the New Jersey College Health meetings.
- **All clinical staff** participated in the Agency for Healthcare Research and Quality (AHRQ) program aimed at supporting the appropriate use of antibiotics.

RESIDENCE LIFE

DIRECTOR

James Calechman

CONTACT INFORMATION

james.calechman@shu.edu

STAFF

12 full-time employees- 1 director, 2 assistant directors, 1 operations coordinator, 2 area coordinators, 6 residence coordinators, 116 student workers

MISSION

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

LEARNING OUTCOMES

- Residents will experience a living environment designed to promote their holistic development and nurture their heart, mind, and spirit.
- Residents will develop skills to live independently while also contributing positively to community living.

- Residents will engage in educational programs focused on diversity, equity, and inclusion that encourage an appreciation for the experiences of others.

SIGNATURE ACTIVITIES

- **The First 56 Days:** The First 56 Days is a campus-wide Fall programming initiative spearheaded by the Department of Residence Life, designed to immerse students in the vibrant culture and opportunities available both on and off-campus. This program aids new students in their transition to university life by encouraging them to explore Seton Hall University, South Orange, and the greater NYC area. The First 56 days of programming enhance student engagement, social integration, and connections to academic resources.
- **RA Training and Cohorts:** RA Training is an experiential-learning-based training and development series that occurs several times throughout the year. During these trainings, student staff experience leadership development education regarding campus resources and are given tools to support the health, safety, and development of their peers in a residential setting. In addition, new Resident Assistants participate in the Cohort program, where they are provided with supplemental training as part of their onboarding into the role. This innovative approach aims to reinforce



key competencies, foster a sense of community, and facilitate a smoother transition for RAs as they adjust to the demands of their role within the department.

- **Area Programming:** Living on campus provides a unique experience for students to get to know each other and be a part of the campus community. Throughout the academic year, the First Year Area, along with the Upperclass Area, hosts what is known as area programming. These events provide opportunities for students to connect and learn through programs like Rep Your Flag, which celebrates their heritage, and Mental Health Awareness Week, which offers self-care tips. Students of all years are able to participate in and engage with each other over fun and engaging events.

HIGHLIGHTS

- **Love Your Neighbor Lent:** This year, Residence Life, Campus Ministry, and DOVE collaborated to host a programming series called Love Your Neighbor Lent. Students participated in a series of programs that focused on building community and “loving your neighbor,” meaning encouraging connection amongst one another. This series included programs such as a Candlelit Prayer Concert, a Phone-Fast Lunch, and a Campus Community Clothing Swap, along with Ash Wednesday Services, community service, and Palm Sunday. In addition to these signature events during the series, RAs also hosted programs within their residence halls that connected with the mission around Love Your Neighbor Lent.
- **Life Skills Programming:** Residence Life partnered with the Office of Public Safety, Gourmet Dining Services, and Health Services to provide programs to students that focused on providing key life skills. These events included Car Maintenance 101, a cook-off challenge, and a Wellness Carnival. Each event sought to prepare students for life after college.

PAST DEPARTMENTAL GOALS FOR 2024–25

- An application process to create a Living Learning Community within the halls will be launched in early Fall 2024. The application will be due at the end of the Fall semester for an LLC launch in Fall 2025. Applications were submitted by both the Buccino Leadership program and the Honors Program. We will be utilizing these two groups to pilot our LLC program for the 2025–26 academic year.
- Assess resident experience and satisfaction through a survey to identify opportunities for improvement of the

residential experience. A resident experience survey process was conducted in collaboration with students in the ELMP 8890 Survey Research class. Three sample surveys were created and piloted with 97 residential students. Results provided key information, and a final survey will be created for the 2025–26 academic year.

- Create an online learning module similar to the RA Training course for onboarding professional staff members and continued training for current staff. Although the department did not develop an online learning module as initially planned, the Residence Life team participated in a series of professional workshops that focused on a strengths-based approach to upskilling.

NUMBER OF ASSESSMENTS CONDUCTED IN 2024–25 ACADEMIC YEAR: 2

DESCRIPTION OF 2024–25 ASSESSMENTS

Programming Attendance: Tracked attendance of all Residence Life facilitated programs throughout the year. This includes both large- and small-scale events.

Resident Experience Survey: A survey created by students in the ELMP 8890 course designed to quantify student experiences with Residence Life staff and their perceptions of community within the halls.

ASSESSMENT RESULTS AND DATA REPORTING

Programming Numbers: A total of 262 programs were attended by 9,384 students throughout the 2024–25 Academic Year.

RESIDENT EXPERIENCE SURVEY

- This survey revealed three major themes. First, students value a strong sense of community and opportunities to build friendships. Responses revealed that most students feel welcome in the residence halls. However, students varied in their feelings of connection to others.
- A second theme emerged that indicated interactions with Residence Life staff, namely RAs and DAs, greatly impacted student satisfaction. The results showed that students who had engaged with RAs were highly satisfied. Some students also indicated a desire for DAs to be more welcoming at the front desk.
- Finally, the third theme that emerged focused on effective and impactful RA programming. Students indicated they enjoyed food-related, creative, and social programming. They also indicated a need for increased communication and convenience around programming.



USAGE OF ASSESSMENT RESULTS

- The results from the Residence Experience Survey will be utilized to do the following.
- Identify and create a centralized programming space in the Complex Area.
- Increase training for RAs throughout the year that focuses on creating connections with and between students through meaningful interactions and programming.
- Incorporate training for DAs on hospitality and customer service to increase positive interactions with students.

DEPARTMENT GOALS FOR 2025-26

- Pilot two LLCs with the Buccino Leadership Institute and the Honors Program to enhance student co-curricular experience for students in those communities.
- Launch the final version of the Resident Experience Survey to the entire residential population to gauge student perception of community within the halls.
- Continue to create an online learning module similar to the RA Training course for onboarding professional staff members and continued training for current staff.

ADDITIONAL TESTIMONIALS

“What I love most is being a source of guidance and encouragement, especially for students who are adjusting to a new environment or facing challenges.”

“Helping others find their footing and watching them grow is incredibly rewarding.” — XAVIER HALL RESIDENT ASSISTANT

“Working as a desk assistant gave me some of the most impactful periods of my college experience, helping me form important bonds and lifelong friends with my peers”

— RESIDENCE HALL DESK ASSISTANT

“In my senior year, I worked as an office assistant and learned a ton of skills that I am going to take with me in my career: using Excel to manage schedules and organize data, assisting students and families in navigating different processes, and creating promotional materials to support department initiatives.”

— RESIDENCE LIFE OFFICE ASSISTANT

DIVISIONAL STAFF ACHIEVEMENTS

- **Daniela Montoya and Ray Vincent De Jesus** received their Master’s Degrees in Higher Education.
- **Jason Toledo** received the Outstanding Faculty Advisor award for his involvement in Greek Life.
- **Residence Life** was awarded Program of the Year for their Love Your Neighbor Lent program.

Divisional Staff Achievements

Awards and Recognitions

- **Stephanie Gomez** was accepted into the ELMP Master's degree Program
- **Ghana Hylton** was accepted into all five colleges she applied to for the Master of Divinity program.
- **Joshua Lomas** was appointed to the NJ TRIO SSS Student Leadership Board.
- **Mary Grace Mangano** received the 2025 Individual Artist Finalist award from the New Jersey State Council on the Arts for her poetry.
- In recognition of her outstanding service, **Dr. Nicole Paternoster** from the Academic Resource Center was honored with the Karen G. Smith Special Recognition Award from the College Reading and Learning Association at the National Conference in Minnesota.
- **Pre-Medical/Pre-Dental Plus Program** was one of 57 programs to be awarded the 2025 Inspiring Programs in STEM Award from Insight into Academia magazine and featured in the June 2025 edition.
- **Residence Life** was awarded Program of the Year for their Love Your Neighbor Lent program.
- **RISE TRIO SSS** hosted the first quarterly NJ TRIO SSS Round Table.
- **Jorge E. Rivera** was awarded the President's Award for Student Services.
- **Three Seton Hall ROTC cadre members** were inducted into the Order of St. Maurice – an Infantry Branch Award, given for excellence in adherence to military standards and professionalism.
- **One Seton Hall ROTC Cadre member** received the United States Army Recruiting Command's Command Sergeant Major Award, given for organizing two international staff rides. There are only two other programs in the nation that organize an international staff ride. It is a tremendous undertaking and accomplishment.
- **Alison Sotolongo-Miller** successfully completed the EAB Rising Higher Education Leaders Fellowship.
- **Jason Toledo** received the Outstanding Faculty Advisor award for his involvement in Greek Life.
- **Assistant Director Monterasia White** became the Seton Hall Advisor to the National Pan-Hellenic Council at Seton Hall University.
- **Monica Burnette, Ph.D.**, was awarded the 2025 Campus Champion Award.

Certificates and Degrees

- **Dr. Kathryn Cornet** earned a Doctorate of Psychology in Combined Clinical and School Psychology from Kean University.
- **Jayne Duncan, Ph.D.**, completed all requirements for full licensure as a practicing Psychologist in NJ.
- **Ghana Hylton** received her BA in Social and Behavioral Sciences in August 2024 with minors in Psychology and Religion.
- **Daniela Montoya** and **Ray Vincent De Jesus** received their Master's Degrees in Higher Education.
- **Dr. Leslie Perez** earned a Doctorate in Counseling Psychology from St. Elizabeth's University.
- Assistant Director of Parking Services **Marisol Rivera** earned a Bachelor of Arts degree with a concentration in Allied Health, demonstrating a commitment to professional development and expanding knowledge to better serve the campus community.

Promotions/Additions

- **Shiray McLean** joined the RISE Gen 1 Program as the Coordinator.

Professional Development

- **Dr. Ibiyemi Adesanya** was interviewed at the 2025 Transact360 Conference about the use of technology to address Food Insecurity.
- Based on the results of our successful completion of the NCAA APP Data Review, **Amanda DiDonato** was invited to take part in the panel discussion "Certifying Eligibility: A Team Effort," focusing on best practices at the NCAA Regional Rules Seminar in Indianapolis.
- **Amanda DiDonato** and **Matt Geibel** attended the NCAA Regional Rules Seminar in Indianapolis in May.
- **Dr. Jacqueline Galler** and **Zoe Blackwell** presented at the NASPA Region II conference in June 2025 on developing a curriculum for an exploratory course for undecided students.
- **Matt Geibel, Dr. Nicole Paternoster, and Winston Roberts** spearheaded the Seton Hall connection with Safe Zone training with other members of the university community. They also co-facilitated three training

Divisional Staff Achievements

sessions, increasing the awareness of critical support for LGBTQIA+ members of our community.

- **Matt Geibel** attended the NCAA National Convention in Nashville in January.
- **Dr. Nicole Giglia** presented “Navigating the Stained Glass Ceiling” at NASPA’s Women’s Leadership Institute and “The Broken Stained Glass Ceiling: The Lived Experiences of Women Catholic College Presidents” at The ASACCU Annual Conference.
- **Cassandra Graham, Ph.D.**, served as Co-Chairperson of the Division of Student Services Annual Report Committee.
- **Carissa Leoni** attended the National Association of Academic and Student-Athlete Development Professionals (N4A) national convention in Orlando in June.
- **Jose Reyes** attended the NASPA Conference in New Orleans, LA, and the EOF Tri-State Consortium of Opportunity Programs Conference in Albany, NY.
- **Darlene Robinson** attended the NASPA Conference 2025 in New Orleans.

- **Shadlyne St. Fleur** serves as a General Advisory Council member for the First Gen Leadership’s 2025 First Gen Summit.
- **Anthony Turon** presented *Emerging Issues Impacting Student-Athlete Mental Health and Wellbeing: Implications for Practice* at two conferences – NYSCHA 2024 Annual Meeting and NASPA 2025 Strategies Conference.
- All clinical staff participated in the Agency for Healthcare Research and Quality (AHRQ) program aimed at supporting the appropriate use of antibiotics.

Publications and Research

- **Priti Shah, P.V.** (2025). Ethical and Professional Considerations for Social Media Usage: Developing a Social Media Policy. *NJ Psychologist*, Volume 75; Issue 2, Spring 2025. <https://acrobat.adobe.com/id/urn:aaid:sc:US:60423fc0-f4ef-4f6b-9092-b79bf717176f>



Divisional Staff Achievements

Professional Organization Involvement:

- **Joseph Henson** continued his term as the Vice President of the New Jersey College Health Association.
- **Justin Krass** from the Career Center was selected as First VP of the Metropolitan New York College Career Planning Officers Association (MNYCCPOA)
- **Dr. Nicole LaCapria** serves as a journal reviewer for the Journal of College Orientation, Transition, and Retention.
- **Diane Lynch** chaired the Awards Committee this year for the New Jersey College Health Association and continued to act as moderator for the New Jersey College Health meetings.
- **Ted McCulloch** from the Academic Resource Center served as the New Jersey Membership Coordinator for the College Reading and Learning Association (CRLA) PA/NJ Region. He also presented at Haverford College on “The Beneficial Uses of AI in the Tutoring Space” and at Princeton University on “Fostering Intrinsic Motivation Through Academic Coaching.”
- **Dr. Nicole Paternoster** from the Academic Resource Center served as the Website Administrator for the National College Reading and Learning Association.
- **Jose Rodas** served as the EOPANJ Sector Representative for Independent Colleges.
- **Priti Shah and Brendan Sullivan** were elected to the NJ College Counseling Association Executive Board.
- **Shadlyne St. Fleur** serves as a board member and Programming Co-Chair for the NJ ACE Women’s Network.
- **Karen Van Norman** served as Program Reviewer for the NASPA National Conference, March 2025.

2024-25 Divisional Awards

Best Practices Award: **Academic Resource Center**

Campus Partner Award: **Public Safety and Security**

Innovation Award: **Office of Student Engagement**

Outstanding Mission Award: **Campus Inclusion Center**

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

Acknowledgements

Annual Report Committee

- **Dianne Agüero-Trotter**, director, counseling and psychological Services
- **Matthew Geibel**, director, academic support services for student athletes and co-chair of the division of student services annual report committee
- **Cassandra Graham, Ph.D.**, associate director, pre-medical/pre-dental plus program and co-chair of division of student services annual report committee
- **Justin Krass**, associate director of the career center
- **Nicole LaCapria**, assistant director of assessment and special programs, co-chair of the division of student services annual report committee
- **Khazema Rauf**, program coordinator, rise (Resilience, Integrity, Scholarship, and Excellence) TRIO student support services
- **Jorge E. Rivera**, director, the career center
- **Nadia Sanon**, assistant director, the career center
- **Shadlyne St. Fleur**, coordinator of student outreach and support, dean of students office

PR Team

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

SharePoint Integration and IT Team

- **Melissa Cerciello**, senior Marketing and communications manager, university communications
- **Kylie G Powers**, senior interactive communications specialist, university communications
- **Christine A Sandella**, director, IT planning and communications, department of information technology

GREAT MINDS
Greater Purpose



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