



Board Member Toolkit





Thank you for considering serving as a member of the Harris-Stowe Foundation. Helping young minority students attend and graduate from college is what Harris-Stowe State University is all about. And helping Harris-Stowe fulfill that mission is what the Harris-Stowe Foundation is all about.



The St. Louis area is rich with intelligent and ambitious minorities. Young people whose education Harris-Stowe would happily support. Harris-Stowe wants to help them become the teachers, business executives, doctors, nurses, and public servants who will be this community's next generation of leaders.

We have invited you to serve on the Harris-Stowe Foundation Board because you know this community, how it works and can help marshal support for Harris-Stowe and its work. Your volunteer time, your financial support, your standing in the community, and your commitment to education for all can help Harris-Stowe make a difference.

Your service as a member of the Harris-Stowe Foundation can help students in this area and around the country get the education they need, that we need them to get, and can help us all live up to the ideal expressed in Harris-Stowe's motto, "Change Happens Here."

Attached you will find the expectations we have for each Harris-Stowe Foundation Board Member listed. Please review and I look forward to working with you and I'm excited about having you as a part of the Harris-Stowe team!

Sincerely,

A handwritten signature in blue ink that reads "Jeff Shaw".

Jeff Shaw
President, Harris-Stowe Foundation, Inc.





2022-2023
FACTBOOK

HARRIS-STOWE
STATE UNIVERSITY

OFFICE OF
INSTITUTIONAL RESEARCH

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Fall 2022 Enrollment

At-A-Glance

Total Headcount* **1084**

FTE° **978**

By Full/Part-time

| | | |
|-----------|-----|-----|
| Full-time | 947 | 87% |
| Part-time | 137 | 13% |

By Classification

| | | |
|---------------------|-----|-----|
| First-time Freshmen | 235 | 22% |
| Other Freshmen | 96 | 9% |
| Sophomore | 206 | 19% |
| Junior | 231 | 21% |
| Senior | 309 | 29% |
| Dual Enrolled | 1 | 0% |
| **Other | 6 | 1% |

By Gender

| | | |
|--------|-----|-----|
| Female | 758 | 70% |
| Male | 326 | 30% |

By Status/Gender

| | | |
|-----------|-----|-----|
| Full-time | | |
| Female | 662 | 61% |
| Male | 285 | 26% |
| Part-time | | |
| Female | 96 | 9% |
| Male | 41 | 4% |

New Students

| | | | |
|---------------------|-----|-----|--|
| First-time Freshmen | | | |
| Full-time | 227 | 21% | |
| Part-time | 8 | 1% | |
| First-time Transfer | | | |
| Full-time | 62 | 6% | |
| Part-time | 8 | 1% | |

New Student Total **305**

By Race/Ethnicity

| | Male | Female | Total | |
|---------------------------|------|--------|-------|-----|
| African American/Black | 222 | 644 | 866 | 80% |
| American Indian | | | 0 | 0% |
| Asian | 2 | 4 | 6 | 1% |
| Hawaiian/Pacific Islander | | 1 | 1 | 0% |
| Hispanic | 18 | 9 | 27 | 2% |
| Multiracial | 18 | 27 | 45 | 4% |
| U.S. Non-Resident | 31 | 22 | 53 | 5% |
| Unknown | 8 | 41 | 49 | 5% |
| White | 27 | 10 | 37 | 3% |

Grand Total **326** **758** **1084**

By Residence

| | | |
|---------------|-----|-----|
| In-state | 594 | 55% |
| Out-of-State | 437 | 40% |
| International | 53 | 5% |

PELL Eligible

| | | |
|---------------------|-----|-----|
| First-time Freshmen | 195 | 83% |
| First-time students | 239 | 78% |
| All students | 792 | 73% |

*Enrollment numbers based on Fall census day calculations (September 12, 2022).

° FTE calculated by DHEWD method (credit hours/15).

** Other: Visiting, Non-Degree, Post-Baccalaureate, and Certification seeking students.

Student: Fall to Fall Enrollment Comparison

| Classification | Fall 2021 | Fall 2022 | % Change |
|-----------------------------|--------------|--------------|---------------|
| First-time Freshmen | 209 | 235 | 12.4% |
| Other Freshmen | 129 | 96 | -25.6% |
| Sophomore | 239 | 206 | -13.8% |
| Junior | 318 | 231 | -27.4% |
| Senior | 304 | 309 | 1.6% |
| Dual Enrolled | 0 | 1 | 100.0% |
| Other | 11 | 6 | -45.5% |
| Total | 1,210 | 1,084 | -10.4% |
| Full Time Equivalent | | | |
| FTE* | 1,061 | 978 | -7.8% |
| Full/Part-time | | | |
| Full-time | 998 | 947 | -5.1% |
| Part-time | 212 | 137 | -35.4% |
| Gender | | | |
| Female | 856 | 758 | -11.4% |
| Male | 354 | 326 | -7.9% |
| Credit Hours | | | |
| Registered Hours | 15,922 | 14,667 | -7.9% |
| Residence | | | |
| In State | 641 | 594 | -7.3% |
| Out of State | 518 | 437 | -15.6% |
| International | 51 | 53 | 3.9% |
| Race/Ethnicity | | | |
| African American | 966 | 866 | -10.4% |
| American Indian | 1 | 0 | -100.0% |
| Asian | 5 | 6 | 20.0% |
| Hawaiian/Pacific Islander | 0 | 1 | 100.0% |
| Hispanic | 43 | 27 | -37.2% |
| Multiracial | 40 | 45 | 12.5% |
| U.S. Non-Resident | 38 | 53 | 39.5% |
| Unknown | 73 | 49 | -32.9% |
| White | 44 | 37 | -15.9% |

Enrollment numbers based on Fall census day calculations.

* FTE calculated by DHEWD method (Credit hours / 15).

Student: Fall Enrollment Trends

| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total Headcount | 1,390 | 1,464 | 1442 | 1716 | 1630 | 1400 | 1210 | 1084 |
| % Change | | 5% | -2% | 19% | -5% | -14% | -14% | -10% |
| Student FTE | 1,179 | 1,282 | 1276 | 1526 | 1453 | 1179 | 1061 | 978 |
| % Change | | 9% | 0% | 20% | -5% | -19% | -10% | -8% |
| By Gender | | | | | | | | |
| Male | 462 | 488 | 493 | 573 | 511 | 409 | 354 | 326 |
| Female | 928 | 976 | 949 | 1143 | 1119 | 991 | 856 | 758 |
| By Residence | | | | | | | | |
| In-State | 1,156 | 1,125 | 1077 | 1113 | 979 | 774 | 641 | 594 |
| Out-State | 234 | 339 | 335 | 573 | 610 | 597 | 518 | 437 |
| International | | | 30 | 30 | 41 | 29 | 51 | 53 |
| By Full/Part-time | | | | | | | | |
| Full-time | 1036 | 1159 | 1163 | 1398 | 1398 | 1056 | 998 | 947 |
| Part-time | 354 | 305 | 279 | 318 | 318 | 344 | 212 | 137 |

| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total Headcount | 1,390 | 1,464 | 1,442 | 1,716 | 1,630 | 1,400 | 1,210 | 1,084 |
| Student FTE | 1,179 | 1,282 | 1,276 | 1,526 | 1,453 | 1,179 | 1,061 | 978 |
| By Gender | | | | | | | | |
| Men | 33% | 33% | 34% | 33% | 31% | 29% | 29% | 30% |
| Women | 67% | 67% | 66% | 67% | 69% | 71% | 71% | 70% |
| By Residence | | | | | | | | |
| In-State | 83% | 77% | 75% | 65% | 60% | 55% | 53% | 55% |
| Out-State | 17% | 23% | 23% | 33% | 37% | 43% | 43% | 40% |
| International | | | 2% | 2% | 3% | 2% | 4% | 5% |
| By Full/Part-time | | | | | | | | |
| Full-time | 75% | 79% | 81% | 81% | 86% | 75% | 82% | 87% |
| Part-time | 25% | 21% | 19% | 19% | 20% | 25% | 18% | 13% |

*FTE calculated by IPEDS method.

Enrollment based on Fall census day calculations (September 12, 2022)

Source: HSSU Office of Institutional Research

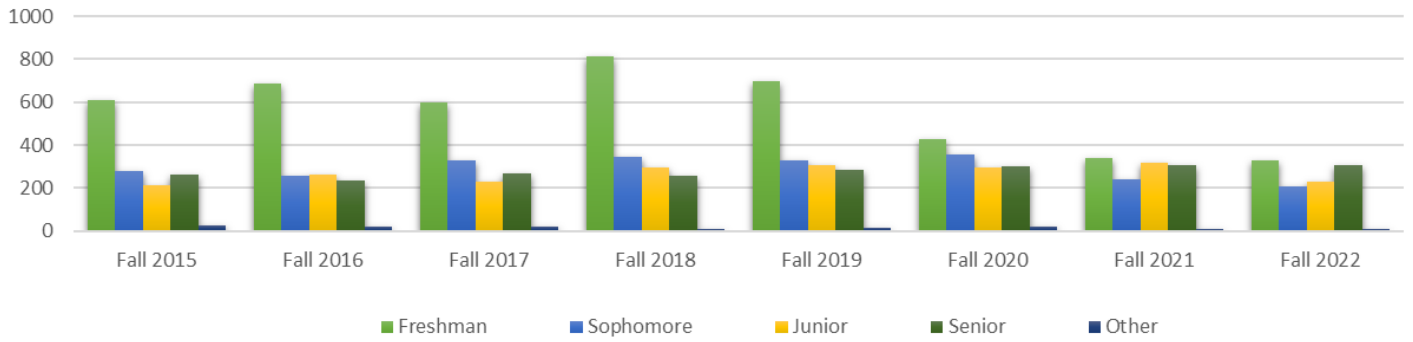
Student: Fall Enrollment Trends

| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| First-Time Students | | | | | | | | |
| Freshman | 279 | 379 | 270 | 548 | 381 | 191 | 209 | 235 |
| Transfers | 173 | 152 | 168 | 161 | 152 | 101 | 72 | 70 |
| By Classification | | | | | | | | |
| Freshman | 611 | 684 | 599 | 810 | 696 | 424 | 338 | 331 |
| Sophomore | 280 | 259 | 327 | 346 | 331 | 359 | 239 | 206 |
| Junior | 212 | 265 | 227 | 294 | 308 | 296 | 318 | 231 |
| Senior | 260 | 237 | 270 | 259 | 282 | 300 | 304 | 309 |
| Other | 27 | 19 | 19 | 7 | 13 | 21 | 11 | 7 |
| By Status/Gender | | | | | | | | |
| Full-time | | | | | | | | |
| Male | 351 | 406 | 420 | 478 | 446 | 299 | 295 | 284 |
| Female | 685 | 753 | 743 | 920 | 925 | 757 | 703 | 662 |
| Part-time | | | | | | | | |
| Male | 111 | 82 | 73 | 95 | 65 | 110 | 59 | 41 |
| Female | 243 | 223 | 206 | 223 | 194 | 234 | 153 | 96 |

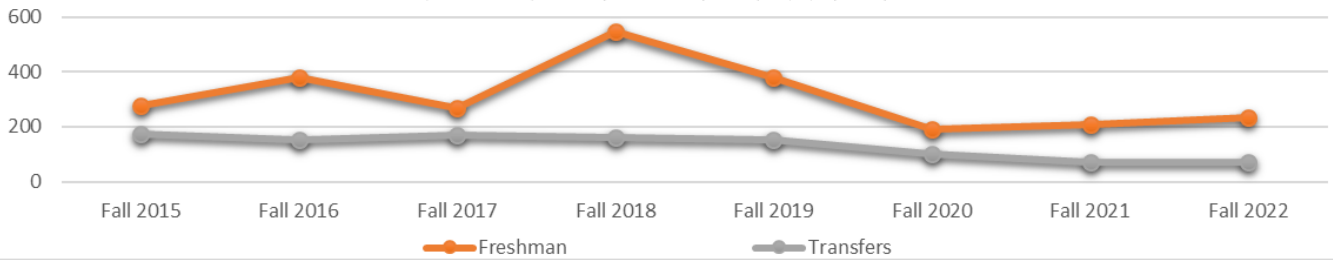
| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| By Classification | | | | | | | | |
| Freshman | 44% | 47% | 42% | 47% | 43% | 30% | 28% | 31% |
| Sophomore | 20% | 18% | 23% | 20% | 20% | 26% | 20% | 19% |
| Junior | 15% | 18% | 16% | 17% | 19% | 21% | 26% | 21% |
| Senior | 19% | 16% | 19% | 15% | 17% | 21% | 25% | 29% |
| Other | 2% | 1% | 1% | 0% | 1% | 2% | 1% | 1% |
| By Status/Gender | | | | | | | | |
| Full-time | | | | | | | | |
| Male | 25% | 28% | 29% | 28% | 27% | 21% | 24% | 26% |
| Female | 49% | 51% | 52% | 54% | 57% | 54% | 58% | 61% |
| Part-time | | | | | | | | |
| Male | 8% | 6% | 5% | 6% | 4% | 8% | 5% | 4% |
| Female | 17% | 15% | 14% | 13% | 12% | 17% | 13% | 9% |

Enrollment based on Fall census day calculations (September 12, 2022).
 Source: HSSU Office of Institutional Research

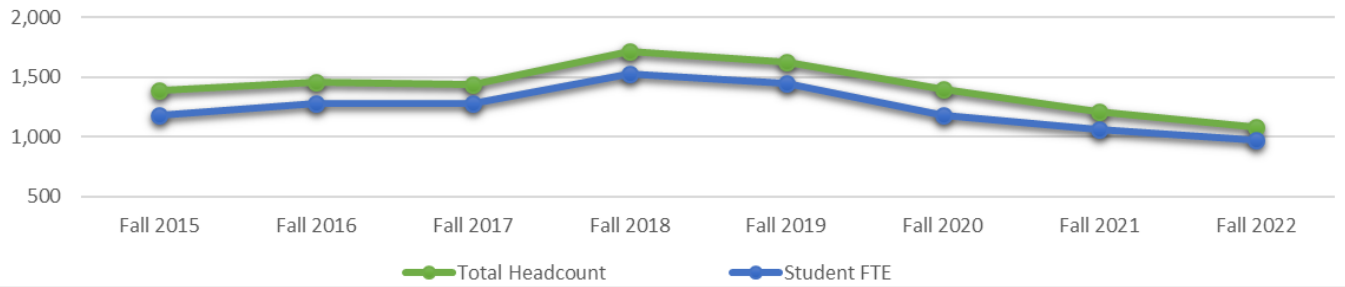
Fall Enrollment by Classification



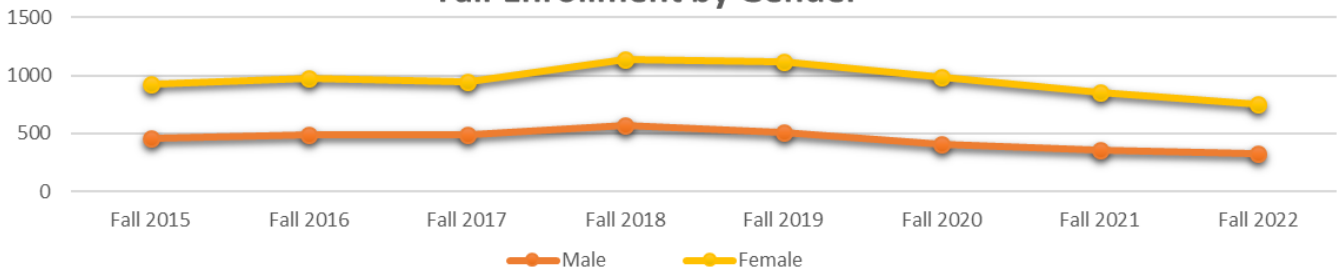
Fall Enrollment: New Students



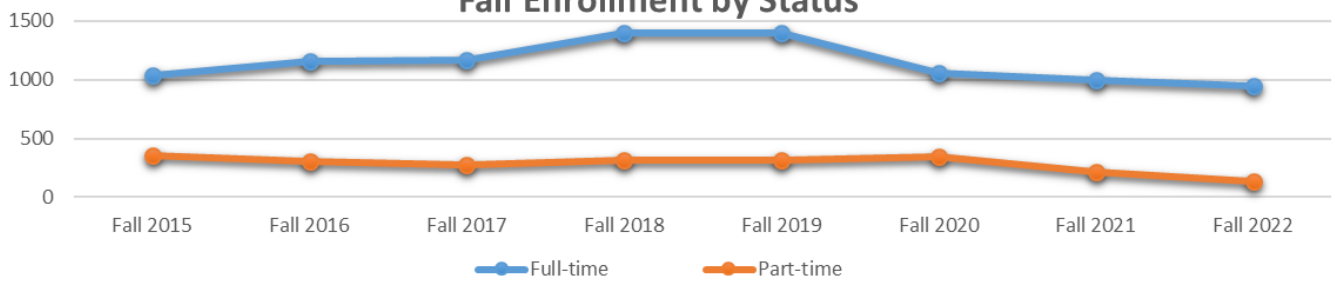
Fall Enrollment and FTE



Fall Enrollment by Gender



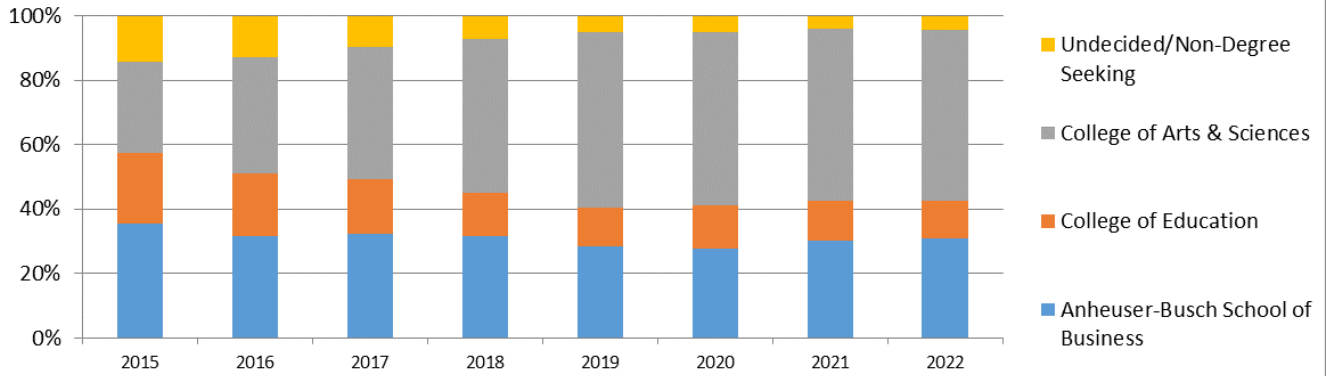
Fall Enrollment by Status



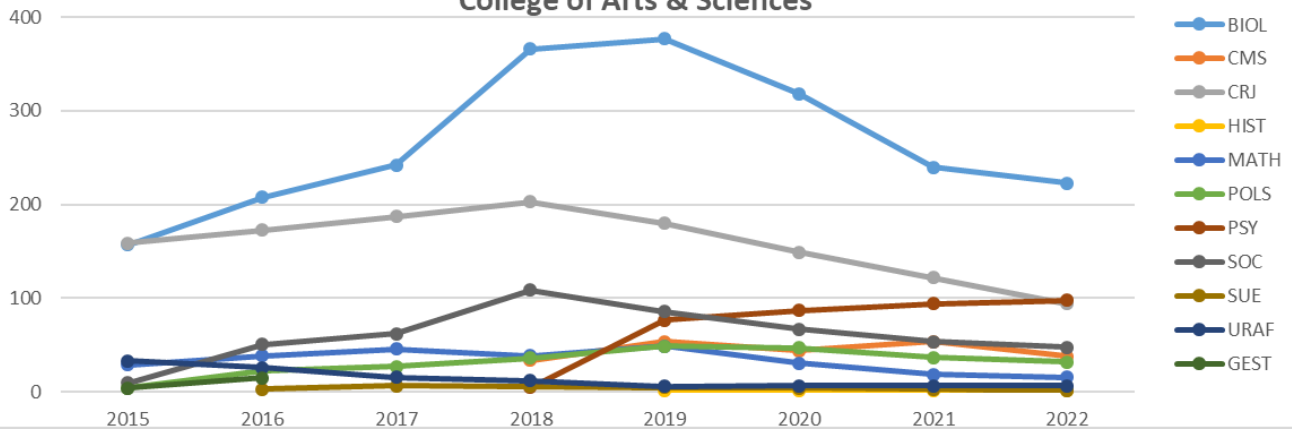
Student: Fall Enrollment by Major

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <u>Anheuser-Busch School of Business</u> | | | | | | | | |
| Accounting (52.0301) | 57 | 58 | 53 | 64 | 53 | 40 | 42 | 33 |
| Business Administration (52.0201) | 299 | 287 | 283 | 323 | 282 | 231 | 215 | 214 |
| Finance (52.0801) | 1 | 6 | 12 | 11 | 15 | 15 | 11 | 16 |
| Health Care Management (51.0701) | 79 | 56 | 57 | 63 | 53 | 53 | 42 | 30 |
| Hospitality and Tourism Management | 6 | 4 | Inactive | | | | | |
| Information/Computer Technology (11.0101) | 51 | 42 | 48 | 57 | 45 | 42 | 42 | 34 |
| Marketing (52.1401) | 1 | 12 | 13 | 22 | 14 | 11 | 13 | 8 |
| Subtotal | 494 | 465 | 466 | 540 | 462 | 392 | 365 | 335 |
| % Change | 8% | -6% | 0% | 16% | -14% | -15% | -7% | -8% |
| <u>College of Education</u> | | | | | | | | |
| Early Childhood Education (13.1210) | 78 | 78 | 70 | 72 | 59 | 70 | 54 | 37 |
| Educational Studies (13.0101) | 54 | 57 | 59 | 73 | 49 | 33 | 29 | 29 |
| Elementary Education (13.1202) | 102 | 77 | 50 | 41 | 39 | 34 | 34 | 27 |
| Middle School Education (13.1203) | 20 | 23 | 20 | 10 | 10 | 11 | 7 | 9 |
| Secondary Education (13.1205) | 49 | 47 | 44 | 37 | 39 | 32 | 25 | 24 |
| Subtotal | 303 | 282 | 243 | 233 | 196 | 180 | 149 | 126 |
| % Change | 0% | -7% | -14% | -4% | -16% | -8% | -19% | -15% |
| <u>College of Arts & Sciences</u> | | | | | | | | |
| Biology (26.0101) | 157 | 208 | 242 | 366 | 377 | 318 | 240 | 223 |
| Communication Studies (09.0100) | | | | 34 | 54 | 44 | 54 | 38 |
| Criminal Justice (43.0104) | 159 | 173 | 187 | 203 | 180 | 149 | 122 | 94 |
| General Studies (24.0101) | | | | | | 4 | 15 | 19 |
| History (54.0101) | | | | | 2 | 1 | 1 | 2 |
| Mathematics (27.0101) | 29 | 39 | 46 | 39 | 49 | 31 | 19 | 16 |
| Political Science (45.1001) | 4 | 23 | 27 | 36 | 49 | 47 | 37 | 32 |
| Professional Interdisciplinary Studies (30.9999) | 5 | 6 | 6 | 11 | 5 | Inactive | | |
| Psychology (42.0101) | | | | 5 | 77 | 87 | 94 | 98 |
| Sociology (45.1101) | 10 | 51 | 62 | 109 | 86 | 67 | 54 | 48 |
| Sustainability & Urban Ecology (30.0101) | | 3 | 7 | 6 | 5 | 4 | 3 | 1 |
| Urban Affairs (45.1201) | 33 | 26 | 16 | 12 | 6 | 7 | 7 | 7 |
| Subtotal | 397 | 529 | 593 | 821 | 890 | 759 | 646 | 578 |
| % Change | 11% | 33% | 12% | 38% | 8% | -15% | -15% | -11% |
| Undecided | 169 | 169 | 121 | 115 | 69 | 52 | 39 | 38 |
| Non-Degree Seeking | 27 | 19 | 19 | 7 | 13 | 17 | 11 | 7 |
| Subtotal | 196 | 188 | 140 | 122 | 82 | 69 | 50 | 45 |
| % Change | 22% | -4% | -26% | -13% | -33% | -16% | -28% | -10% |
| Total Enrollment | 1390 | 1464 | 1442 | 1716 | 1630 | 1400 | 1210 | 1084 |

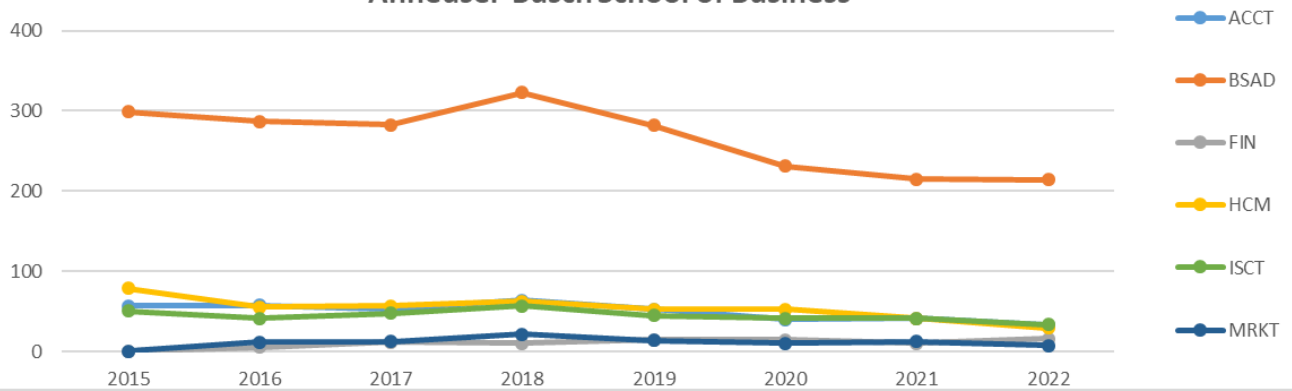
Enrollment Breakdown by College/School



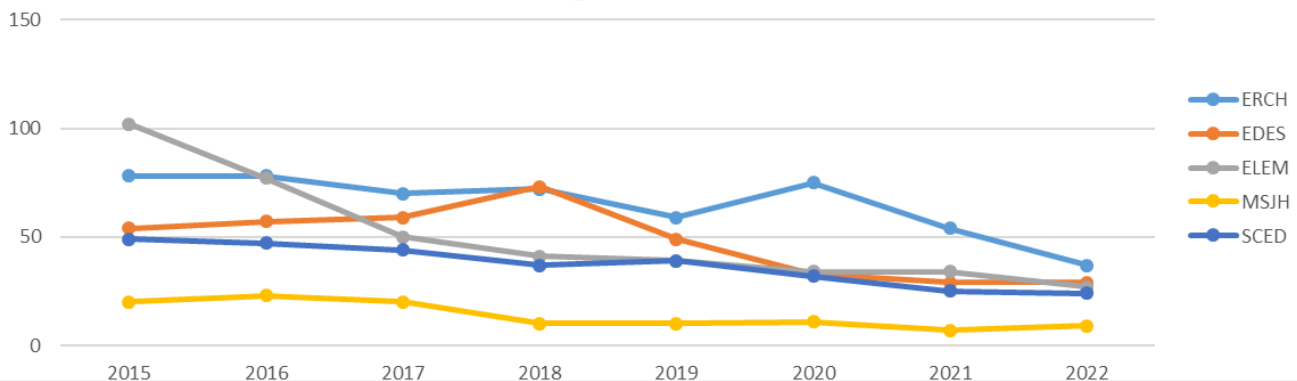
College of Arts & Sciences



Anheuser-Busch School of Business



College of Education

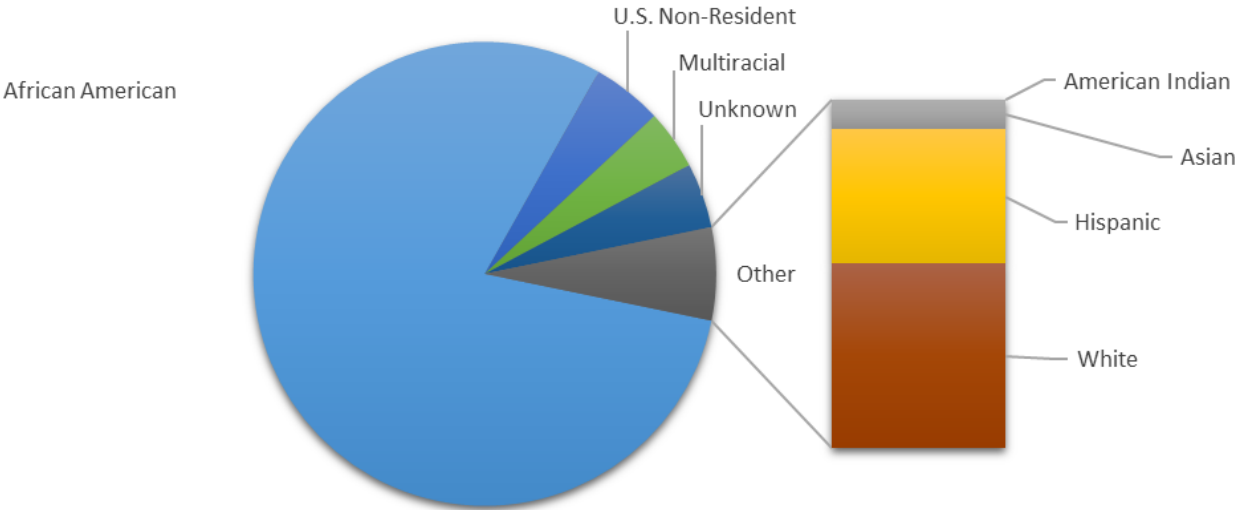


Student: Fall Enrollment by Race/Ethnicity

| Fall | African American/ Black | | American Indian | | Asian | | Hawaiian/ Pacific Is. | | Hispanic | | U.S. Non-Resident | | Multiracial | | Unknown | | White | | TOTAL |
|------|-------------------------|-----|-----------------|----|-------|----|-----------------------|----|----------|----|-------------------|----|-------------|----|---------|----|-------|----|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # |
| 2015 | 1128 | 81% | 3 | 0% | 4 | 0% | | 0% | 28 | 2% | 3 | 0% | 40 | 3% | 81 | 6% | 103 | 7% | 1390 |
| 2016 | 1168 | 80% | 2 | 0% | 13 | 1% | 1 | 0% | 39 | 3% | 4 | 0% | 31 | 2% | 109 | 7% | 97 | 7% | 1464 |
| 2017 | 1148 | 80% | 2 | 0% | 8 | 1% | 0 | 0% | 39 | 3% | 21 | 1% | 43 | 3% | 87 | 6% | 94 | 7% | 1442 |
| 2018 | 1413 | 82% | 4 | 0% | 7 | 0% | 0 | 0% | 51 | 3% | 20 | 1% | 52 | 3% | 82 | 5% | 87 | 5% | 1716 |
| 2019 | 1366 | 84% | 3 | 0% | 6 | 0% | 0 | 0% | 53 | 3% | 25 | 2% | 49 | 3% | 61 | 4% | 67 | 4% | 1630 |
| 2020 | 1172 | 84% | 4 | 0% | 5 | 0% | 0 | 0% | 44 | 3% | 21 | 2% | 49 | 4% | 45 | 3% | 60 | 4% | 1400 |
| 2021 | 966 | 80% | 1 | 0% | 5 | 0% | 0 | 0% | 43 | 4% | 38 | 3% | 40 | 3% | 73 | 6% | 44 | 4% | 1210 |
| 2022 | 866 | 80% | 0 | 0% | 6 | 1% | 1 | 0% | 27 | 2% | 53 | 5% | 45 | 4% | 49 | 5% | 37 | 3% | 1084 |

Source: HSSU Office of Institutional Research

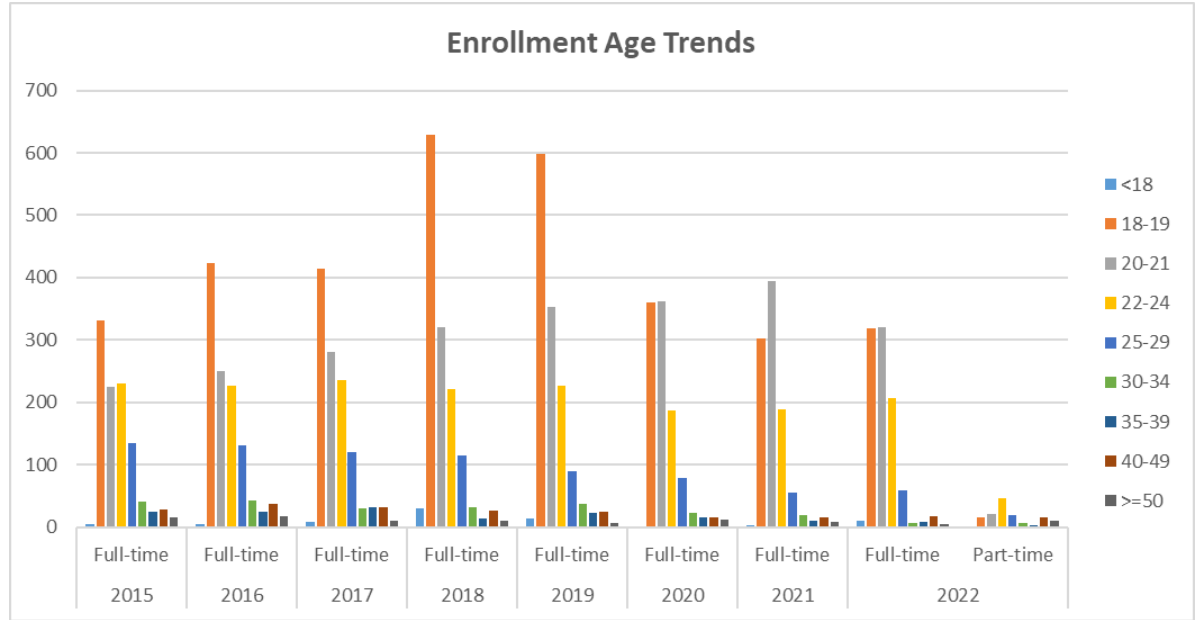
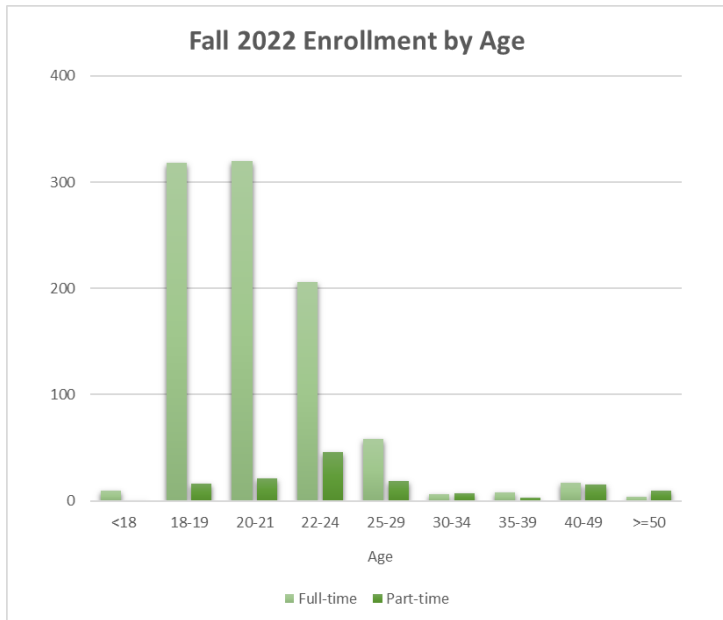
Fall 2022 Student Body by Race/Ethnicity



Student: Fall Enrollment by Age

| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|-----------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|------------|------------|------------|------------|
| | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time |
| <18 | 5 | 0 | 5 | 1 | 8 | 1 | 30 | 4 | 14 | 5 | 2 | 5 | 3 | 0 | 10 | 0 |
| 18-19 | 331 | 22 | 424 | 34 | 415 | 16 | 629 | 45 | 598 | 26 | 360 | 57 | 303 | 18 | 318 | 16 |
| 20-21 | 225 | 42 | 250 | 23 | 281 | 29 | 321 | 35 | 353 | 38 | 362 | 85 | 394 | 43 | 320 | 21 |
| 22-24 | 231 | 58 | 227 | 55 | 236 | 49 | 221 | 66 | 226 | 47 | 187 | 68 | 189 | 64 | 206 | 46 |
| 25-29 | 134 | 66 | 131 | 60 | 120 | 59 | 114 | 51 | 89 | 49 | 79 | 44 | 56 | 22 | 58 | 19 |
| 30-34 | 41 | 35 | 43 | 27 | 30 | 19 | 31 | 21 | 37 | 28 | 23 | 25 | 20 | 16 | 6 | 7 |
| 35-39 | 24 | 33 | 25 | 25 | 31 | 25 | 14 | 28 | 22 | 14 | 15 | 14 | 10 | 9 | 8 | 3 |
| 40-49 | 29 | 50 | 37 | 43 | 32 | 38 | 27 | 35 | 25 | 30 | 16 | 24 | 15 | 19 | 17 | 15 |
| >=50 | 16 | 48 | 17 | 37 | 10 | 43 | 11 | 33 | 7 | 22 | 12 | 22 | 8 | 21 | 4 | 10 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1036 | 354 | 1159 | 305 | 1163 | 279 | 1398 | 318 | 1371 | 259 | 1056 | 344 | 998 | 212 | 947 | 137 |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Mean Age | 26 | | 25 | | 25 | | 25 | | 23 | | 23 | | 23 | | 23 | |

Source: HSSU Office of Institutional Research



Student: Fall Enrollment by Region

In-State by County

| | | | | | |
|-------------------|-----|------------|----|------------------|-----|
| Berkeley | 1 | Jackson | 31 | Pulaski | 1 |
| Boone | 4 | Jefferson | 4 | Sangamon | 1 |
| Butler | 1 | Johnson | 3 | Scott | 1 |
| Cape Girardeau | 1 | Kern | 1 | St. Charles | 10 |
| Cass | 1 | Lawrence | 1 | St. Clair | 3 |
| Chesterfield | 1 | Marion | 1 | St. Francis | 1 |
| Christian | 1 | Montgomery | 1 | St. Louis County | 347 |
| City of St. Louis | 142 | New Madrid | 1 | Webster | 1 |
| Clay | 4 | Pemiscot | 3 | Unknown | 19 |
| Cole | 4 | Phelps | 2 | | |
| Franklin | 1 | Polk | 1 | | |

| | | | |
|----------------------|-----|-------------------------------|-------|
| MO County Students | 594 | Percentage of Fall Enrollment | 54.8% |
| Counties represented | 30 | | |

Out of State

| | | | | | |
|------------|-----|----------------|----|----------------|----|
| Alabama | 2 | Iowa | 4 | Ohio | 1 |
| Arkansas | 6 | Kansas | 9 | Oklahoma | 7 |
| California | 17 | Kentucky | 3 | Pennsylvania | 1 |
| Colorado | 2 | Louisiana | 2 | South Carolina | 1 |
| D.C. | 2 | Maryland | 1 | Tennessee | 22 |
| Delaware | 1 | Michigan | 26 | Texas | 9 |
| Florida | 12 | Minnesota | 5 | Virginia | 1 |
| Georgia | 3 | North Carolina | 2 | West Virginia | 1 |
| Hawaii | 1 | Nebraska | 1 | Wisconsin | 4 |
| Illinois | 283 | Nevada | 1 | Unknown | 0 |
| Indiana | 5 | New York | 2 | | |

| | | | |
|-----------------------|-----|-------------------------------|-------|
| Out of State Students | 437 | Percentage of Fall Enrollment | 40.3% |
| States represented | 32 | | |

International Students

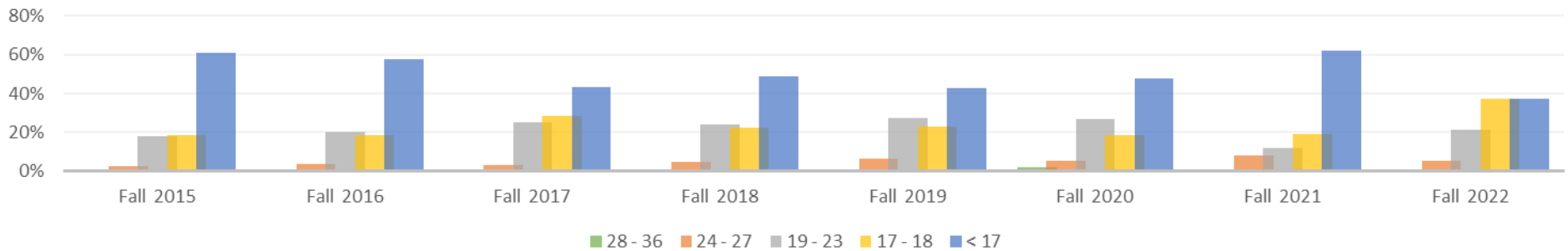
| | | | | | |
|-----------|----|---------------|---|--------------------------|---|
| Australia | 1 | Great Britain | 1 | Nigeria | 1 |
| Bahamas | 3 | Ireland | 1 | Peru | 1 |
| Brazil | 6 | Italy | 2 | Rwanda | 1 |
| Columbia | 3 | Jamaica | 1 | Spain | 3 |
| England | 2 | Kenya | 2 | St. Vincent & Grenadines | 2 |
| France | 2 | Mexico | 1 | Trinidad and Tobago | 1 |
| Germany | 16 | Netherlands | 2 | United Kingdom | 1 |

| | | | |
|------------------------|----|-------------------------------|------|
| International Students | 53 | Percentage of Fall Enrollment | 4.9% |
| Countries represented | 20 | | |

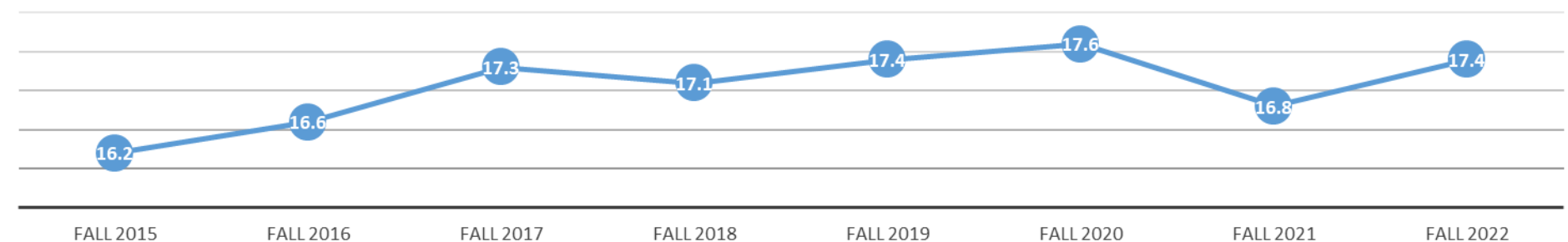
Student: First-time Freshman ACT Composite Scores

| ACT Score Interval | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | | Fall 2020 | | Fall 2021 | | Fall 2022 | |
|------------------------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|
| 33 - 36 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 28 - 32 | 0 | 0% | 1 | 0% | 1 | 0% | 2 | 1% | 1 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| 24 - 27 | 6 | 2% | 12 | 3% | 7 | 3% | 15 | 5% | 14 | 7% | 5 | 5% | 2 | 8% | 1 | 5% |
| 19 - 23 | 45 | 18% | 69 | 20% | 62 | 25% | 73 | 23% | 59 | 27% | 26 | 27% | 3 | 12% | 4 | 21% |
| 17 - 18 | 46 | 18% | 63 | 18% | 69 | 28% | 70 | 22% | 49 | 23% | 18 | 18% | 5 | 19% | 7 | 37% |
| < 17 | 153 | 61% | 198 | 58% | 106 | 43% | 152 | 49% | 92 | 43% | 47 | 48% | 16 | 62% | 7 | 37% |
| | 127 | 100% | 343 | 100% | 245 | 100% | 312 | 100% | 215 | 100% | 98 | 100% | 26 | 100% | 19 | 100% |
| Average Score | 16.2 | | 16.6 | | 17.3 | | 17.1 | | 17.4 | | 17.6 | | 16.8 | | 17.4 | |
| Average H. School GPA | 2.55 | | 2.63 | | 2.70 | | 2.79 | | 2.90 | | 3.08 | | 3.04 | | 3.07 | |
| No ACT Score | 29 | | 36 | | 25 | | 236 | | 166 | | 94 | | 184 | | 216 | |
| TOTAL New Freshmen | 279 | | 379 | | 270 | | 548 | | 381 | | 192 | | 210 | | 235 | |

Distribution of Composite ACT by Cohort



First-time Freshmen Mean Composite ACT Score



Spring 2023 Enrollment

At-A-Glance

Total Headcount* 1003
FTE° 864

Credit Count 12,964

By Full/Part-time

| | | |
|-----------|-----|-----|
| Full-time | 793 | 79% |
| Part-time | 210 | 21% |

By Classification

| | | |
|---------------------|-----|-----|
| First-time Freshmen | 8 | 1% |
| Other Freshmen | 231 | 23% |
| Sophomore | 189 | 19% |
| Junior | 198 | 20% |
| Senior | 304 | 30% |
| Dual Enrolled | 68 | 7% |
| **Other | 5 | 0% |

By Gender

| | | |
|--------|-----|-----|
| Female | 696 | 69% |
| Male | 307 | 31% |

By Status/Gender

Full-time

| | | |
|--------|-----|-----|
| Female | 553 | 55% |
| Male | 240 | 24% |

Part-time

| | | |
|--------|-----|-----|
| Female | 143 | 14% |
| Male | 67 | 7% |

New Students

First-time Freshmen

| | | |
|-----------|---|----|
| Full-time | 6 | 1% |
| Part-time | 2 | 0% |

First-time Transfer

| | | |
|-----------|----|----|
| Full-time | 12 | 1% |
| Part-time | 2 | 0% |

| | | |
|--------------|-----------|--|
| Total | 22 | |
|--------------|-----------|--|

By Race/Ethnicity

| | Female | Male | Total | |
|---------------------------|------------|------------|-------------|-----|
| African American/Black | 599 | 216 | 815 | 81% |
| American Indian | | | 0 | 0% |
| Asian | 3 | 2 | 5 | 0% |
| Hawaiian/Pacific Islander | 1 | | 1 | 0% |
| Hispanic | 13 | 25 | 38 | 4% |
| Multiracial | 26 | 16 | 42 | 4% |
| U.S. Non-Resident | 16 | 15 | 31 | 3% |
| Unknown | 33 | 9 | 42 | 4% |
| White | 5 | 24 | 29 | 3% |
| Total | 696 | 307 | 1003 | |

By Residence

| | | |
|---------------|-----|-----|
| In-state | 579 | 58% |
| Out-State | 379 | 38% |
| International | 45 | 4% |

*Enrollment numbers based on census day calculations (January 31, 2023).

° FTE calculated by DHEWD method (credit hours/15).

** Other includes: Visiting, Non-degree, Post-Baccalaureate, and Certification seeking students.

Spring to Spring Enrollment Comparison

| Classification | Spring 2022 | Spring 2023 | % Change |
|-----------------------------|-------------|-------------|----------|
| First-time Freshmen | 11 | 8 | -27.3% |
| Other Freshmen | 202 | 231 | 14.4% |
| Sophomore | 198 | 189 | -4.5% |
| Junior | 297 | 198 | -33.3% |
| Senior | 286 | 304 | 6.3% |
| Dual Enrolled | 22 | 68 | 209.1% |
| Other | 8 | 5 | -37.5% |
| Total | 1,024 | 1,003 | -2.1% |
| Full Time Equivalent | | | |
| FTE* | 894 | 864 | -3.4% |
| Full/Part-time | | | |
| Full-time | 824 | 793 | -3.8% |
| Part-time | 200 | 210 | 5.0% |
| Gender | | | |
| Female | 715 | 696 | -2.7% |
| Male | 309 | 307 | -0.6% |
| Credit Hours | | | |
| Registered Hours | 13,405 | 12,964 | -3.3% |
| Residence | | | |
| In State | 561 | 579 | 3.2% |
| Out of State | 414 | 379 | -8.5% |
| International | 49 | 45 | -8.2% |
| Race/Ethnicity | | | |
| African American/Black | 804 | 815 | 1.4% |
| American Indian | 0 | 0 | 0.0% |
| Asian | 5 | 5 | 0.0% |
| Hawaiian/Pacific Islander | 0 | 1 | 100.0% |
| Hispanic | 39 | 38 | -2.6% |
| Multiracial | 40 | 42 | 5.0% |
| U.S. Non-Resident | 35 | 31 | -11.4% |
| Unknown | 58 | 42 | -27.6% |
| White | 43 | 29 | -32.6% |

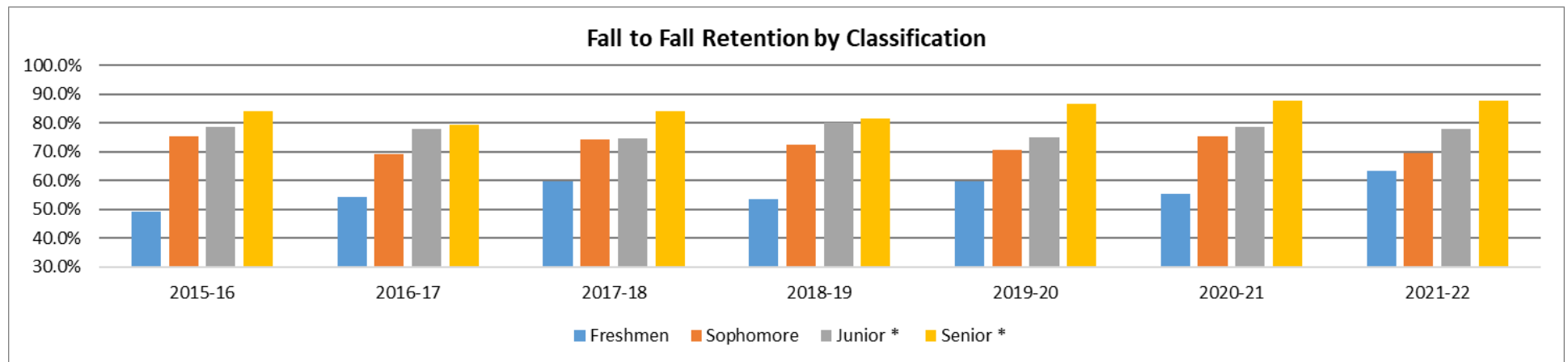
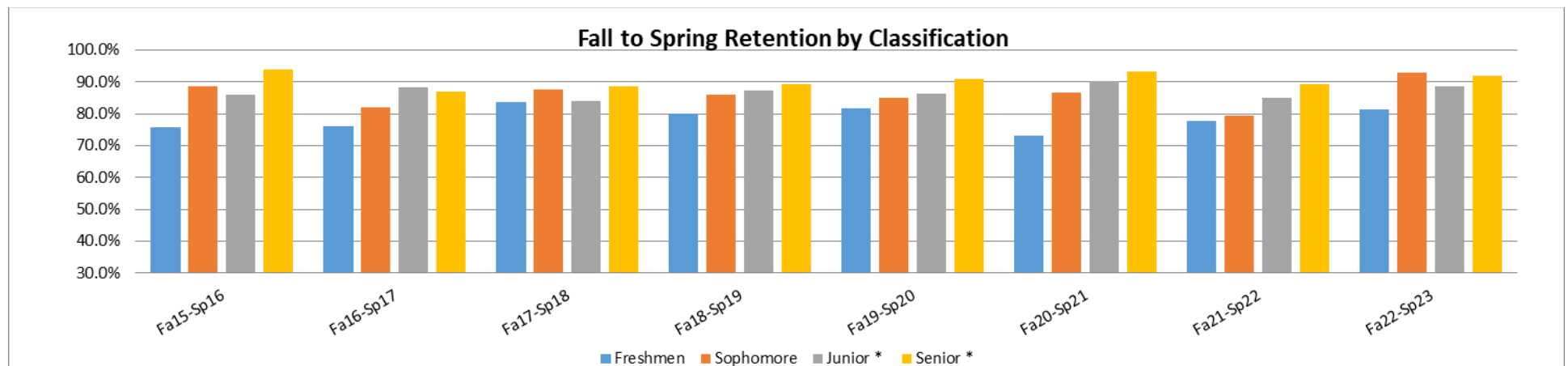
Enrollment numbers based on Spring census day calculations.

* FTE calculated by DHEWD method (Credit hours/15).

| | Semester Retention/Completion (Fall to Spring) | | | | | | | | Year Retention/Completion (Fall to Fall) | | | | | | |
|-----------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | Fa15- Sp16 | Fa16- Sp17 | Fa17- Sp18 | Fa18- Sp19 | Fa19- Sp20 | Fa20- Sp21 | Fa21- Sp22 | Fa22- Sp23 | 2015- 16 | 2016- 17 | 2017- 18 | 2018- 19 | 2019- 20 | 2020- 21 | 2021- 22 |
| Freshmen | 75.8% | 76.2% | 83.5% | 80.0% | 81.6% | 73.2% | 77.6% | 81.2% | 49.1% | 54.4% | 59.6% | 53.6% | 59.7% | 55.3% | 63.3% |
| Sophomore | 88.6% | 81.9% | 87.5% | 85.8% | 84.9% | 86.6% | 79.3% | 92.7% | 75.4% | 69.1% | 74.3% | 72.3% | 70.7% | 75.5% | 69.6% |
| Junior * | 85.8% | 88.3% | 84.1% | 87.4% | 86.4% | 90.2% | 84.9% | 88.7% | 78.8% | 78.1% | 74.6% | 80.0% | 75.0% | 78.5% | 78.1% |
| Senior * | 93.8% | 86.9% | 88.5% | 89.2% | 90.8% | 93.3% | 89.1% | 91.9% | 84.2% | 79.3% | 84.3% | 81.5% | 86.5% | 87.7% | 87.8% |

*Rate includes successful graduates

Source: HSSU Office of Institutional Research



Retention: First-time, Full-time Freshmen

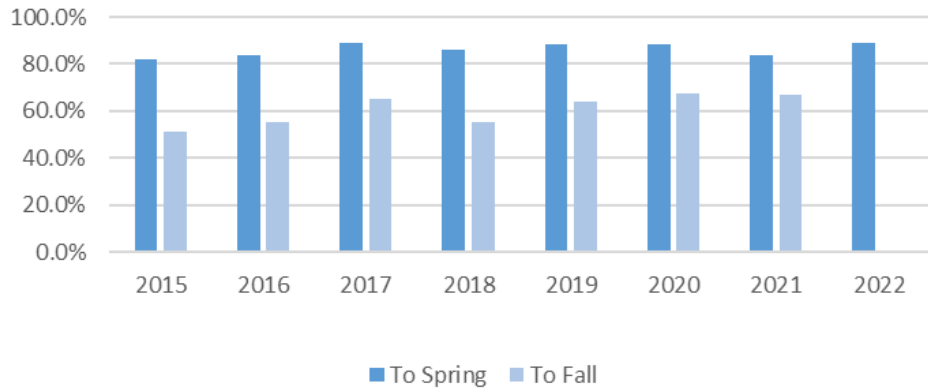
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|-------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Fall Cohort | 265 | % | 340 | % | 260 | % | 507 | % | 374 | % | 178 | % | 204 | % | 227 | % |
| To Spring | 218 | 82.3% | 284 | 83.5% | 231 | 88.8% | 436 | 86.0% | 330 | 88.2% | 157 | 88.2% | 171 | 83.8% | 202 | 89.0% |
| To Fall | 135 | 50.9% | 188 | 55.3% | 170 | 65.4% | 281 | 55.4% | 239 | 63.9% | 120 | 67.4% | 137 | 67.2% | | |

Retention: First-time, Part-time Freshmen

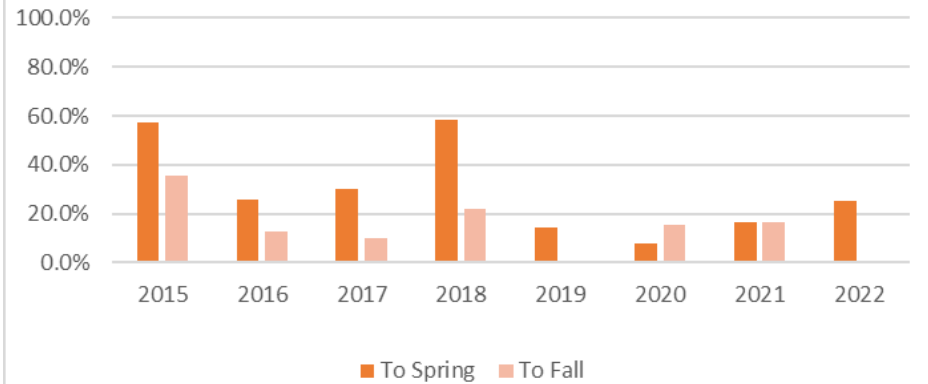
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|-------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Fall Cohort | 14 | % | 39 | % | 10 | % | 41 | % | 7 | % | 13 | % | 6 | % | 8 | % |
| To Spring | 8 | 57.1% | 10 | 25.6% | 3 | 30.0% | 24 | 58.5% | 1 | 14.3% | 1 | 7.7% | 1 | 16.7% | 2 | 25.0% |
| To Fall | 5 | 35.7% | 5 | 12.8% | 1 | 10.0% | 9 | 22.0% | 0 | 0.00% | 2 | 15.4% | 1 | 16.7% | | |

Source: HSSU Office of Institutional Research

First-time, Full-time Freshmen Retention



First-time, Part-time Freshmen Retention



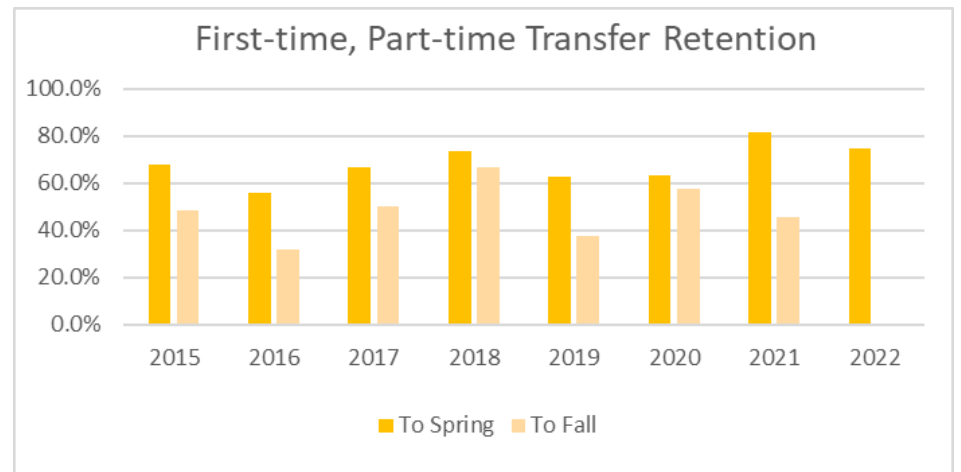
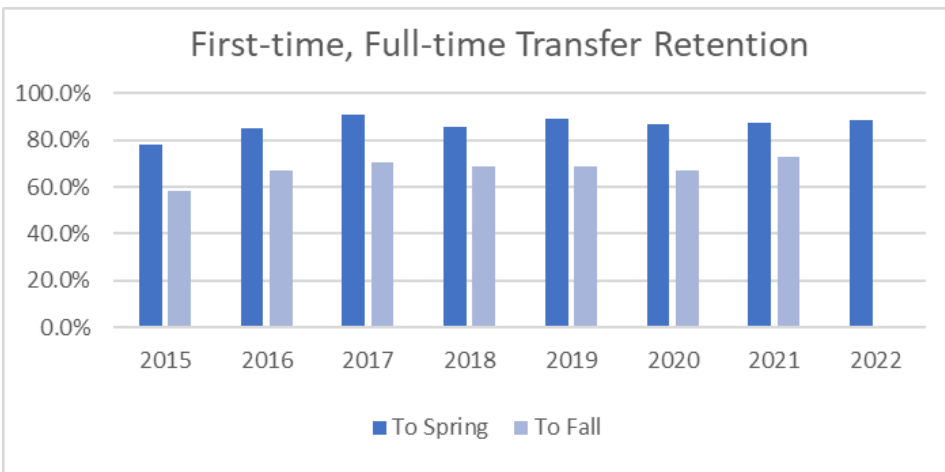
Retention: First-time, Full-time Transfer Student

| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|-------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Fall Cohort | 142 | % | 127 | % | 138 | % | 146 | % | 128 | % | 82 | % | 62 | % | 62 | % |
| To Spring | 111 | 78.2% | 108 | 85.0% | 125 | 90.6% | 125 | 85.6% | 114 | 89.1% | 71 | 86.6% | 54 | 87.1% | 55 | 88.7% |
| To Fall | 83 | 58.5% | 85 | 66.9% | 97 | 70.3% | 100 | 68.5% | 88 | 68.8% | 55 | 67.1% | 45 | 72.6% | | |

Retention: First-time, Part-time Transfer Student

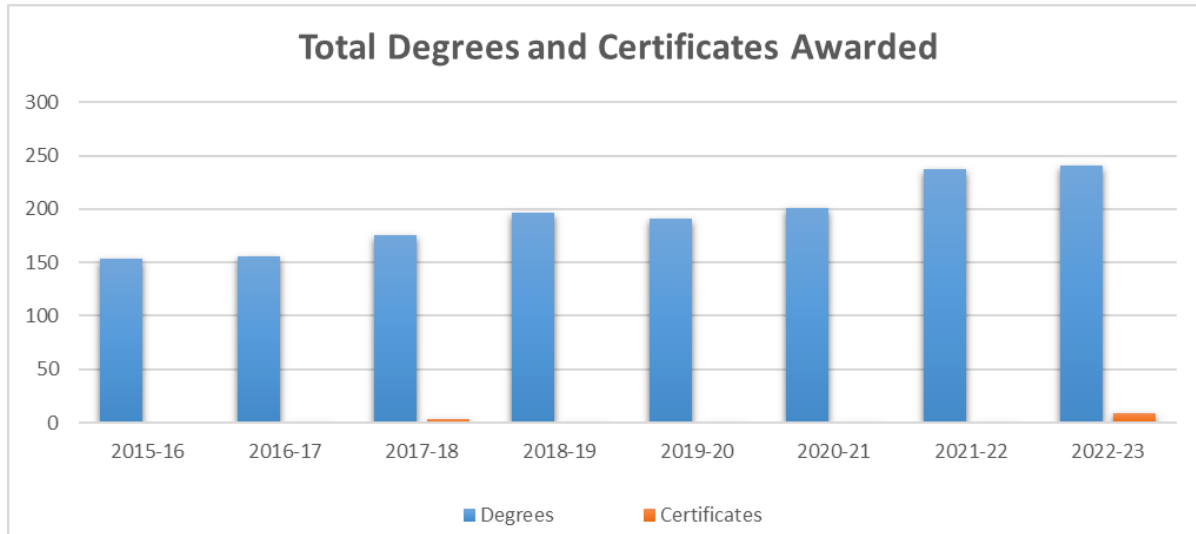
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|-------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Fall Cohort | 31 | % | 25 | % | 30 | % | 15 | % | 24 | % | 19 | % | 11 | % | 8 | % |
| To Spring | 21 | 67.7% | 14 | 56.0% | 20 | 66.7% | 11 | 73.3% | 15 | 62.5% | 12 | 63.2% | 9 | 81.8% | 6 | 75.0% |
| To Fall | 15 | 48.4% | 8 | 32.0% | 15 | 50.0% | 10 | 66.7% | 9 | 37.5% | 11 | 57.9% | 5 | 45.5% | | |

Source: HSSU Office of Institutional Research



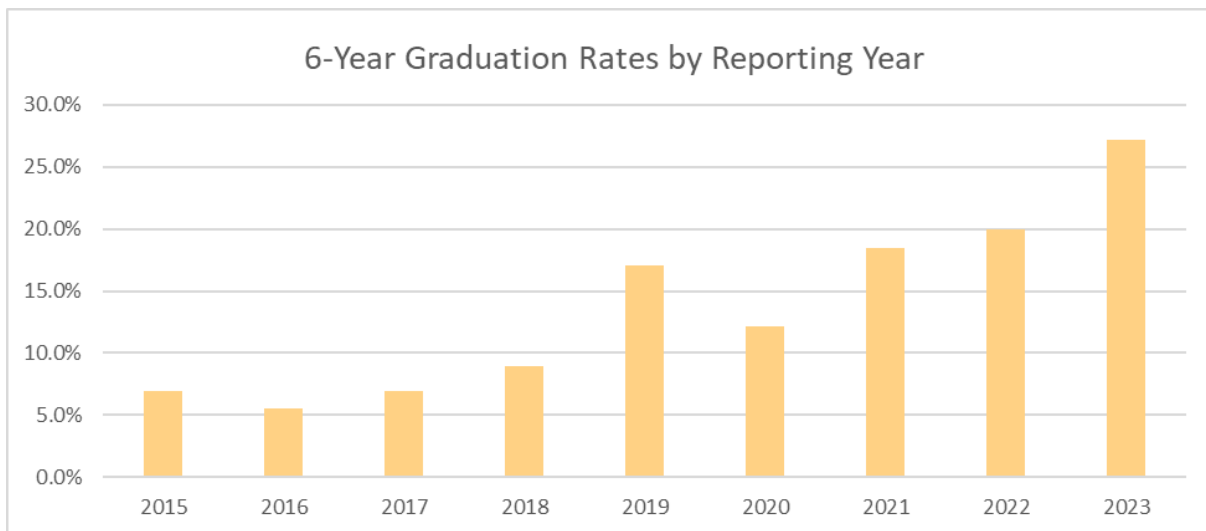
Completion: Total Degrees and Certificates Awarded

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Enrollment | 1390 | 1464 | 1442 | 1716 | 1630 | 1400 | 1210 | 1084 |
| Degrees | 153 | 156 | 176 | 196 | 191 | 201 | 237 | 241 |
| Certificates | | 1 | 3 | 0 | 0 | 0 | 0 | 8 |
| | 11.0% | 10.7% | 12.2% | 11.4% | 11.7% | 14.4% | 19.6% | 22.2% |



Completion: 6-Year Graduation Rates

| Reporting Year | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-----------------|------|------|------|------|-------|-------|-------|-------|-------|
| Cohort Year | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Cohort Size | 389 | 271 | 276 | 290 | 182 | 238 | 265 | 340 | 261 |
| Conferred | 27 | 15 | 19 | 26 | 31 | 29 | 49 | 68 | 71 |
| Graduation Rate | 6.9% | 5.5% | 6.9% | 9.0% | 17.0% | 12.2% | 18.5% | 20.0% | 27.2% |

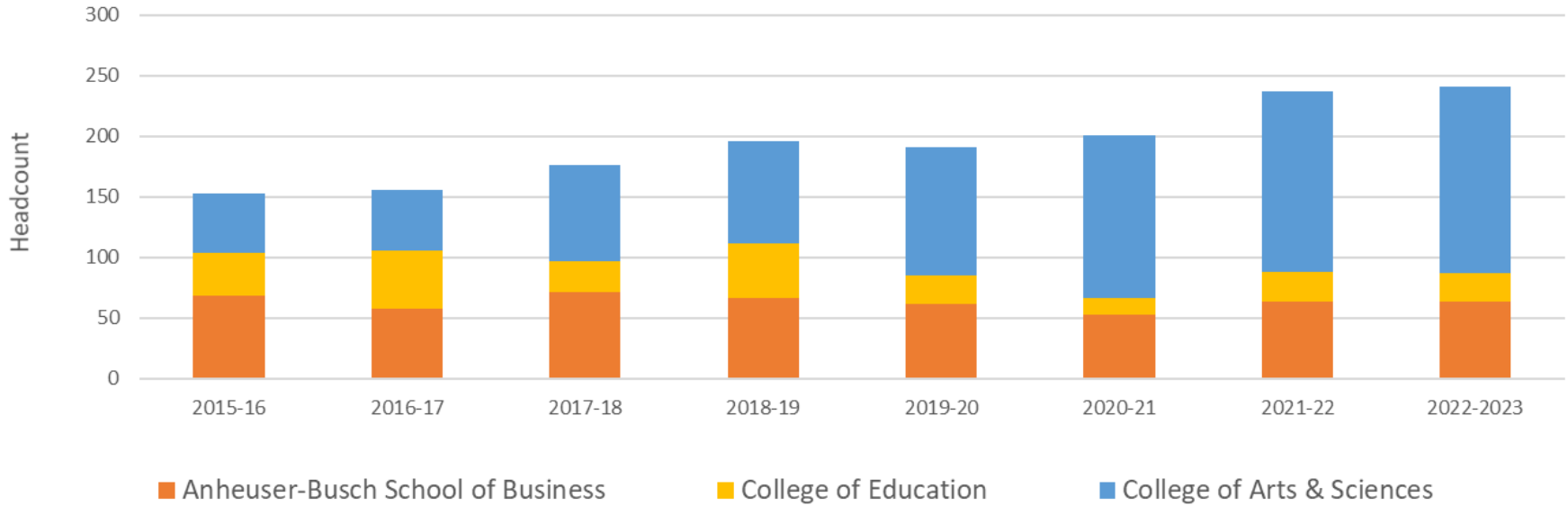


Completion: Degrees Awarded by Major

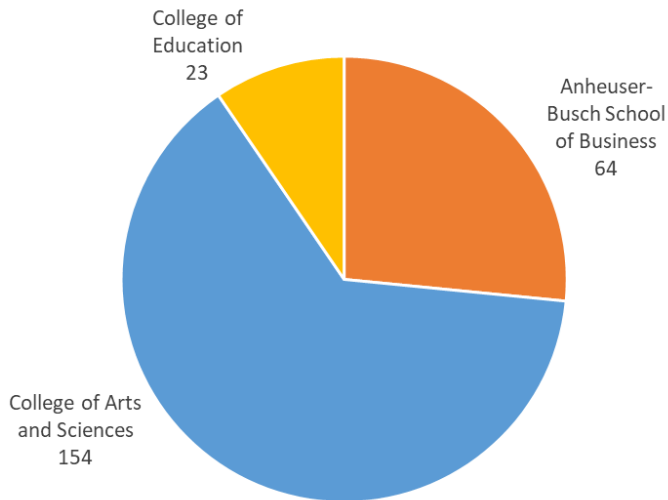
Bachelor's Degree

| | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> | <u>2020-21</u> | <u>2021-22</u> | <u>2022-23</u> |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <u>Anheuser-Busch School of Business</u> | | | | | | | | |
| Accounting (52.0301) | 11 | 12 | 13 | 16 | 12 | 6 | 10 | 12 |
| Business Administration (52.0201) | 39 | 29 | 43 | 34 | 32 | 31 | 29 | 31 |
| Finance (52.0801) | | | 1 | 3 | 1 | 5 | 2 | 5 |
| Health Care Management (51.0701) | 12 | 7 | 7 | 7 | 9 | 7 | 12 | 6 |
| Information Sciences & Computer Technology (52.1201) | 5 | 4 | 6 | 6 | 6 | 3 | 10 | 10 |
| Marketing (52.1401) | | 2 | 1 | 1 | 2 | 1 | 1 | - |
| Subtotal | 68 | 58 | 71 | 67 | 62 | 53 | 64 | 64 |
| % Change | 28% | -15% | 22% | -6% | -7% | -15% | 21% | 0% |
| <u>College of Education</u> | | | | | | | | |
| Early Childhood Education (13.1210) | 1 | 6 | 3 | 2 | 1 | 1 | 6 | 4 |
| Educational Studies (13.0101) | 24 | 31 | 19 | 40 | 18 | 10 | 13 | 16 |
| Elementary Education (13.1202) | 5 | 7 | 3 | 3 | - | 2 | 3 | 2 |
| Middle School Education (13.1203) | 5 | 2 | - | - | 1 | - | - | - |
| Secondary Education (13.1205) | 1 | 2 | 1 | - | 3 | 1 | 2 | 1 |
| Subtotal | 36 | 48 | 26 | 45 | 23 | 14 | 24 | 23 |
| % Change | -3% | 33% | -46% | 73% | -49% | -39% | 71% | -4% |
| <u>College of Arts & Sciences</u> | | | | | | | | |
| Biology (26.0101) | 10 | 7 | 21 | 19 | 23 | 40 | 38 | 56 |
| Communication Studies (09.0100) | | | | 1 | 8 | 11 | 9 | 10 |
| Criminal Justice (43.0104) | 30 | 27 | 38 | 39 | 36 | 24 | 34 | 29 |
| General Studies (24.0101) | | | | | 4 | 21 | 24 | 17 |
| Mathematics (27.0101) | 1 | - | 1 | 1 | 3 | 4 | 5 | 2 |
| Political Science (45.1001) | | | 4 | 4 | 4 | 7 | 5 | 9 |
| Professional Interdisciplinary Studies (30.9999) | - | 4 | 6 | 3 | 2 | - | - | - |
| Psychology (42.0101) | | | | | 1 | 7 | 12 | 18 |
| Sociology (45.1101) | | 4 | 3 | 11 | 24 | 16 | 18 | 11 |
| Sustainability and Urban Ecology (30.0101) | | | 3 | 1 | 1 | 1 | 2 | - |
| Urban Affairs (45.1201) | 8 | 8 | 3 | 5 | - | 3 | 2 | 2 |
| Subtotal | 49 | 50 | 79 | 84 | 106 | 134 | 149 | 154 |
| % Change | 11% | 2% | 58% | 6% | 26% | 26% | 11% | 3% |
| Total Bachelor Degrees | 153 | 156 | 176 | 196 | 191 | 201 | 237 | 241 |
| | 14% | 2% | 13% | 11% | -3% | 5% | 18% | 2% |
| Total Certificates | | 1 | 3 | | | | | 8 |
| Grand Total | 153 | 157 | 179 | 196 | 191 | 201 | 237 | 249 |

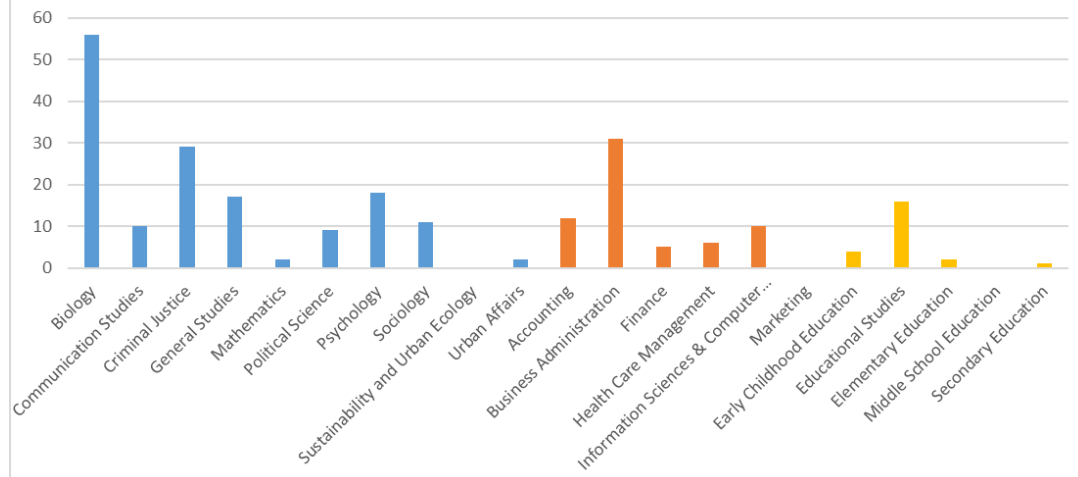
Degrees Conferred by Division



2022-2023 Bachelor Degrees Awarded by College



2022-2023 Bachelor Degrees Awarded by Major

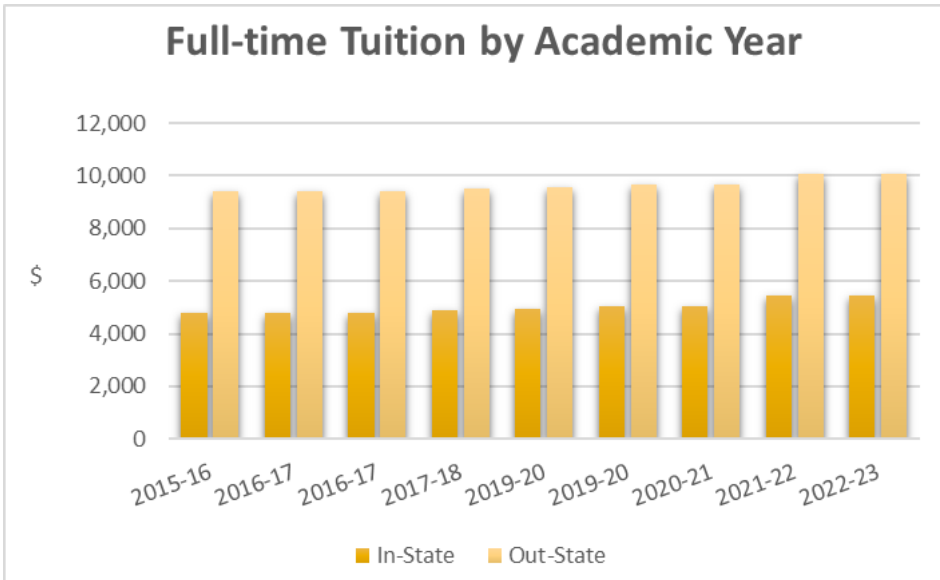


Finance: Annual Tuition & Fees

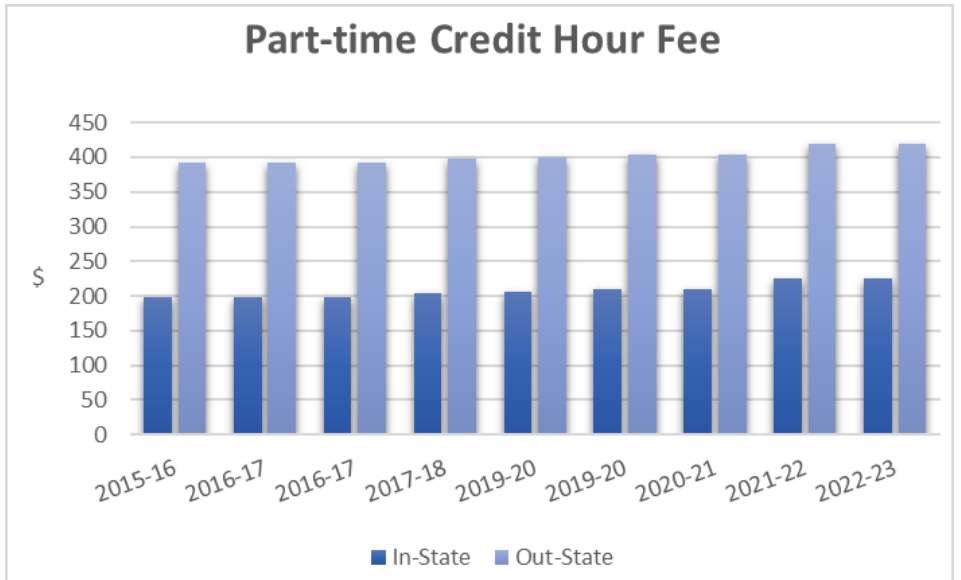
| | 2015-16 | 2016-17 | 2016-17 | 2017-18 | 2019-20 | 2019-20 | 2020-21 | 2021-22 | 2022-2023 |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|
| Undergraduate Tuition | | | | | | | | | |
| <i>Full-time (12-15 credit hours)</i> | | | | | | | | | |
| In-State | 4,776 | 4,776 | 4,776 | 4,896 | 4,944 | 5,040 | 5,040 | 5,424 | 5,424 |
| Out-State | 9,409 | 9,409 | 9,409 | 9,529 | 9,576 | 9,672 | 9,672 | 10,056 | 10,056 |
| Per credit hour | | | | | | | | | |
| In-State | 199 | 199 | 199 | 204 | 206 | 210 | 210 | 226 | 226 |
| Out-State | 392 | 392 | 392 | 397 | 399 | 403 | 403 | 419 | 419 |
| Required Fees | 1044* | 1044* | 1044* | 444 | 444 | 444 | 444 | 634 | 634 |
| *books included | | | | | | | | | |
| Room & Board | | | | | | | | | |
| Room | 6,500 | 6,500 | 6,500 | 6,500 | 6,741 | 6,741 | 6,941 | 7,600 | 7,600 |
| Board | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 |

Source: IPEDS Institutional Characteristics

Full-time Tuition by Academic Year



Part-time Credit Hour Fee



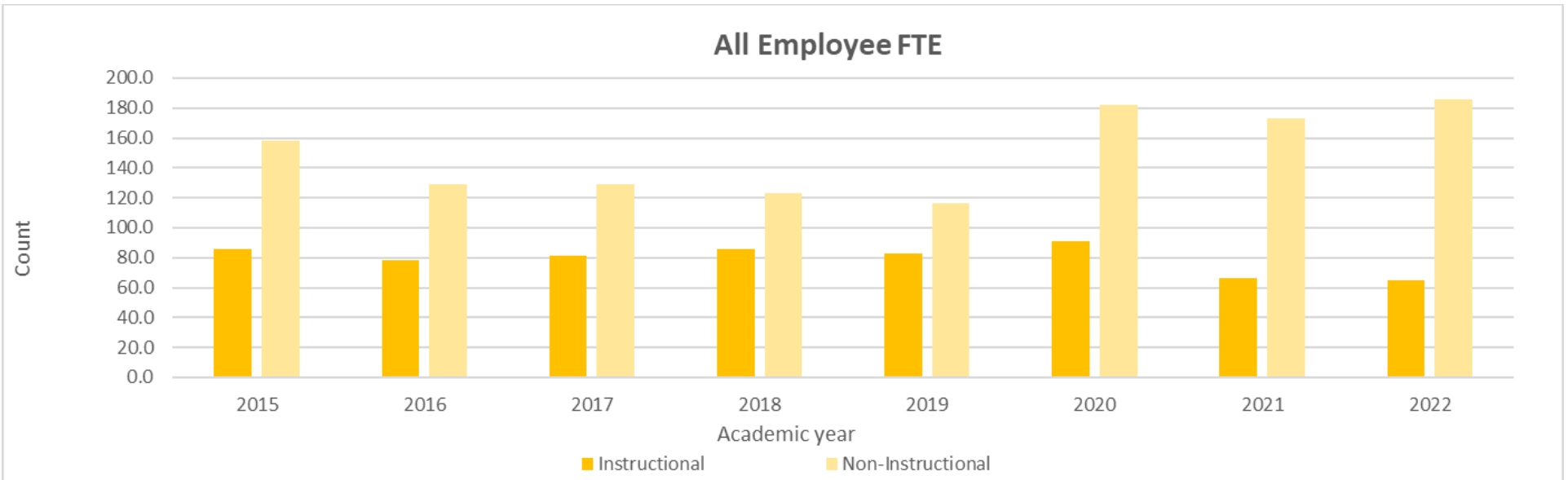
Employee: Classification and Status

| Classification | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time |
| Instructional Staff * | 42 | 132 | 36 | 127 | 38 | 129 | 33 | 160 | 40 | 143 | 40 | 154 | 39 | 82 | 36 | 87 |
| Archivist, Curators, and Museum Technicians | 0 | 2 | 0 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 |
| Librarians | 3 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 1 | 0 |
| Library Technicians | 1 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 1 | 0 |
| Student and Academic Affairs and Other Education Services | 23 | 24 | 28 | 21 | 28 | 21 | 28 | 15 | 20 | 18 | 23 | 18 | 16 | 16 | 18 | 11 |
| Management Occupations | 32 | 0 | 27 | 0 | 29 | 0 | 25 | 0 | 18 | 0 | 42 | 1 | 44 | 2 | 50 | 2 |
| Business and Financial Operations Occupations | 7 | 0 | 7 | 0 | 7 | 0 | 7 | 0 | 7 | 0 | 7 | 1 | 3 | 3 | 2 | 2 |
| Computer, Engineering, and Science Occupations | 10 | 2 | 10 | 1 | 8 | 0 | 8 | 0 | 8 | 0 | 6 | 0 | 10 | 1 | 11 | 1 |
| Community Service, Legal, Arts, and Media Occupations | 21 | 6 | 11 | 2 | 11 | 2 | 11 | 1 | 11 | 2 | 28 | 14 | 24 | 14 | 22 | 16 |
| Healthcare Practitioners and Technical Occupations | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| Service Occupations | 16 | 2 | 6 | 19 | 6 | 19 | 6 | 15 | 6 | 19 | 24 | 2 | 20 | 0 | 21 | 0 |
| Office and Administrative Support Occupations | 23 | 3 | 14 | 1 | 14 | 1 | 14 | 1 | 14 | 1 | 23 | 5 | 33 | 7 | 29 | 10 |
| Natural Resources, Construction, and Maintenance | 7 | 0 | 5 | 0 | 5 | 0 | 4 | 0 | 5 | 0 | 5 | 0 | 2 | 0 | 10 | 0 |
| Production, Transportation, and Material Moving Occupations | 2 | 0 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 3 | 5 | 0 | 2 | 0 | 6 | 0 |
| Total | 187 | 171 | 149 | 174 | 152 | 175 | 143 | 197 | 136 | 188 | 208 | 195 | 197 | 126 | 208 | 130 |

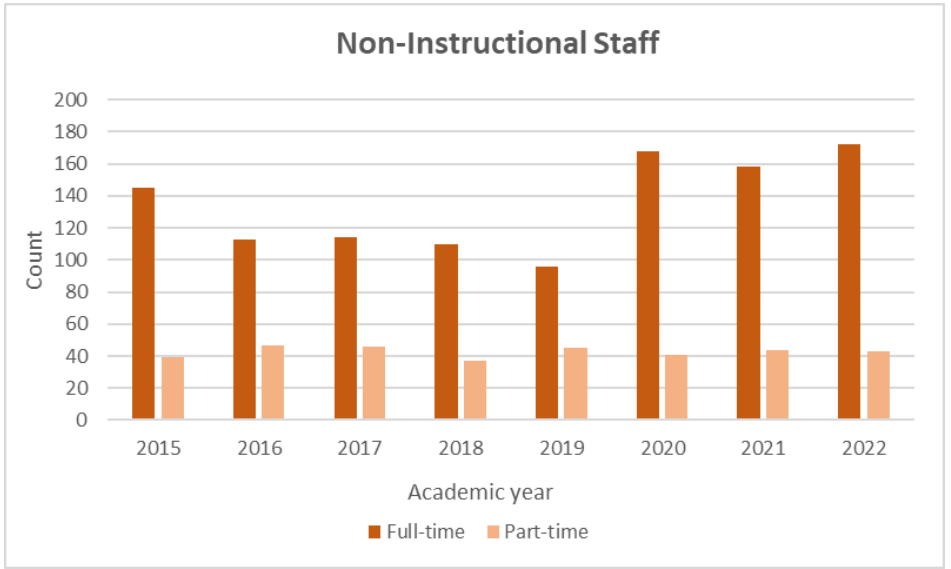
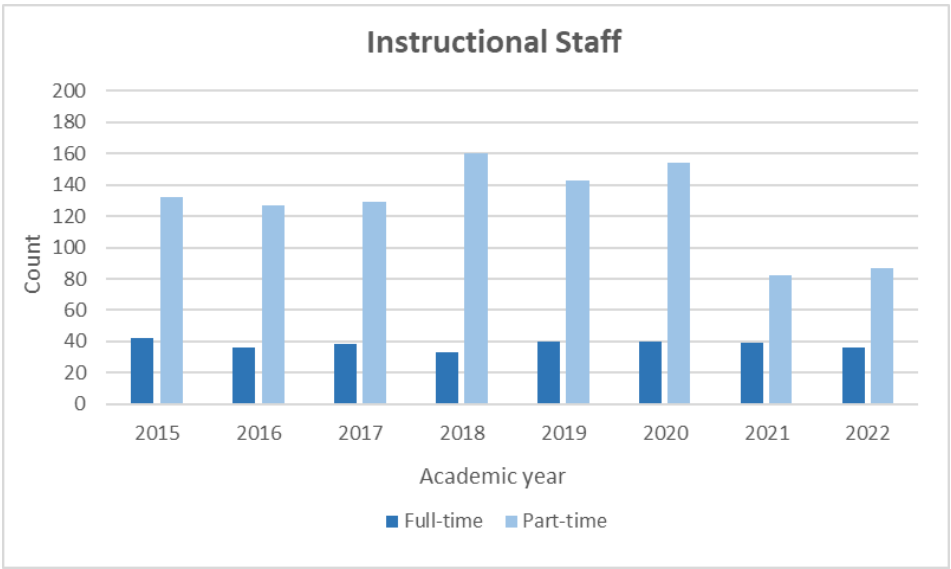
IPEDS classification categories

*** Includes Research Staff**

Source: IPEDS Human Resources



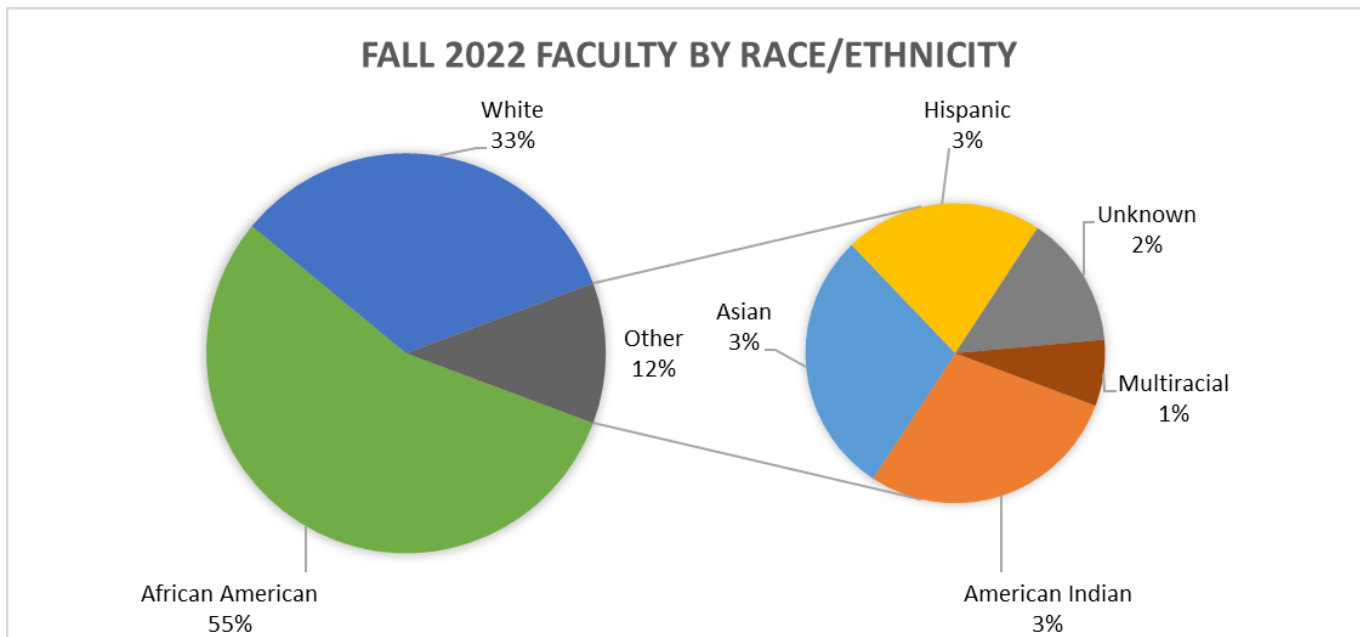
Source: IPEDS Human Resources



All Faculty: Race/Ethnic Status

| | African American/ Black | | American Indian | | Asian | | Hawaiian/ Pacific Is. | | Hispanic | | Multiracial | | U.S. Non-Resident | | Unknown | | White | | TOTAL |
|-------------|-------------------------|-----|-----------------|----|-------|----|-----------------------|----|----------|----|-------------|----|-------------------|---|---------|-----|-------|-----|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # |
| 2015 | 89 | 51% | | | 5 | 3% | | | 1 | 1% | | | | | 47 | 27% | 32 | 18% | 174 |
| 2016 | 98 | 60% | 2 | 1% | 3 | 2% | 1 | 1% | 2 | 1% | | | | | | | 57 | 35% | 163 |
| 2017 | 94 | 56% | 2 | 1% | 2 | 1% | 4 | 2% | 1 | 1% | | | | | | | 64 | 38% | 167 |
| 2018 | 106 | 55% | 2 | 1% | 7 | 4% | 6 | 3% | 4 | 2% | | | | | | | 68 | 35% | 193 |
| 2019 | 98 | 54% | 2 | 1% | 11 | 6% | | | 1 | 1% | | | | | | | 71 | 39% | 183 |
| 2020 | 60 | 31% | 3 | 2% | 7 | 4% | | | 4 | 2% | 1 | 0% | | | 96 | 49% | 23 | 12% | 194 |
| 2021 | 74 | 61% | 1 | 1% | 10 | 8% | | | 4 | 3% | 1 | 1% | | | 1 | 1% | 30 | 25% | 121 |
| 2022 | 68 | 55% | 4 | 3% | 4 | 3% | | | 3 | 2% | 1 | 1% | | | 2 | 2% | 41 | 33% | 123 |

Source: IPEDS Human Resources





Harris-Stowe Mission

MISSION IN *ESSENTIA*

Harris-Stowe State University provides educational opportunities, with an emphasis in STEM, that reflect excellence in holistic student development. We offer programs designed to nurture intellectual curiosity and build authentic skills that prepare our students for success in a diverse, global society.

MISSION FULL TEXT

Harris-Stowe State University, located in St. Louis, Missouri, with a statewide mission in science, technology, engineering, and mathematics (STEM) for underrepresented and under-resourced students, offers baccalaureate degrees to address the higher education needs of the metropolitan St. Louis region. Harris-Stowe State University is designated as an open-enrollment institution. Harris-Stowe is designated as one of two Historically Black Colleges and Universities (HBCUs) in Missouri and serves African-Americans and other diverse student populations throughout the state.

Harris-Stowe State University serves its constituents by offering baccalaureate degrees in business, education, and the arts and sciences appropriate to a teaching institution with a predominantly urban undergraduate student body. Harris-Stowe State University has particular strengths in mathematics and other STEM fields and is one of the state's largest producers of African-American graduates in STEM fields, with biological sciences as one of its top ten highest-producing programs.

Harris-Stowe State University also fulfills its mission by offering services to promote and sustain economic development, small business development, attract talent to the region, and workforce development, in addition to a broad range of academic and cultural activities and events.

HARRIS-STOWE STATE UNIVERSITY



STRATEGIC PLAN 2023-2028



Evaluate, Innovate, Elevate: Building a Culture of Success



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LETTER FROM THE PRESIDENT

Strategic Plan 2023-2028

Harris-Stowe State University is one of 101 Historically Black Colleges and Universities in the nation and one of two in Missouri. It is indeed a special place with a unique mission. We take seriously our charter to lift the under-resourced, to model success for our underrepresented students and to give all our students the education, the tools, and the opportunities to become an integral and vital part of their community.

Making this happen necessitates great forethought and planning – and is the purpose of and comprises the scope of our strategic plan. It is a privilege to present here our 2023 – 2028 Strategic Plan. Our strategic plan took shape by **evaluating** our current landscape, innovating as we step into the **future**, and **elevating** all we do to nurture our HSSU community, the diverse citizens of tomorrow.

Harris-Stowe has enjoyed a banner year and is well-positioned to be a leading institution for our HSSU family, the regions we serve, and the nation. We have forged hallmark partnerships, added critical majors and minors, fundraised as never before, and friend-raised as only we can.

As we chart our trajectory, our guidepost is this 2023 – 2028 Strategic Plan. It is a dynamic plan that will serve us well as we focus on our priorities and uphold our core values, all in service of our mission and vision.

Thank you to all of the administrators, faculty and staff who worked diligently in the spirit of shared governance to develop this plan. It is a pleasure and a privilege to share this with you. Harris-Stowe State University is a special place in the lives of so many. We will help them reach for the stars as we do ourselves.

Sincerely,

Dr. LaTonia Collins Smith

President

Harris-Stowe State University





INTRODUCTION

STRATEGIC PLAN 2023 – 2028

Never has a strategic plan been more important than it is today. We are now emerging from the environmentally-altering pandemic while eagerly anticipating the inauguration of Harris-Stowe State University's first female African American president.

This strategic plan has been carefully crafted with our many stakeholders' talent, expertise, and diverse views. The priorities and strategic objectives laid out here are thoughtful, ambitious, and keys to our continued upward trajectory. While we have recently accomplished a great deal, from increasing our majors and minors to forging significant new partnerships, we will do much more for our students and communities.

THE PLAN COMPRISES 6 KEY PRIORITIES:

- Evaluate and Elevate HSSU'S Culture of Student Achievement
- Evaluate and Elevate HSSU'S Culture of Performance and Professionalism to Attract and Retain Talented Constituents
- Evaluate and Elevate HSSU'S Culture of Innovation That Builds on Known Strengths and Efficiently Addresses Known Challenges
- Evaluate and Elevate HSSU'S Culture of Academic Accomplishment Through Authentic Assessment
- Evaluate and Elevate HSSU'S Culture of Service Excellence
- Evaluate and Enhance Fiscal Responsibility

This is our time, and we embrace the opportunities before us. This is our time to explore and realize our potential fully. This is our time, as we understand how many are counting on us.

In the following pages, we invite you to explore the pathways we have designed to achieve excellence. The work before us is ambitious but well within the gifts and abilities of the talented individuals who make up our diverse and inclusive campus community. In 2023, we begin a new chapter for Harris-Stowe State University as we seek even greater levels of success. We will move forward with intentionality and passion. Thank you to the planning team, who provided their talent and vision to help us develop this plan. And thank you to all members of the campus community who ceaselessly work to ensure our students find enduring success at the University and beyond. The next phase of the University's evolution begins now, and we look forward to this exciting journey together.

**"IT IS INDEED A
SPECIAL PLACE
WITH A UNIQUE
MISSION."**





HARRIS-STOWE STATE UNIVERSITY

UNIVERSITY HISTORY

PIVOTAL YEARS



- 1857** The St. Louis Board of Education founds St. Louis Normal School to prepare white teachers to teach in white elementary schools; it was subsequently named Harris Teachers College.
- 1890** The St. Louis Board of Education opens Sumner Normal School to train Black teachers. Sumner Normal School became a college in 1925 and changed its name to Stowe Teachers College in 1929.
- 1938** Both Colleges reorganize themselves and form two academic levels: a junior college division and a senior college division.
- 1954** The St. Louis Board of Education merges the two Colleges, which became Harris Teachers College.
- 1977** **The St. Louis Board of Education changes the name to Harris-Stowe College.**
- 1979** The state of Missouri passes legislation that makes Harris-Stowe College a part of the state's system of Public Higher Education.
- 1981** The state of Missouri approves baccalaureate degree programs in Early Childhood Education, Middle School Education and Urban Education.
- 1987** Harris-Stowe College becomes one of the nation's Historically Black Colleges and Universities under the U.S. Department of Education.
- 1993** The state of Missouri authorizes the College to expand its mission by offering baccalaureate degree programs in Business Administration, Secondary Teacher Education and Criminal Justice, as well as to add the word "state" to its title.
- 1996** The city of St. Louis gives the college nearly 18 acres of land, formerly Laclede Town site, for just \$10.
- 1998** **The College begins the construction of the AT&T Library and Technology Resource Center, formerly the Southwestern Bell Library and Technology Resource Center.**
- 1999** Harris-Stowe receives the Vashon Community Center and its land for just \$10 from the city of St. Louis.



- 2003** The College completes its fourth building Emerson Performance Center, which houses the Board of Regents Gymnasium, the Bank of America Theatre and the Whitaker Foundation Art Room.
- 2004** The College dedicates its new US Bank Entryway Arch, emblematic of the great things that occur when you enter the arches.
- 2005** The Anheuser-Busch School of Business opens in a temporary facility in the fall of 2005. On August 26, the College celebrates its official change to Harris-Stowe State University, and the Federal Government in the National Register of Historic Places officially lists the former Vashon Community Center facility.
- 2006** Rev. Dr. William G. Gillespie Residence Hall and Student Center Harris-Stowe State University becomes a residential campus with the opening of its first-ever residence hall.
- 2009** Harris-Stowe opens the state-of-the-art William L. Clay Sr. Early Childhood Development/ Parenting Education Center on its campus.
- 2011** The Freeman R. Bosely, Jr. Residence Hall and Dining Facility-Harris-Stowe State University's newest residence hall opened.
- 2015** Missouri Senate Bill 334, enacted in July 2015, broadens the University's mission to include graduate program offerings.
- 2017** Harris-Stowe State University celebrates 165 years of educating the St. Louis region and beyond.
- 2021** Missouri Senate Bill 12, approves the statewide mission designation in STEM for Harris-Stowe State University.
- 2022** **Dr. LaTonia Collins Smith is appointed the 21st President of Harris-Stowe State University. Dr. Collins Smith is the first African American woman to serve as president of the university.**

**HARRIS-STOWE
STATE UNIVERSITY
CELEBRATES
165 YEARS
OF EDUCATING THE
ST. LOUIS REGION
AND BEYOND.**





ABOUT THE UNIVERSITY

MISSION (In Essentia)

Harris-Stowe State University provides educational opportunities, with an emphasis in STEM, that reflect excellence in holistic student development. We offer programs designed to nurture intellectual curiosity and build authentic skills that prepare our students for success in a diverse, global society.

VISION

Harris-Stowe State University shall be recognized as a preeminent, career-focused, and trailblazing institution for academic integration, innovative science, technology, engineering, and mathematics (STEM) programs, as well as student-centered services.

CORE VALUES

HSSU's Principles Of Pride

PERSONAL GROWTH: We believe that it is our responsibility to develop an individual's intellect as well as an awareness of personal accountability for the decisions one makes and the impact of those decisions on others.

RESPECT: We believe that being respectful of others is what drives successful relationships and that civility is an expectation rightfully held by all campus constituents.

INNOVATION: We encourage individuals to cultivate new ideas and approaches that improve learning as well as student, faculty, staff, and alumni experiences.

DIVERSITY: We embrace diversity in all forms and champion the rights of individuals to respectfully share their unique perspectives within our University community.

EXCELLENCE: We believe that individuals contribute effectively when they are meeting or exceeding expectations of their community; therefore, we continuously strive to achieve excellence in all University activities.







**HARRIS-STOWE
STATE UNIVERSITY'S
MISSION IS TO PROVIDE
OPPORTUNITIES FOR
STUDENTS TO EARN
AFFORDABLE, HIGH-
QUALITY COLLEGE
CREDENTIALS**

ADMINISTRATIVE OBJECTIVES

Harris-Stowe State University's mission is to provide opportunities for students to earn affordable, high-quality college credentials. However, HSSU's mission also emphasizes the University's development and delivery of STEM programs to underserved students. Therefore, HSSU primarily focuses on serving minority populations in the St. Louis region, making HSSU one of the leading producers of minority graduates in STEM disciplines in the state of Missouri. To accomplish its STEM-oriented mission, the University has identified six strategic priorities as it strives to achieve a shared vision of becoming "a preeminent institution for academic integration, innovative programs, and student-centered services."

The six strategic priorities are as follows:

1. Evaluate and elevate HSSU's culture of student achievement
2. Evaluate and elevate HSSU's culture of performance and professionalism to attract and retain talented constituents
3. Evaluate and elevate HSSU's culture of innovation to build on known strengths and efficiently address known challenges
4. Evaluate and elevate HSSU's culture of academic accomplishment through authentic assessment
5. Evaluate and elevate HSSU's culture of service excellence
6. Evaluate and elevate HSSU's culture of fiscal responsibility



By creating these **six priorities** and staying focused on evaluation, innovation, and elevation, the University will position itself to achieve the following goals by 2028:

1. The University will increase the first-time, full-time freshmen fall-to-fall retention rate by 8-10%.
2. HSSU will maintain an average fall-to-spring persistence rate of first-time, full-time freshmen of 85% or higher.
3. The University will increase the first-time, full-time freshman degree completion rate by 10-15%.
4. The University will increase enrollment to greater than 1800 students.
5. The University will increase student participation in co-curricular activities by 35%.
6. The University will increase funding for co-curricular activities by 200%.
7. The University will increase STEM infrastructure square footage by more than 120%.
8. The University will establish dedicated infrastructure and programming for entrepreneurship programs.
9. The University will increase resources for career engagement and experiential learning by 200%.
10. The University will increase career-placement or graduate-school placement rates within six months of graduation to 85%.





**HSSU
WILL CREATE A
“TUITION LOCK” MODEL
THAT GUARANTEES THE
TUITION RATE WILL
REMAIN STATIC**



PRIORITY 1

EVALUATE AND ELEVATE HSSU’S CULTURE OF STUDENT ACHIEVEMENT

The top three key performance indicators for student achievement at HSSU include the institution’s retention rate, degree completion rate, and career placement or graduate-school placement rates. The University seeks to elevate its culture of student achievement by consistently demonstrating above-average outcomes compared to peer institutions and other urban HBCUs.

GOAL 1A: Strengthen financial resources and support for students to increase retention and graduation rates

Financial insecurity is among the most common reasons students cite for leaving the University. Between 2017 and 2022, over 73% of students who completed the University’s exit survey identified financial challenges as one of the main reasons for leaving college before completing their academic goals. As a result, the University will prioritize the development of resources to improve fiscal stability for enrolled students.

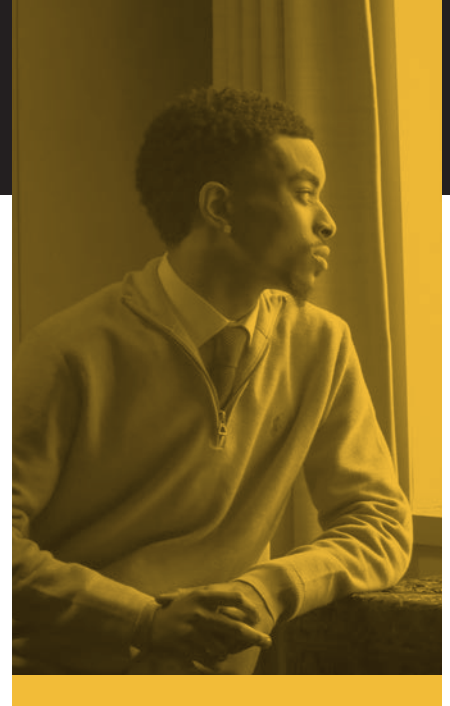
STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will create a “tuition lock” model that guarantees that the tuition rate a student starts at will remain static throughout their degree program for at least six years.

OBJECTIVE 2: The University will connect with new external partners to better fund balance payoffs that prevent students from advancing in their academic programs due to lagged payments on tuition and/or fees.

OBJECTIVE 3: The University will invest in a Student Resource Coordinator to direct students to resources that will reduce the financial burden related to paying for college.

OBJECTIVE 4: The University will redirect messaging and resources related to its banded tuition model to increase the number of students leveraging this unique tuition discount.



GOAL 1B: Update campus infrastructure to create more cross-collaborative opportunities to better support student success

Both students and staff encounter similar challenges with centralizing services and processes that improve institutional efficiency. Therefore, the University will redesign its organizational structure and infrastructure to simplify access to institutional resources that support student success.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will develop a “one-stop-shop” that combines admissions, financial assistance, registration, and student-success coaching to improve collaboration and student experiences. Institutional teams will cross-train in skillsets to improve overall process knowledge and reduce friction in processes related to enrollment and financial planning.

OBJECTIVE 2: The University will create more learning, collaborative, and social spaces for students to engage with one another and faculty mentors. These spaces will be designed for academic pursuits and network building, leading to life-long professional relationships.

OBJECTIVE 3: The University will invest in and create more efficient systems for monitoring and reacting to student needs through shared-information platforms, analytics, and predictive student-success modeling.

OBJECTIVE 4: The University will identify an employee training and innovation center on campus. The purpose of the center is to bring faculty and staff together to improve institutional knowledge and generate improved processes, procedures, and guidelines.

**THE UNIVERSITY
WILL IDENTIFY AN
EMPLOYEE TRAINING
AND INNOVATION
CENTER ON CAMPUS**



**HSSU WILL
INCREASE THE NUMBER
OF STUDENTS IN PAID
INTERNSHIPS BY
200% BY 2028**

GOAL 1C: Enhance student co-curricular experiences through improved planning and alignment to the Hallmarks of Student Learning

HSSU continues to strive to produce excellent co-curricular programming, leading to personal discovery and growth. HSSU will enhance co-curricular programs by articulating clear learning outcomes that map to the institution's Hallmarks of Learning.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will adopt the AAC&U VALUE Rubrics and use the VALUE framework to design and assess student learning outcomes across all co-curricular activities.

OBJECTIVE 2: The University will increase funding for faculty and staff sponsorship of co-curricular programs by 200% by 2028.

OBJECTIVE 3: The University will add annual merit-based increases to co-curricular stipends for sponsors who demonstrate and thoroughly document program outcomes that align with the institution's Hallmarks of Student Learning.

OBJECTIVE 4: The University will establish reporting frameworks for co-curricular program sponsors to improve assessment practices and accelerate student learning outcomes.

GOAL 1D: Expand opportunities for student learning and credentialing through partnerships and unique learning opportunities

Holistic development of student skills and dispositions is an essential component of the institution's mission: the University recognizes it has achieved its mission when graduates consistently display competencies and dispositions related to the HSSU's Hallmarks of Student Learning. While all students can demonstrate evidence of each Hallmark through traditional learning paths, the University seeks to expand the borders of learning beyond the classroom by creating partnerships that lead to authentic learning and workplace experiences.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will increase the number of students utilizing existing dual-enrollment, dual-degree, and transfer partnerships by 150% or more.

OBJECTIVE 2: The University will establish special fundraising efforts to expand low-cost/no-cost study-abroad opportunities for students.

OBJECTIVE 3: The University will increase the number of students in paid internships by 200% by 2028.



GOAL 1E: Increase outreach efforts to potential students in the St. Louis region

HSSU's STEM mission is critical to the St. Louis region and Missouri. HSSU's population is generally comprised of 83-to-86% minority students. The emphasis HSSU puts on creating STEM opportunities for minority students is unique in the state system. As a result, the institution will accelerate the process of building enrollment in all academic programs while creating a more balanced distribution of students in HSSU's science, technology, and math programs.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will increase the enrollment of traditional students from the St. Louis region by 10%.

OBJECTIVE 2: The University will increase its adult-learner population from the St. Louis region by 8%.

OBJECTIVE 3: The University will develop new low-cost/no-cost summer programs that connect local secondary and middle school populations with STEM learning experiences.

OBJECTIVE 4: The University will create new dual-enrollment programs to ensure each college or school has developed one or more discipline-specific opportunities with partner high schools.

**HSSU'S POPULATION
IS GENERALLY
COMPRISED OF
83-TO-86%
MINORITY STUDENTS**





PRIORITY 2

EVALUATE AND ELEVATE HSSU'S CULTURE OF PERFORMANCE AND PROFESSIONALISM TO ATTRACT AND RETAIN TALENTED CONSTITUENTS

As part of its commitment to professional growth as a core value, Harris-Stowe State University will ensure all employees are recognized and appreciated for their unique contributions to the institution and its students. To do this, the University will redesign its processes for engaging employees and create new paths to leadership at the University.

GOAL 2A: Develop improved leadership pipelines and succession planning within divisions and departments

The University will seek to build a strong leadership structure by identifying critical roles and succession pipelines within each division. In addition, our best talent will be given promotion pathways and leadership training as they continue to make significant contributions to the University.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will develop internal programs and benchmarks that create professional growth and promotion opportunities.

OBJECTIVE 2: Every division head will identify and nominate high-performing employees for special training and development opportunities offered by the University and its partners.

OBJECTIVE 3: The University will allot \$3000-\$6000 annually per division for employee leadership training and development activities. Funds may be used for emerging leaders to attend conferences, obtain professional certifications, or undergo external assessments of leadership aptitude and readiness.



HSSU WILL ENSURE ALL EMPLOYEES ARE RECOGNIZED AND APPRECIATED FOR THEIR UNIQUE CONTRIBUTIONS





GOAL 2B: Enhance employee morale through recognition and appreciation initiatives

By expanding benefits, recognition, and rewards programs, the institution will improve the recruitment and retention of faculty and staff. The University will also position itself as one of the best places to work in St. Louis. It is the goal of senior leadership that all campus community members feel a sense of profound belonging, connection, support, and pride in their institution.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments. HSSU will prioritize service, teaching, research, scholarship, and creative activity as criteria for award eligibility.

OBJECTIVE 2: The University will expand and fund opportunities for interested employees to interact, collaborate, and socialize in informal and supportive contexts.

OBJECTIVE 3: The University will invest in employee well-being and introduce new health and wellness programs to create healthy work-life balances.

OBJECTIVE 4: The University will evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support healthy habits and choices.

OBJECTIVE 5: The University will develop an effective performance-evaluation framework that maps employee contributions to fulfilling the University's mission.

OBJECTIVE 6: The University will review its policies, procedures, and practices to facilitate creative approaches to staffing and recruitment efforts.

**HSSU WILL EXPAND AND
FUND OPPORTUNITIES
FOR INTERESTED
EMPLOYEES
TO INTERACT,
COLLABORATE, AND
SOCIALIZE**



**THE UNIVERSITY WILL
DEFINE AND IMPLEMENT
A SHARED GOVERNANCE
COMMITTEE (SGC)
CHARTER**

GOAL 2C: Expand and formalize shared-governance practices on campus to give stakeholders a stronger voice in how the institution makes key decisions

HSSU recognizes the tremendous value of bringing diverse opinions to the institution's decision-making processes. The University will launch initiatives to better understand the history of shared governance and use lessons learned from past approaches to shared governance. HSSU will redevelop and implement a formal shared-governance framework that is more inclusive and diverse.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will define and implement a Shared Governance Committee (SGC) charter. Like all standing committees, the SGC will regularly report outcomes to the senior leadership. In addition, it will act as the intake agency for concerns about shared governance and prepare formal recommendations to bolster the University's practices related to shared-decision making.

OBJECTIVE 2: The University will formalize and publish its policy and framework for shared governance. The policy will clearly communicate how the institution engages the campus community in making decisions that lead to the greatest benefit for campus stakeholders.

OBJECTIVE 3: The University will provide the Shared Governance Committee with survey data that enables the committee to strengthen recommendations and provide supporting evidence recommendations the committee makes.





GOAL 2D: Redesign the University's leadership selection and preparation process

The University understands the importance of stable leadership at all levels in the institution. For this reason, HSSU will move toward more data-informed assessments of individuals currently in leadership positions, leaders in waiting, and external candidates who seek to take on leadership roles within the University.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will restructure its senior administrative hierarchy to improve collaboration between units and divisions. This change will distribute responsibilities amongst senior staff more evenly while increasing overall accountability for achieving strategic objectives.

OBJECTIVE 2: The University will create a formal process that allows employees to file a professional development path with their division heads. The division head, in turn, will meet with the employee to develop goals, milestones, checkpoints, and expectations for the employee to meet in order to be eligible for progressive responsibilities.

OBJECTIVE 3: The University will contract with external assessment experts to evaluate candidates for senior and executive leadership positions before making permanent employment offers. This will provide the University with objective, quantitative, and qualitative data to help identify candidates who best fit the University's leadership expectations.

OBJECTIVE 4: The University will implement processes that allow select employees to gain experience in other offices within their division. This will improve employee knowledge of how division units function collaboratively and effectively as the employee prepares for future leadership opportunities at the University.

**THE UNIVERSITY WILL
RESTRUCTURE ITS
SENIOR ADMINISTRATIVE
HIERARCHY TO IMPROVE
COLLABORATION
BETWEEN UNITS AND
DIVISIONS**



**THE UNIVERSITY WILL
PROVIDE CONFIDENTIAL
MECHANISMS FOR
ASKING QUESTIONS OR
EXPRESSING CONCERNS
ABOUT PERSONAL
EXPERIENCES**

GOAL 2E: Establish new institutional standards for collegiality, professionalism, and accountability

HSSU will clarify and articulate expectations for collegiality, professionalism, and accountability to build a culture that reflects its core values (HSSU's Principles of PRIDE). In addition, the administration will work collaboratively with the institution's workforce to formalize cultural expectations and embed them into the daily routines of the campus community.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will define, adopt, and publish standards that succinctly articulate expectations for collegiality, professionalism, and accountability.

OBJECTIVE 2: The University will provide confidential mechanisms for asking questions or expressing concerns about personal experiences related to collegiality, professionalism, and accountability.

OBJECTIVE 3: The University will revise its onboarding process to improve the experiences of new employees as they are inducted into the institution's culture of collegiality, professionalism, and accountability.

OBJECTIVE 4: The University will establish and implement merit-based incentives that recognize and reward employees who contribute significantly to HSSU's culture of collegiality, professionalism, and accountability.



PRIORITY 3

EVALUATE AND ELEVATE HSSU'S CULTURE OF INNOVATION THAT BUILDS ON KNOWN STRENGTHS AND EFFICIENTLY ADDRESSES KNOWN CHALLENGES

The University recognizes that the relationship between learners and traditional models of higher education is rapidly evolving. With its new STEM-oriented mission, the institution expects to adapt academic programming and student support to the varied needs of future students. This involves exploring and implementing new teaching and learning paradigms that accelerate competencies and create individualized learning experiences based on a student's academic objectives and preferred learning modalities.

GOAL 3A: Create more flexible learning pathways for traditional and non-traditional students

HSSU understands that the traditional path to a college degree continues to change. The University embraces this change in student preferences and needs. The institution will transform over the next five years to expand delivery modalities and develop technology-enhanced teaching methods that offer learners a greater choice in how they approach their academic goals. While HSSU will continue to grow its population of traditional students, it will also design alternate routes for earning college credentials.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will identify and begin planning a broader set of degree paths, including new certifications and bachelors and graduate degree programs. The University will evaluate the feasibility of offering associate degrees.

OBJECTIVE 2: The University will develop pathways for adult learners that incorporate life-learning credits and prior learning credits to accelerate their academic goals' completion.

OBJECTIVE 3: The University will design discipline-specific certifications that can be stacked and applied toward full degrees.

OBJECTIVE 4: The University will evaluate and redesign its continuing education model, emphasizing workforce-development skills that address regional employers' existing and emerging needs.

OBJECTIVE 5: The University will pursue alternative and affordable learning options by developing competency-based courses that provide learners with "just-in-time" skill sets that lead to upward career mobility.



**THE UNIVERSITY
WILL DESIGN
DISCIPLINE-SPECIFIC
CERTIFICATIONS
THAT CAN BE STACKED
AND APPLIED TOWARD
FULL DEGREES**



**THE UNIVERSITY WILL
DESIGN AND IMPLEMENT
A NEW ADVISING SYSTEM
TO BETTER DOCUMENT
RECOMMENDATIONS**

GOAL 3B: Invest in new systems that provide greater insight into the institution's performance in relation to its mission, vision, values, and strategy

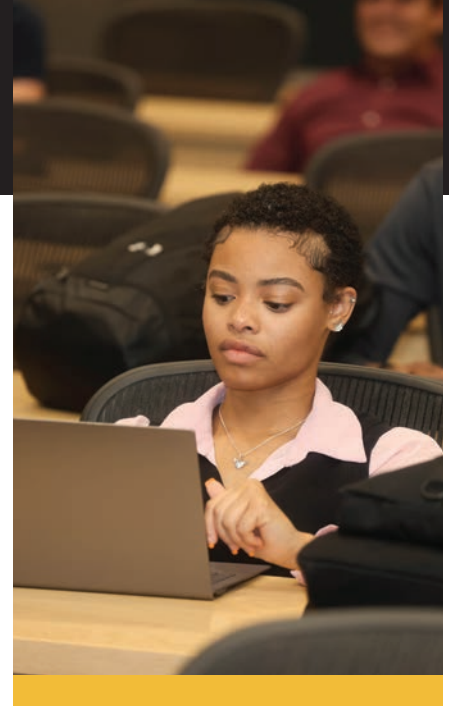
Like most modern institutions, HSSU maintains rich institutional and student performance datasets. As the University becomes more agile in developing and implementing decision-support systems, it will simultaneously prepare its workforce to use data and systems more effectively to increase retention, persistence, graduation rates, and post-graduation outcomes.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will design and implement a new advising system to better document recommendations by student success coaches, faculty advisors, and the institution's retention-management team. The system will allow improved collaboration between employees that support student success.

OBJECTIVE 2: The University will implement online systems to improve the monitoring and tracking of goals, projects, and strategic initiatives. The institution will use evidence-based outcomes to evaluate individual and team performance.

OBJECTIVE 3: The University will implement improved training routines for faculty that better support using technological tools for teaching and learning.



GOAL 3C: Expand distance education and online course offerings to attract new students

HSSU will leverage its experiences and lessons learned during the COVID-19 online-learning transition. These experiences have created a greater appreciation and understanding of remote learning as an instructional modality. While the institution intends to stay true to its emphasis on in-person learning, it will also seek to develop a unique and specialized arm of the academic enterprise that focuses on the growth of online program offerings.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will work with faculty to evaluate existing technology and invest in systems that provide “best-of-breed” experiences for teaching and learning online.

OBJECTIVE 2: The University will increase the number of online programs to ensure that 30% or more of the programs are offered in both in-person and fully online modalities by 2028.

OBJECTIVE 3: The University will develop comparable tuition and fees to ensure that students experience equitable costs when selecting a program modality that best suits their learning needs.

OBJECTIVE 4: The University will ensure that students are able to seamlessly switch from traditional to fully online programs should they decide to change at any time during their academic career.

OBJECTIVE 5: The University will hire a Director of Online Learning to support the online learning infrastructure and adapt student-service models to create equivalent experiences for in-person and online learners.

OBJECTIVE 6: The University will develop a Center for Excellence in Teaching and Learning to assist faculty with designing and deploying high-performing online courses.

**THE UNIVERSITY WILL
WORK WITH FACULTY TO
EVALUATE EXISTING
TECHNOLOGY AND
INVEST IN SYSTEMS
THAT PROVIDE
“BEST-OF-BREED”
EXPERIENCES**



**THE UNIVERSITY
WILL ESTABLISH A
DEDICATED COLLEGE
FOR STEM DISCIPLINES**

GOAL 3D: Restructure the distribution of programs within the academic units as part of mission alignment

The University has traditionally maintained three academic units. With the change in HSSU's mission, the University will restructure the academic units to create improved but distinct alignment to STEM programming, social and behavioral sciences, business education, and teacher education.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will establish a dedicated college for STEM disciplines.

OBJECTIVE 2: The University will reenvision the College of Arts and Sciences to create a new emphasis on humanities, social sciences, and behavioral sciences.

OBJECTIVE 3: The University will develop auxiliary programming in the Anheuser-Busch School of Business as it expands the academic unit's role in preparing minority entrepreneurs and business leaders.

OBJECTIVE 4: The University will redesign its continuing-education framework to support workforce-development initiatives that lead to stackable certificates and badges.





PRIORITY 4

EVALUATE AND ELEVATE HSSU'S CULTURE OF ACADEMIC ACCOMPLISHMENT THROUGH AUTHENTIC ASSESSMENT

Harris-Stowe State University is committed to sound and consistent assessment practices. As the University grows and evolves its programming and academic structure, it will re-examine traditional assessment processes and begin evaluating teaching, learning, and co-curricular programming. In addition, the University will align methodologies for evaluating programming, curricula, and outcomes to new internal and external frameworks that leverage additional data points for improved analysis and decision-making.

GOAL 4A: Redesign the institution's assessment models, program-review frameworks, and support systems

HSSU is committed to elevating the culture of assessment at the University. The vision for the University articulates a common goal of becoming a preeminent STEM institution. Establishing best-in-class assessment practices is a key step toward achieving this vision.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will reorganize its executive leadership structure to add more support for assessment and institutional research.

OBJECTIVE 2: The University will identify faculty-change agents to lead key assessment projects and initiatives that enhance and validate the institution's culture of assessment.

OBJECTIVE 3: The University will review and revise its assessment policies and practices to improve outcomes in academic and co-curricular assessment processes. Updated policies and procedures will be published in the institution's Assessment Handbook.

OBJECTIVE 4: The University will review, revise, and standardize the institution's program-review process to create greater insight into program strengths, weaknesses, and opportunities.

OBJECTIVE 5: The University will implement new assessment technology to better track course outcomes, faculty recommendations, and student success metrics for each academic program and concentration.

OBJECTIVE 6: The University will develop standardized curriculums and student-learning outcomes for 100% of all general education courses using the AAC&U Valid Assessment of Learning in Undergraduate Education framework.



THE VISION FOR THE UNIVERSITY ARTICULATES A COMMON GOAL OF BECOMING A PREEMINENT STEM INSTITUTION



**THE ACADEMIC UNITS
WILL DEVELOP A
COMPREHENSIVE LIST
OF STUDENT LEARNING
OUTCOMES (SLOS)
FOR EACH PROGRAM
OFFERED**

GOAL 4B: Enhance the University's academic profile and reputation through continuous assessment and strengthening of academic programs

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will establish an annual schedule for academic program reviews and provide faculty with professional-development experiences that lead to successful program-review routines.

OBJECTIVE 2: The University will standardize course learning outcomes and syllabi to ensure consistency of teaching and learning across all sections of a given course.

OBJECTIVE 3: The academic units will develop a comprehensive list of student learning outcomes (SLOs) for each program offered. The units will map SLOs to specific courses to ensure alignment between course-level and program outcomes.

OBJECTIVE 4: The academic units will undertake a quality-assurance review of student learning outcomes in 20% of course offerings each year. The academic deans will submit annual reports that articulate course-level SLOs, course success rates, course grade distributions, student satisfaction surveys, and alignment of course-level learning outcomes to stated learning outcomes for programs.



GOAL 4C: Invest in and/or develop new systems that create greater insight into the institution's performance in relation to its mission, vision, values, and strategy

Like most modern institutions, HSSU maintains rich datasets related to institutional performance. As the University becomes more agile in leveraging decision-support systems, it will prepare its workforce to use data more proactively to increase retention, persistence, graduation rates, and post-graduation outcomes.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will evaluate its learning management system to determine if it fully meets faculty and student needs. The University will convert to a new LMS if the assessment and data support the need for making a change.

OBJECTIVE 2: The University will link online systems that track strategic objectives to centralized project and meeting software to improve outcomes and accountability.

OBJECTIVE 3: The University will establish an annual Assessment Week and provide faculty and staff with training on best practices related to assessment, data analysis, and evidence gathering.

**THE UNIVERSITY WILL
EVALUATE ITS LEARNING
MANAGEMENT SYSTEM
TO DETERMINE IF IT
FULLY MEETS FACULTY
AND STUDENT NEEDS**





PRIORITY 5

EVALUATE AND ELEVATE HSSU'S CULTURE OF SERVICE EXCELLENCE



**THE UNIVERSITY WILL
REGULARLY SURVEY
STUDENTS TO GAUGE
OVERALL SATISFACTION
WITH ITS SERVICES**

The most common reason students exit a college or University before completing their academic goals is that the institution does not seem to care about them. Poor service is the second most common reason students cite for leaving an institution (see Hanover Research report in Resources and Research). HSSU works diligently to address both areas of the student experience but recognizes that meaningful improvements can be made. The University will commit to making these changes in 2023 and beyond as it works towards creating world-class experiences for our campus community.

GOAL 5A: Improve data gathering and analysis to better evaluate stakeholder satisfaction

Improving stakeholder satisfaction is critical to elevating the campus culture. Therefore, HSSU will seek to achieve superior performance in all areas that affect students, faculty, staff, and other stakeholders at the University. To do this, HSSU will commit to gathering satisfaction ratings provided by the campus community. The University will use this data to a.) reward departments that consistently provide excellent service or b.) proactively address areas that need service improvements.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will regularly survey students to gauge overall satisfaction with its services.

OBJECTIVE 2: The University will implement electronic office-utilization systems to measure resource demands and user experiences. The institution will use office-utilization statistics to improve resource allocations.

OBJECTIVE 3: The University will develop new systems for students to request assistance online and/or report challenges they face with any campus services they use.

OBJECTIVE 4: The University will require all employees to attend annual training that leads to quality service experiences at the University.





GOAL 5B: Review and revise policies to improve stakeholder experiences

Regular and rigorous policy review is crucial to streamlining stakeholder experiences. The University commits to a comprehensive review of policies, procedures, and guidelines to identify areas for improvement. Department heads will perform policy reviews yearly, and policy changes will be published annually.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will create a shared policy library that will be available to students, faculty, staff, and other institutional stakeholders. The policy library will be the definitive guide for questions and concerns related to the institution's operations and practices.

OBJECTIVE 2: The University will require annual reviews of policies, procedures, and guidelines for every department and division. All changes will be signed by the department and division heads and will indicate what changes were made and the dates the changes go into effect.

OBJECTIVE 3: The University will create a policy-review taskforce to assess stakeholder concerns regarding policies, procedures, and guidelines that present significant challenges to student success and achievement.

**THE UNIVERSITY WILL
REQUIRE ANNUAL
REVIEWS OF POLICIES,
PROCEDURES,
AND GUIDELINES
FOR EVERY DEPARTMENT
AND DIVISION**



ELIMINATE THE REDUNDANCY AND COMPLEXITY OF STUDENT PROCESSES, PROCEDURES, AND GUIDELINES

GOAL 5C: Engage in regular student journey mapping exercises to eliminate the redundancy and complexity of student processes, procedures, and guidelines

Understanding the student experience helps the University adjust the types of processes learners must navigate during their college career. In addition, mapping the student journey -- from recruitment through graduation -- helps faculty and staff better identify obstacles that can be eliminated before students encounter them. This increases satisfaction and engagement, leading to improved student retention and completion results.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will engage with experts in student journey mapping to increase institutional knowledge of the journey mapping process.

OBJECTIVE 2: The University will select a talented team to learn the mapping process and help disseminate techniques for mapping student-facing processes to department heads.

OBJECTIVE 3: The University's department heads will complete student journey maps of existing processes and provide recommendations for simplifying and improving those processes.

OBJECTIVE 4: The University's department heads will publish student journey maps on their websites to assist students and parents with visualizing processes the University uses to support student success.



PRIORITY 6

EVALUATE AND ENHANCE FISCAL RESPONSIBILITY

The University continues to make strides in effective budgeting and allocations of its resources by using analyses of fiscal data to enhance decision-making. As new technology becomes available, it is also the intent of the institution to leverage financial data to analyze institutional outcomes better. This includes evaluating return on investment for internal initiatives, academic partnerships, and strategic investment partners.

GOAL 6A: Review and realign the budget model to better support high-performing academic programs

HSSU places a high priority on academics in its financial decision-making. Therefore, the institution will undertake a comprehensive review of its budget process to ensure allocations are correctly aligned with the needs of the faculty, students, and academic programs.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will incorporate data from academic program reviews into its budget-hearing process. The institution will adjust program funding based on student outcomes, enrollment trends, and other significant data points that prove that changes in allocations are warranted.

OBJECTIVE 2: The University will increase funding for faculty positions with the expectation that full-time faculty will increase by 30% by 2028.

OBJECTIVE 3: The University will realign budget allocations to address the new academic structure that includes four colleges and schools.



**HSSU PLACES
A HIGH PRIORITY
ON ACADEMICS
IN ITS FINANCIAL
DECISION-MAKING**





**THE UNIVERSITY WILL
OVERLAY EMPLOYEE-
FACING SYSTEMS
AND SERVICES THAT
IMPROVE FISCAL
MANAGEMENT AND
OVERSIGHT**

GOAL 6B: Improve data and systems to streamline financial analysis and decision making

HSSU recognizes that investing in processes that simplify fiscal transactions is an important aspect of creating higher satisfaction for campus community members. By focusing on developing integrated systems, the institution will reduce manual overhead, improve data integrity, and create valuable analytics to aid decision-making.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will upgrade its enterprise resource planning and student information system to improve automation, enhance the user experience, and introduce new security standards.

OBJECTIVE 2: The University will overlay student-facing systems and services that improve and simplify financial aid processing, awarding and balance monitoring.

OBJECTIVE 3: The University will overlay employee-facing systems and services that improve fiscal management and oversight.

GOAL 6C: Increase the institution's endowment, reserves, and return on investment with financial partners

HSSU will seek to grow its endowment through increased fundraising efforts and improving the performance of financial investments and partners. The University will also assess its ability to withstand unanticipated financial challenges and strengthen its reserves.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will prepare and launch a formal capital-campaign strategy to identify needs and establish fundraising goals over the next five years.

OBJECTIVE 2: The University will review the performance of financial investments and its relationship with investment partners. HSSU will work with independent consultants to assess whether new strategies and partnerships are warranted. The institution will prepare a formal report as well as recommendations for the President and the Board of Regents to review.

OBJECTIVE 3: The University will grow its reserves to ensure that it can maintain a minimum of six months of operational continuity in the event of a financial emergency.



GOAL 6D: Invest in improved data security systems and services

Protecting data assets is an essential responsibility for all organizations. HSSU is no different and will increase investments in cybersecurity infrastructure and services to ensure financial and personal data are continuously monitored and protected.

STRATEGIC OBJECTIVES:

OBJECTIVE 1: The University will establish a dedicated budget line for cybersecurity improvements.

OBJECTIVE 2: The University will acquire zero-day protection services to improve perimeter security.

OBJECTIVE 3: The University will identify and contract with a cybersecurity insurance provider to ensure it is protected in the event of a cyber-attack.

OBJECTIVE 4: The University will develop a formal operations continuity plan for unanticipated events that impact the institution's information infrastructure and assets.

OBJECTIVE 5: The University will biannually audit and test all backup systems to ensure internal compliance and vendor compliance with emergency policies, procedures, and guidelines.

**THE UNIVERSITY
WILL ACQUIRE
ZERO-DAY PROTECTION
SERVICES TO IMPROVE
PERIMETER SECURITY**





MEMBERS OF THE 2023-2028 STRATEGIC PLANNING COMMITTEE

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**POTENTIAL.
POSSIBILITIES.
POWER**

HARRIS-STOWE
STATE UNIVERSITY

www.hssu.edu

YOUR ROLE AS A BOARD MEMBER

S

Serve as an advocate for Harris-Stowe State University.

U

Understand the mission, purpose, and goals of Harris-Stowe State University.

P

Prepare for board meetings, committee meetings, and retreats

P

Participate actively in Foundation fundraising activities and special events.

O

Open doors of opportunity using your personal circle of influence.

R

Raise funds by making a personal annual gift to the Foundation.

T

Teach new board members to become as loyal and dedicated as you.



CULTIVATION/SOLICITATION

Moves Management

It is important that the moves or contacts with prospective donors be meaningful and strategic. As a Foundation Board Member, your role in helping to create these moves is critical. Making introductions and creating opportunities for conversation is how we are able to tell the "HSSU Story" and thus raise funds.

Having a contact plan for how to move a prospect to a donor is called "Moves Management".

Here is an example of a moves management plan:

1. Personal phone call/visit after a gift or schedule a "Discovery" meeting.
2. Advice Visit: Schedule a visit to "pick their brain" find out their interests and find out how HSSU can improve.
3. Schedule a Campus Tour: Help them fall in love with the campus.
4. Invite them to special HSSU events, private briefings, or socials.
5. Give them VIP treatment at an event.
6. Send a personal letter or email from the President.
7. Bring your A-Team to make the "Ask".

A plan for prospects gets results!

BOARD MEMBER STEWARDSHIP

The research is clear on this issue, stewardship calls from board members have a great impact on fundraising.

How does it help?

1. It helps with retaining donors by letting them know from a board member that their gift was appreciated.
2. It creates the opportunity for larger gifts down the road. Often times a call from a board member will inspire a donor to do even more the next time they choose to give.
3. It helps make board members feel good to deliver a positive message. For many board members, it helps to remind them of why they chose to become a board member.

As a board member, we would like to call upon some of you to reach out to our donors and offer them a personal thanks for their gifts of \$5,000 or more to Harris-Stowe State University. Your involvement in this initiative will have a powerful impact on the future of fundraising at HSSU.

To assist you in calling, we have provided you with some sample scripting for a stewardship call. Please keep in mind that it is important to not sound as if you are being scripted. Feel free to either use your own words or familiarize yourself with the sample script so that you can develop a sense of comfort before you begin your calls.

SAMPLE SCRIPTS

For a Donor:

"Hello my name is _____, board member for the Harris-Stowe Foundation. Do you have a brief moment to chat?"

"I'm not calling to ask for a gift but rather let you know that your past gift to HSSU was greatly appreciated. "Like you, I am a big supporter of HSSU, and being able to make calls like this feels good. Can I ask what inspired your support to HSSU at this time?"

-Allow for a response and take notes-

"That's great!" *-Feel free to share why you support HSSU-*

"We are really working hard on caring for our donors, so thank you for sharing and taking the time to speak with me today. Again, we really appreciate you, take care and goodbye"

For Voicemail:

"Hello my name is _____, board member for the Harris-Stowe Foundation. I just wanted to let you know how much we appreciate and thank you for your past gift to Harris-Stowe. I am a big supporter of Harris-Stowe as well and knowing that there are donors out there like you, keeps me motivated. Again, thank you for supporting Harris-Stowe, and have a great day."

For Administrative Assitants:

"Hello my name is _____ and I am trying to reach _____ on behalf of the Foundation Board at Harris-Stowe State University. I only want to take a moment of his/her time to offer a personal thanks from our board members."

"Is there a good time I can reach them? I just need a few minutes to thank them for their support."

"Thank you (assistant's name), I appreciate your help. Have a great day!"