Review Data Set Form A: Additional General Information & School Spirit

General Information

Year school was founded:

1873

Environment:

Town (In a large town, pop. 25,000-74,999, or near a large town) ▾

Campus size: (number of acres)

400

ACT code:

2366

CEEB code:

6655

IPEDS Code:

179557

Religious Affiliation:

No Affiliation ▾

If you selected Other please specify:

Number of foreign countries represented by your student population (Degree Seeking Undergraduates):

41

Indicate which foreign countries are represented by your student population (Degree Seeking Undergraduates)(select all that apply):

- ☐ Afghanistan
- ☐ Albania
- ☐ Algeria
- ☐ Angola
- ☐ Antigua
- ☐ Argentina
- ☐ Armenia
- ☑ Australia
- ☐ Austria
- ☐ Bahamas
- ☐ Bahrain
- ☑ Bangladesh
- ☐ Barbados
- ☐ Belarus

- ☐ Belgium
- ☐ Belize
- ☐ Benin
- ☐ Bolivia
- ☐ Bosnia and Herzegovina
- ☐ Botswana
- ☑ Brazil
- ☐ Bulgaria
- ☐ Burkina Faso
- ☐ Burundi
- ☐ Cambodia
- ☑ Cameroon
- ☑ Canada
- ☐ Central African Republic
- ☐ Chad
- ☐ Chile
- ☑ China
- ☐ Colombia
- ☑ Congo
- ☐ Costa Rica
- ☐ Croatia
- ☐ Cyprus
- ☐ Czech Republic
- ☑ Denmark
- ☐ Djibouti
- ☐ Dominica
- ☐ Dominican Republic
- ☑ Ecuador
- ☐ Egypt
- ☐ El Salvador
- ☐ Eritrea
- ☐ Estonia
- ☑ Ethiopia
- ☐ Fiji
- ☐ Finland
- ☑ France
- ☐ Gabon
- ☐ Gambia
- ☐ Georgia

☐	Germany
☑	Ghana
☐	Greece
☐	Grenada
☐	Guatemala
☐	Guinea
☐	Guyana
☑	Haiti
☐	Honduras
☐	Hungary
☐	Iceland
☑	India
☐	Indonesia
☐	Iran
☐	Iraq
☐	Ireland
☐	Israel
☑	Italy
☑	Jamaica
☑	Japan
☑	Jordan
☐	Kazakhstan
☑	Kenya
☑	Kuwait
☐	Laos
☑	Latvia
☐	Lebanon
☐	Lesotho
☐	Liberia
☐	Libya
☐	Liechtenstein
☐	Lithuania
☐	Luxembourg
☐	Macau
☐	Malawi
☑	Malaysia
☐	Moldova
☐	Malta

- [ ] Mayotte
- [ ] Mauritania
- [ ] Mauritius
- [ ] Mexico
- [ ] Montserrat
- [ ] Monaco
- [ ] Mongolia
- [ ] Morocco
- [ ] Mozambique
- [x] Myanmar
- [ ] Namibia
- [x] Nepal
- [x] Netherlands
- [x] New Zealand
- [ ] Nicaragua
- [ ] Niger
- [x] Nigeria
- [ ] Norway
- [ ] Oman
- [x] Pakistan
- [ ] Palau
- [ ] Panama
- [ ] Reunion
- [ ] Paraguay
- [x] Peru
- [x] Philippines
- [x] Poland
- [ ] Portugal
- [ ] Qatar
- [ ] Romania
- [ ] Russia
- [ ] Rwanda
- [ ] Samoa
- [ ] Sao Tome and Principe
- [x] Saudi Arabia
- [ ] Senegal
- [x] Serbia
- [ ] Sierra Leone
- [ ] Singapore

- [x] Slovakia
- [ ] Slovenia
- [ ] Somalia
- [ ] South Africa
- [ ] Spain
- [x] Sri Lanka
- [x] Sudan
- [ ] Suriname
- [ ] Swaziland
- [x] Sweden
- [ ] Syria
- [x] Taiwan
- [x] Thailand
- [ ] Togo
- [x] Trinidad and Tobago
- [ ] Tunisia
- [ ] Turkey
- [ ] Turkmenistan
- [ ] Uganda
- [x] Ukraine
- [ ] United Arab Emirates
- [ ] Tanzania
- [ ] United States
- [ ] Uruguay
- [x] Uzbekistan
- [ ] Vatican City
- [ ] Venezuela
- [x] Vietnam
- [x] Yemen
- [ ] Yugoslavia
- [ ] Zambia
- [ ] Zimbabwe
- [ ] Switzerland
- [ ] Abu Dhabi
- [ ] Anguilla
- [ ] Bermuda
- [ ] Borneo
- [ ] British Virgin Islands

- [ ] Cook Islands
- [ ] Crete
- [ ] East Timor
- [ ] England
- [ ] French Guiana
- [ ] French Polynesia
- [ ] French West Indies
- [ ] Greenland
- [ ] Guadeloupe
- [ ] Guernsey
- [x] Ivory Coast
- [x] Macedonia
- [ ] Malagasy
- [ ] Nauru
- [ ] Netherland Antilles
- [ ] New Caledonia
- [ ] New Guinea
- [ ] North Korea
- [ ] Northern Ireland
- [ ] Northern Mariana Islands
- [ ] Other Not Listed
- [ ] Scotland
- [x] South Korea
- [ ] St Croix
- [ ] Tahiti
- [ ] Wales
- [ ] Zaire
- [ ] Aruba
- [ ] Kyrgyzstan
- [ ] Bhutan
- [ ] Azerbaijan
- [ ] Montenegro
- [ ] Madagascar
- [ ] Cuba
- [ ] Mali
- [ ] Saint Lucia
- [ ] Hong Kong
- [x] United Kingdom
- [ ] Tajikistan

☐   Equatorial Guinea

☐   Micronesia

☐   Palestine

Enrollment by country: Please provide the top 10 foreign countries as represented by your undergraduate student population and the total number of degree-seeking-undergraduates from each country:

	Country	# of students
1)	China	96
2)	Saudi Arabia	83
3)	India	44
4)	Nepal	28
5)	Sri Lanka	28
6)	Japan	27
7)	Bangladesh	17
8)	Brazil	6
9)	Kenya	5
10)	Korea (Republic of)	5

Review Data Set Form A: Additional General Information & School Spirit

School Spirit

Preferred School Nickname (Shortened version of your school's name we will use to refer to you throughout Review.com):

Southeast Missouri State

Preferred School Abbreviation:
(e.g., Pennsylvania State University is PSU):

SEMO

Additional Popular Nicknames (when students do a name search for your school, these nicknames will work as well as the two above):

Southeast

Prominent Alumni: Please list up to seven, and identify the person's accomplishments:

Name	Identification
Cedric the Entertainer	Actor/Comedian
Lt. Gen. James T. Conw	Commandant, U. S. Ma
Hon. Stephen Limbaugh	Federal Judge and Auth
Lt. Gen. Clyde Vaughn	Director, Army National
Dr. Linda Godwin	NASA Mission Speciali

C. John Wilder	CEO, Texas Utilities Cor

Neal E. Boyd	America's Got Talent wi

Please check whether your institution falls into any of the categories below regarding the enrollment of populations with significant percentages of minority students:

- ☐ Alaska Native-Serving Institutions
- ☐ American Indian Tribally Controlled Colleges and Universities
- ☐ High Hispanic Enrollment
- ☐ Hispanic-Serving Institutions (HSIs)
- ☐ Historically Black Colleges and Universities (HBCUs)
- ☐ Minority Institutions
- ☐ Native American-Serving, Nontribal Institutions
- ☐ Native Hawaiian-Serving Institutions
- ☐ Predominantly Black Institutions (PBIs)
- ☐ Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)

Indicate if your school is accredited by any of the following organizations:

- ☐ Middle States Commission on Higher Education – MSCHE

- ☐ Northwest Commision on Colleges and Universities - NWCCU

- ☑ The Higher Learning Commission (formerly NCA)

- ☐ New England Association of Schools and Colleges/Inc. / Commission of Institutions of Higher Education - NEASC-CIHE

- ☐ Southern Association of College and Schools / Commission on Colleges - SACS-CC

- ☐ Western Association of Schools and Colleges / Accrediting Commission for Senior Colleges and Universities - WASC-Sr.

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:	India Hampton

Title:	Research Analyst

| Phone: | 5739866068 |
| Email: | ihampton@semo.edu |

Review Data Set Form B: Freshman Admissions

Freshman Admissions

Name of the Dean of Admissions:

> Lenell Hahn

Dean of Admissions phone number:

> 573-651-2590

Dean of Admissions email address:

> lhahn@semo.edu

Provide a URL to a page on your website for the Admissions Office:

> http://www.semo.edu/admissions/

Provide contact person in your Admissions Office for general inquires:

Name:

>

Email:

> admissions@semo.edu

Phone:

> 573-651-2590

URL to web form or page:

> http://www.semo.edu/admissions

Provide a URL to a page on your website to a discussion board about your school:

>

List special programs or policies for applicants who are not normally admissable due to academic deficiencies and/or economic disadvantages:

- [ ] HEOP
- [ ] EOP
- [x] Conditional admission

Other: (specify)

>

Percent of first-time, first-year (freshmen) students that came from public schools:

> %

Choose option offered for CEEB Advanced Placement tests:

> Credit only

How many applications do you receive each year from military personnel (including Active, Reserves, veterans)?

> 173

Of these, how many are admitted?	106

If applicable, please select the SAT Subject Test(s) you require applicants to submit scores for:

☐ Mathematics Level 1

☐ Mathematics Level 2

☐ Biology E/M

☐ Chemistry

☐ Chinese with Listening

☐ French Test

☐ French Test with Listening

☐ German Test

☐ German Test with Listening

☐ Italian

☐ Japanese with Listening

☐ Korean with Listening

☐ Latin

☐ Literature

☐ Modern Hebrew

☐ Physics

☐ Spanish Test

☐ Spanish Test with Listening

☐ United States (U.S.) History

☐ World History

Review Data Set Form B: Freshman Admissions

Standardized Testing

Which option below best describes your institutions current standardized testing policy?	Requires applicants to submit either the SAT or AC ▼
For which entering class will you no longer accept the Old SAT for any admissions purpose (whether required or optional)?	Select... ▼

Superscore is defined as using the highest subscore for each section across all sittings to

generate a new composite score.
ACT: Math, Science, Reading, and English
SAT: Math, Evidence-Based Reading and Writing (EBRW) scores

What is your current policy for ACT scores considered in admissions decisions?	Consider only the highest composite score from a s ▼
What is your current policy for SAT scores considered in admissions decisions?	Consider only the highest composite score from a s ▼

Self-reporting standardized test scores policy
In the last year, colleges and universities have been announcing policies of allowing students to self-report standardized test scores. These scores will be used to determine the admission decision, and students will be notified of their acceptance/denial without submitting an official score report. Students still need to send in their official score report if they enroll.

Do you allow the self-reporting of standardized scores?	No ▼
Who can submit the self-reported scores?	Select... ▼

What are the options for the parties above to report scores? (Select all that apply)

☐ Coalition App

☐ Common App

☐ Email- Just text

☐ Email- PDF or Screenshot

☐ Mail

☐ Paper App

☐ School's own portal or app

☐ Transcript

☐ Universal App

☐ Other

If Other selected, please specify:

Review Data Set Form B: Freshman Admissions

Early Action

Number of early action applications received by your institution:

Number of applicants admitted under early action plan:

Please provide significant details about your early action

plan:

Review Data Set Form B: Freshman Admissions

International Students

Beyond your basic application, what do you require of international applicants?

- ☑ English proficiency exam (TOEFL, IELTS)
- ☑ Statement of Financial Support
- ☑ English translation of transcript
- ☐ Proof of VISA status
- ☐ Other (please specify)

If you selected Other please specify:

Which exams meet your English proficiency requirement?

- ☑ TOEFL
- ☑ IELTS
- ☐ TOEIC
- ☐ Cambridge Exam

Do you require the TOEFL of undergraduate international applicants whose native language is not English? | Yes ▼

If yes, what is the minimum TOEFL score required?

Paper-based TOEFL: | 500

Internet-based TOEFL: | 61

Electronic Application

Do you accept applications prepared using software from third-party vendors?
`No`

If yes, from whom?

Total applications received from third party vendors last year:

Do you have your application available on your web site?
`Yes`

If yes, please provide the URL for the online application:
`http://www.semo.edu/admissions/apply.htm`

if yes, number of students who used the application on your web site:
`10982`

Overlap Schools

Please tell us about the other schools your applicants also apply to. Using the search box type in the name of the school/institution and click to select the schools with which your applicant pool has the greatest overlap.

`Search by school name...`

Your Applicants Also Apply To:

x   Missouri State University - 1022640   `Select...`

x   Southern Illinois University-Edwardsville - 1022643   `Select...`

x   Truman State University - 1022679   `Select...`

x   University of Central Missouri - 1023207   `Select...`

x   University of Missouri - 1022672   `Select...`

x   University of Missouri--Kansas City - 1023636   `Select...`

x   Lindenwood University - 1023086   `Select...`

x   Arkansas State University - 1023936   `Select...`

x   Missouri Western State College - 1023435   `Select...`

x   Missouri University of Science and Technology - 1023622   `Select...`

 PLEASE NOTE THE FOLLOWING:
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necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: India Hampton

Title: Research Analyst

Phone: 5736512249

Email: ihampton@semo.edu

Review Data Set Form C:Academic Offerings and Policies

Academic Offerings and Policies

Percent of all faculty teaching undergraduates (include full-time faculty, adjunct faculty, visiting faculty, etc.):

> 97 %

Percent of classes taught by teaching assistants:

> 12 %

Please describe any outstanding honor programs you offer:

> The Jane Stephens Honors Program encourages intellectual perspective, addresses needs of outstanding students and contributes to the general advancement of learning.   Honors students may choose from a variety of honors classes each

Please describe any special requirements for admission to these honors programs:

> Cumulative high school GPA of at least 3.5 on a 4.0 scale (or its equivalent) and an ACT Composite score of at least 27 (or its equivalent). Transfer students must have at least 15 semester hours of college credit and at least a 3.5 cumulative college GPA.

Indicate combined-degree programs offered:

- ☐ BA/MD
- ☐ BA/JD
- ☐ BA/MA
- ☐ BA/DDS
- ☐ BA/MEng

Specify Engineering Program:

Other combined - degree programs:

Of the class graduating two years ago what percentage of <u>traditional-students</u>:
NOTE traditional students: A student entering your undergraduate college as a first-time, first-year freshman within one year of graduating from high school.

Pursue further study within one year of graduating:

> %

Pursue graduate study in arts and sciences programs within one year of graduating:

> %

Pursue graduate study in education programs within one year of graduating:

> %

Pursue graduate study in business programs within one year of graduating:		%
Pursue graduate study in law school within one year of graduating:		%
Pursue graduate study in medical school within one year of graduating:		%

Review Data Set Form C:Academic Offerings and Policies

Non-traditional students:

NOTE Non-traditional students: A student entering your undergraduate college not as a first-time, first-year freshman, or after more than one year of graduating from high school.

Does your school offer special academic programs for non-traditional students seeking to return to school for a degree?	No
If yes, please describe the program(s) you offer:	
If yes, please provide the URL to a page on your website where programs for non-traditional students are described:	
Does your school offer academic credit for life- or work-experience?	Yes
If yes, please describe:	For the Technology Management option on the Technology Management major, the University will accept a portfolio of work, credentials, certifications, etc., in lieu of or in addition to an AAS degree. Credit may be granted for the work and credentials

Review Data Set Form C:Academic Offerings and Policies

Online program offerings:

Whom should prospective students contact about your online degree program(s)?:

| Name: | Daniel Morris |

Phone:	(573)651-2766
Email:	southeastonline@semo.edu
URL:	http://online.semo.edu
Do you offer undergraduate online degree programs?	Yes
If so, please describe	General Studies, Business Administration, Health Administration, RN-BSN, Health Management, Interdisciplinary Studies, Technology Management, Emergency Preparedness, Computer Information Systems, Social Science, Psychology, Criminal Justice
Do you offer online courses?	Yes
If so, please describe	Several hundred courses in a wide variety of disciplines, from freshman to graduate level.
Do you offer massive open online courses (MOOCs) or similar open online courses?	No
Please provide a URL that details these offerings	
Please provide further detail	
If no, is your institution considering offering such courses?	No
Does your institution offer both online and on-campus degree programs?	Yes
Is your institution accredited?	Yes
If so, by what body?	HLC
Do your online programs follow the same semester calendar as your on-campus programs?	Yes
If not, what schedule do they follow?	
Can your online degree program be completed entirely online?	Yes
If not, please specify terms for completion:	

Can students transfer from online to on-campus programs?	Yes ▼
Can students transfer from on-campus to online programs?	Yes ▼
Does the physical diploma indicate whether the degree was awarded by an online or on-campus program?	No ▼

Review Data Set Form C:Academic Offerings and Policies

Check remedial services offered:

☑ Math

☑ Reading

☑ Study skills

☑ Writing

Do you offer non-remedial tutoring services?	Yes ▼
Do you offer academic counseling services?	Yes ▼

Review Data Set Form C:Academic Offerings and Policies

Check special programs offered for physically disabled students:

☑ Note-taking services

☑ Reader services

☑ Tape recorders

☑ Tutors

Percent of campus that is accessible to physically disabled students:	100 %

Review Data Set Form C:Academic Offerings and Policies

Student Disability Services

Name of Program for Disability Services	Disability Services
Director	Assistant Director, Disability Services
Phone	573-651-5927
Fax	573-986-6031
Email	ds@semo.edu
WWW Home Page Address	www.semo.edu/ds
Street Address	One University Plaza
Street Address, co.	
Street Address, co.	
City	Cape Girardeau
State	MO
Zip	63701
Country:	United States
Phone	
Fax	
Email	

Review Data Set Form C:Academic Offerings and Policies

Program/Services for Special Need Students

Name of Program/Services for Special Needs Students	

Type of Program	Select... ▼
Phone	
Fax	
Email	
WWW Home Page Address:	
Street Address	
Street Address, co.	
Street Address, co.	
City	
State	
Zip	
Country:	Select... ▼

Review Data Set Form C:Academic Offerings and Policies

Learning Center for All Enrolled Students

e.g. Writing Center, Math Center, Technology Center

Name of Learning Center	
Phone	
Fax	
Email	
Street Address	
Street Address, co.	

Street Address, co.

City

State

Zip

Country:

Select... ▾

Review Data Set Form C:Academic Offerings and Policies

Admissions Procedures

Please provide a brief statement describing the philosophy and goals of your program or services:

Does the general admissions process differ for students with LD/ADHD/ASD who self disclose?

Select... ▾

If yes, please describe the admissions process for students with learning differences:

Please describe any alternative admission options (i.e. special admit, probationary admit, summer admit):

Is this alternative option available for all applicants to the college?

Select... ▾

If no, please explain:

Review Data Set Form C:Academic Offerings and Policies

Admissions Requirements for Students with Learning Differences

With appropriate documentation, may applicants substitute required entrance courses such as foreign language with other college preparatory courses?

> Not Applicable ▾

Please comment:

> [ ]

What are your policies for pre-admission interviews for students with the following learning differences?

LD General

> Select... ▾

ADHD

> Select... ▾

ASD

> Select... ▾

What are your policies, if any, surrounding an essay or personal statement specific to LD experience in the admissions process?

LD General

> Select... ▾

ADHD

> Select... ▾

ASD

> Select... ▾

What documentation is recommended for students with Autism Spectrum Disorder (ASD)? (Please be specific)

> [ ]

What documentation is required for Autism Spectrum Disorder (ASD)?

> [ ]

What documentation/diagnostic testing is required for LD? (Please be specific)

> [ ]

What documentation is required for ADHD?

Where should this documentation be sent?

Select...

Does your college accept high school courses taken in the Special Education Department?

Not Applicable

Do you encourage students to self-disclose a disability in a personal statement during the admissions process?

Not Applicable

Please comment:

Is there a separate application for the Program/Services?

LD General

Select...

ADHD

Select...

ASD

Select...

If yes, name of program:

If yes, is it part of the admissions process?

Not Applicable

If no, is there a separate application required after the student is admitted and has enrolled?

Not Applicable

Review Data Set Form C:Academic Offerings and Policies

If there is a special LD program

If there are special LD Programs, what are the statistics for the last academic year you have data for:

	How many students apply each year?	How many applicants are admitted?
LD General		

| | | ☐ | Not Applicable |

ADHD

| | | ☐ | Not Applicable |

ASD

| | | ☐ | Not Applicable |

For the most recent academic year available, how many students received services and/or accommodations for LD in general as well as subsets for those receiving services for ADHD and ASD.

Students

LD General

| | ☐ | Not Applicable |

ADHD

| | ☐ | Not Applicable |

ASD

| | ☐ | Not Applicable |

Review Data Set Form C:Academic Offerings and Policies

Additional Admissions Information

Who is responsible for making the admission decision for applicants who self-disclose LD/ADHD/ASD?

Admissions

Please comment:

Are admitted students with LD required to attend a summer program or special orientation prior to freshman year?

No

Please comment:

Are admitted students with ADHD required to attend a summer program or special orientation prior to their freshman year?

No

Please comment:

Is there a separate program for students with Autism Spectrum Disorder (ASDS)?

No

If yes, what is the name of the program?

Are admitted students with ASD required to attend a summer program or special orientation prior to freshman year?

No

Please comment:

Review Data Set Form C:Academic Offerings and Policies

Services Provided for LD/ADHD/ASD Students

What services are available for all students (i.e. math lab, writing center)	
Calculators allowed in exams (if appropriate)	Yes
Dictionary allowed in exams (if appropriate)	Yes
Computer allowed in exams (if appropriate)	Yes
Spell checker allowed in exams (if appropriate)	Yes
Extended testing time? (if appropriate)	Yes
Scribes? (if appropriate)	Yes
Proctors? (if appropriate)	Yes
Oral Exams? (if appropriate)	Yes
Notetakers? (if appropriate)	Yes
Distraction-Reduced testing environments? (if appropriate)	Yes
Recording of lecture allowed	Yes
Audio Books	Yes
Do you provide services/accommodations beyond what the Federal Government requires by law for students with ADHD?	Yes
Do you provide services/accommodations beyond what the Federal Government requires by law for students with LD?	Yes
Do you provide services/accommodations beyond what the Federal Government requires by law for students with ASD?	Yes
Reading technology	Yes
Other Assistive Technology?	Yes
Please describe:	We use Read & Write Gold Software

Review Data Set Form C:Academic Offerings and Policies

Staff Services

Are LD Specialists on staff?

Select... ▼

Are Reading Specialists on staff?

Select... ▼

Are ADHD Coaches on staff?

Select... ▼

Are there staff specialists for ASD students who need social pragmatics?

Select... ▼

Please enter the total number of specialists on staff for the below categories.

Specialists

LD General

☐ Not Applicable

ADHD

☐ Not Applicable

ASD

☐ Not Applicable

Are other specialists available?

Select... ▼

Please comment:

Are tutoring programs available?

Select... ▼

If yes,

Select... ▼

Is there a fee for these tutoring programs?

Select... ▼

If yes, how much?	
per:	Select... ▼
Is fee only for tutoring?	Select... ▼
If yes, how much?	
per:	Select... ▼
Professional Tutors: Please enter either the number of professional tutors:	
Peer Tutors?	Select... ▼
Please enter either the number of peer tutors:	
Maximum hours per week students may receive tutoring services:	
Unlimited?	Select... ▼
Do you assist students in finding tutors?	Select... ▼
Do you offer "coaching" for students with ASD or ADHD? i.e. life skills, special skills	Select... ▼
If yes, please describe:	
Is there a fee for this service?	Select... ▼
If yes, how much?	
per:	Select... ▼

Review Data Set Form C:Academic Offerings and Policies

Special Accommodations

Do you provide priority registration?	Yes ▼

How are professors notified about the need for accommodations?	Both
Can students with documented disabilities receive a waiver in courses required for graduation?	Yes
LD?	Yes
ADHD?	Yes
ASD?	Yes
Which courses? (i.e. Math, foreign language)	Depends on the nature of the disability
Can students with documented disabilities receive substitutions in courses required for graduation?	Yes
LD?	Yes
ADHD?	Yes
ASD?	Yes
Which courses? (i.e. Math, foreign language)	Depends on the nature of the disability
Is American Sign Language accepted as a foreign language?	Not Applicable
Do you offer skills classes for LD?	No
For all students?	Select...
In what areas? (time management, test strategies, etc.)	
For college credit?	Select...
Other services offered for LD/ADHD/ASD?	

Will you accommodate requests for single rooms in residence halls for students with appropriate documentation? (such as students with Aspergers)

Yes

Where should this request be sent:

Both

Is there a specific name for the ASD program:

Are there graduate assistants or peer mentors for support for the ASD program?

Yes

Are there professionals for support for the ASD program?

Yes

Is there an extra fee associated with ASD specific services?

No

If there is a cost associated, what is the annual cost for these services for the current
academic year? If there is not a standard fee, please provide the median annual cost

How often do ASD students meet with the support person?

Please describe the different levels of services available for ASD students, if applicable.

Is there a vocational service specific for ASD students?

No

Are there social skills groups?

No

How often are they offered?

If there is a fee associated with social skills groups, what is it for programs offered in the current academic year?

Is there a single-room option for ASD students?

No

Review Data Set Form C:Academic Offerings and Policies

Special Study Options

Is there a fee for the LD programs beyond what is federally mandated?

Yes

If so, what is the fee?	

Is there a fee for the ADHD programs beyond what is federally mandated?	Yes ▼

If so, what is the fee?	

Is there a fee for the ASD programs beyond what is federally mandated?	No ▼

If so, what is the fee?	

Review Data Set Form C:Academic Offerings and Policies

Please tell us about your school/program:

Introduction

What is your college philosophy regarding students with documented disabilities? Please explain what documentation is required and what resources are available.	

Admissions

What are the admissions criteria for students with learning differences? What would you like to tell prospective students about the process?	

Additional Info

Is there any additional information you would like students and families to know about services on your campus (i.e. process for accessing services, skills classes, support groups, etc.)?	

Environment

Please describe your school's campus environment and location	

PLEASE NOTE THE FOLLOWING:
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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

India Hampton

Title:

Research Analyst

Phone:

5739866068

Email:

ihampton@semo.edu

Review Data Set Form D: Majors

Majors

We have updated a list of Majors for 2018-2019 to comply with the most recent Classification of Instructional Programs (CIP) from 2010. The CIP codes are used only for storage purposes, and only the names of the selected majors will appear on www.princetonreview.com or in our publications.

Please select all undergraduate majors offered at your institution by using the majors seach engine below.

Select Majors...

Your Majors:

- ☐ 01.0102 - Agribusiness/Agricultural Business Operations.

- ☐ 01.0901 - Animal Sciences, General.

- ☐ 01.1101 - Plant Sciences, General.

- ☐ 01.1103 - Horticultural Science.

- ☐ 03.0104 - Environmental Science.

- ☐ 09.0101 - Speech Communication and Rhetoric.

- ☐ 09.0901 - Organizational Communication, General.

- ☐ 09.0905 - Health Communication.

- ☐ 11.0101 - Computer and Information Sciences, General.

- ☐ 11.0201 - Computer Programming/Programmer, General.

- ☐ 11.1003 - Computer and Information Systems Security/Information Assurance.

- ☐ 13.1001 - Special Education and Teaching, General.

- ☐ 13.1202 - Elementary Education and Teaching.

- ☐ 13.1203 - Junior High/Intermediate/Middle School Education and Teaching.

- ☐ 13.1210 - Early Childhood Education and Teaching.

- ☐ 13.1301 - Agricultural Teacher Education.

- ☐ 13.1302 - Art Teacher Education.

- ☐ 13.1305 - English/Language Arts Teacher Education.

- ☐ 13.1306 - Foreign Language Teacher Education.

- 13.1308 - Family and Consumer Sciences/Home Economics Teacher Education.
- 13.1309 - Technology Teacher Education/Industrial Arts Teacher Education.
- 13.1311 - Mathematics Teacher Education.
- 13.1312 - Music Teacher Education.
- 13.1314 - Physical Education Teaching and Coaching.
- 13.1316 - Science Teacher Education/General Science Teacher Education.
- 13.1318 - Social Studies Teacher Education.
- 13.1401 - Teaching English as a Second or Foreign Language/Esl Language Instructor.
- 14.1201 - Engineering Physics/Applied Physics.
- 15 - Engineering Technologies And Engineering-Related Fields.
- 15.00 - Engineering Technology, General.
- 15.0000 - Engineering Technology, General.
- 15.0612 - Industrial Technology/Technician.
- 15.1202 - Computer Technology/Computer Systems Technology.
- 15.1501 - Engineering/Industrial Management.
- 19.0101 - Family and Consumer Sciences/Human Sciences, General.
- 19.0708 - Child Care and Support Services Management.
- 23.0101 - English Language and Literature, General.
- 24.0102 - General Studies.
- 26.0101 - Biology/Biological Sciences, General.
- 27.0101 - Mathematics, General.
- 30.1201 - Historic Preservation and Conservation.
- 30.2001 - International/Global Studies.
- 30.9999 - Multi-/Interdisciplinary Studies, Other.
- 31.0101 - Parks, Recreation and Leisure Studies.
- 31.0501 - Health and Physical Education/Fitness, General.
- 31.0504 - Sport and Fitness Administration/Management.
- 38.0101 - Philosophy.
- 40.0501 - Chemistry, General.

- ☐ 40.0801 - Physics, General.
- ☐ 42.0101 - Psychology, General.
- ☐ 43.0102 - Corrections.
- ☐ 43.0302 - Crisis/Emergency/Disaster Management.
- ☐ 44.0701 - Social Work.
- ☐ 45.0101 - Social Sciences, General.
- ☐ 45.0601 - Economics, General.
- ☐ 45.1001 - Political Science and vernment, General.
- ☐ 50.0101 - Visual and Performing Arts, General.
- ☐ 50.0501 - Drama and Dramatics/Theatre Arts, General.
- ☐ 50.0701 - Art/Art Studies, General.
- ☐ 50.0901 - Music, General.
- ☐ 51 - Health Professions And Related Programs.
- ☐ 51.00 - Health Services/Allied Health/Health Sciences, General.
- ☐ 51.0000 - Health Services/Allied Health/Health Sciences, General.
- ☐ 51.0201 - Communication Sciences and Disorders, General.
- ☐ 51.0701 - Health/Health Care Administration/Management.
- ☐ 51.0913 - Athletic Training/Trainer.
- ☐ 51.1005 - Clinical Laboratory Science/Medical Technology/Technologist.
- ☐ 51.3801 - Registered Nursing/Registered Nurse.
- ☐ 52.0201 - Business Administration and Management, General.
- ☐ 52.0301 - Accounting.
- ☐ 52.0801 - Finance, General.
- ☐ 52.09 - Hospitality Administration/Management.
- ☐ 52.1101 - International Business/Trade/Commerce.
- ☐ 52.1401 - Marketing/Marketing Management, General.
- ☐ 54.0101 - History, General.

Remove Majors   Add to Popular Majors

Your Popular Majors:

☐ 24.0102 - General Studies.

☐ 51.3801 - Registered Nursing/Registered Nurse.

☐ 52.0201 - Business Administration and Management, General.

[Remove Popular Majors]

Provide a URL to a page on your website for your school's online course catalog: | http://www.semo.edu/bulletin/index.html

Review Data Set Form D: Majors

Please provide enrollment figures of students with majors in the following discipline areas:

	Freshmen	Sophomores	Juniors	Seniors
Biological/Life Sciences	131	133	136	171
Business/Marketing	330	310	312	425
Education	341	305	250	387
Engineering	21	18	16	21
Philosophy	5	6	3	4
Psychology	88	92	88	95

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

India Hampton

Title:

Reserach Analyst

Phone:

573-986-6068

Email:

ihampton@semo.edu

Review Data Set Form E: Financial Aid

Financial Aid

Name of Financial Aid Director:

Matthew Kearney

Financial Aid Office phone:

(573) 651-2253

Financial Aid Office email:

sfs@semo.edu

Financial Aid Office url:

www.semo.edu/sfs

If available please provide a URL to your school's scholarship page:

www.semo.edu/scholarships

Average amount of each freshman scholarship/grant package:

3,392

Average amount of each freshman loan package:

4,469

Please provide the percentage of students receiving ANY financial aid (need-based, merit-based, gift aid, etc.):

Freshmen:

89 %

All undergraduates:

83 %

Highest individual amount an undergraduate earned per year from part-time on-campus work (2017-2018) (not including Federal Work-Study Program):

12,645

Average amount an undergraduate earned per year from part-time on-campus work (2017-2018) (not including Federal Work-Study Program):

2,044

Do you participate in the Federal Work-Study Program (FWS)?:

Yes

Is institutional employment, other than FWS, available?

Yes

Review Data Set Form E: Financial Aid

Merit Aid

Merit aid for the purposes of the following questions is defined as grants or scholarships awarded based on academic achievements (GPA, academic interests, standardized test scores, field of study). Aid granted for athletic or artistic reasons should not be counted. The full sum of merit aid should be counted, even if it some or all of the award was used to meet demonstrated need.

Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores (2016) to New SAT scores using the College Board's concordance tools and tables.

How much merit aid did your school award last year in total to its degree-seeking ugrads?	$ 13,335,330	
What percentage of the merit aid your school awards is contingent upon standardized test scores (in part or wholly)?	100	%
What is the average award (per student) contingent upon standardized test scores (in part or wholly)?	$ 5,102	

What is the minimum SAT/ACT score required to qualify for merit aid?

SAT:	940
ACT:	18

Name the scholarships your school offers that have a standardized test component

1)

Minority Academic Success, Jack Buck Leadership Award, Jack Buck Regents' Scholarship, Jack Buck Scholar Scholarship, Governor's Scholarship, President's Scholarship, President's Plus Scholarship,

2)

3)

Review Data Set Form E: Financial Aid

Part-time off-campus employment opportunities for undergraduates are:

Good ▼

Do you provide financial aid for international students?

Yes ▼

If yes, please describe or provide URL for more information:

http://www.semo.edu/sfs/financialaid/scholarships/institutional.html#pane3

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Name:

India Hampton

Title:

Research Analyst

Phone:

5739866068

Email:

ihampton@semo.edu

Review Data Set Form F: Student Life

Student Life

Number of registered organizations:

258

Please provide a URL to a page on your website that describes all student organization on campus:

www.semo.edu/campuslife/studentorgs/index.html

If your student newspaper has a website, please provide the URL:

www.southeastarrow.com

Number of honor societies:

11

List museums and other special academic buildings/equipment on campus:

River Campus at Southeast; Crisp Museum;Bedell Performance Hall; Center for Faulkner Studies; Center for Scholarship in Teaching and Learning; Missouri Statewide Early Literacy Intervention Program (MSELIP); Writing Center; University Demonstration

Number of social sororities on campus:

13

Number of social fraternities on campus:

16

Number of campus-based religious organizations:

10

Please describe or provide a URL to a page on your website that describe them:

http://www.semo.edu/greeklife/index.htm

Review Data Set Form F: Student Life

Inclusivity of Housing and Services

Does your campus offer LGBTQ students a way to be matched with an LGBT-friendly roommate on the application for campus housing?

No

Does your campus provide an LGBT-focused living space, LGBTQ theme floor and/or LGBT/Ally living-learning community program?

No

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **incoming** students?

No

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **returning** students?

No

Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings (similar to the legal standard under ADA accessibility)?

Yes

Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings?

Yes

Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource?

Yes

Review Data Set Form F: Student Life

Services Offered

Does your school have support groups or related services for gay, lesbian and transgendered undergraduates?

Yes

If yes, please describe or provide a URL to a page on your website that describe them?

semo.edu/diversity/lgbt/index.html

Does your school have support groups or related services for minority undergraduates?

Yes

If yes, please describe or provide a URL to a page on your website that describe them?

http://www.semo.edu/academic-support-centers/eap/index.html

Do you provide assistance in the location of off-campus housing?	No

If you require students to live in dorms, for how many years must student reside?	2

Check additional services offered:

☑ Daycare for children of undergraduate students

☑ Health service

☑ Women's Center

NOTE
Health Service: A school-administered office where students can receive diagnosis and treatment of physical and mental health problems from licensed medical professionals.
Women's Center: A school-administered office offering personal health and safety counseling and/or other services specifically for female students.

Check counseling services offered:

☑ Birth Control

☑ Veterans

☑ Religious

☑ Military

☑ Career

☑ Psychological

☑ Non-traditional student

☑ Minority student

☑ Personal

Review Data Set Form F: Student Life

Green Campus Questions

The Princeton Review is pleased to continue its partnership with the Association for the Advancement of Sustainability in Higher Education (AASHE) to streamline the reporting process for institutions that choose to participate in various higher education sustainability assessments. The intent of this initiative is to reduce and streamline the amount of time campus staff spend tracking sustainability data and completing related surveys. The Princeton Review will accept data submitted via the STARS Reporting Tool or data submitted

directly through our own Review Data Set Form F: Student Life below.

**Note that data submitted below will not be shared with any other organization and will be used exclusively by The Princeton Review.

The STARS Reporting Tool is available to users now and located here:
https://stars.aashe.org/pages/register/register-stars.html

The form below is a copy of the STARS 1.2 form. You can refer to the manual here for guidance on timelines and definitions.

2018-19 DATA IS DUE TO THE PRINCETON REVIEW VIA EITHER TOOL BY MARCH 1ST, 2019

How will your institution submit the green campus section of the survey?

☐   Please check here if your institution will submit data to The Princeton Review via the STARS Reporting Tool located on AASHE's website.

☑   Please check here if your institution will submit data to The Princeton Review via the form below.

Name of sustainability office:	
Sustainability Contact Name:	Angela Meyer
Title:	
Address 1:	College of Science, Technology, and Agriculture
Address 2:	Southeast Missouri State University
City/Town:	Cape Girardeau
State/Province:	MO
Zip/Postal Code:	63701
Telephone:	573-651-2163
Email:	admeyer@semo.edu
URL:	

CURRICULUM

ER-9: Sustainability Learning Outcomes

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

| The number of graduates covered by the sustainability learning outcomes | |
| A list of degree programs that have sustainability learning outcomes | |

Total number of graduates

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available

A list or sample of the sustainability learning outcomes associated with the degree programs

ER-10: Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

Does the institution offer an undergraduate degree program that meets the criteria for this credit?

Select...

The name of the sustainability-focused, undergraduate degree program (1st program)

The website URL for the program (1st program)

The name of the sustainability-focused, undergraduate degree program (2nd program)

The website URL for the program (2nd program)

The name of the sustainability-focused, undergraduate degree program (3rd program)

The website URL for the program (3rd program)

The name and website URLs of all other sustainability-focused, undergraduate degree program(s)

RESEARCH

ER-16: Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

The number of faculty members engaged in sustainability research

The total number of faculty members engaged in research

Names and department affiliations of faculty engaged in sustainability research

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations

The website URL where information about sustainability research is available

ER-18: Sustainability Research Incentives

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?

Select... ▼

A brief description of the institution's program(s) to encourage student research in sustainability

The website URL where information about the student research program is available

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?

Select... ▼

A brief description of the institution's program(s) to encourage faculty research in sustainability

The website URL where information about the faculty research program is available

CURRICULAR EDUCATION

ER-T2-1: Student Group

Criteria

Institution has an active student organization focused on sustainability.

Does the institution have an active student group focused on sustainability?	Select... ▼
The name and a brief description of each student group	
List up to 4 notable recent activities or accomplishments of student group(s)	
List other student groups that address sustainability	
The website URL where information about student group(s) is available	

BUILDINGS

OP-1: Building Operations and Maintenance
Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

Impacts on the surrounding site
Energy consumption
Usage of environmentally preferable materials
Indoor environmental quality
Water consumption

Total building space that meets "Eligible Buildings Criteria"

Please use Gross Floor Area.

Gross Floor Area

Consistent with the American Society of Heating, Refrigerating and Air- Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), we define gross floor area as: "Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M		Square Feet
Building space that is LEED for Existing Buildings: O&M Certified		Square Feet
Building space that is LEED for Existing Buildings: O&M Silver certified		Square Feet
Building space that is LEED for Existing Buildings: O&M Gold certified		Square Feet
Building space that is LEED for Existing Buildings: O&M Platinum certified		Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies

OP-2: Building Design and Construction

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- **Impacts on the surrounding site**
- **Energy consumption**
- **Usage of environmentally preferable materials**
- **Indoor environmental quality**
- **Water consumption**

New building space that meets "Eligible Buildings Criteria		Square Feet

Please use Gross Floor Area.

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified		Square Feet
New building space that is LEED Certified		Square Feet
New building space that is LEED Silver certified		Square Feet
New building space that is LEED Gold certified		Square Feet
New building space that is LEED Platinum certified		Square Feet
The website URL where a copy of the institution's guidelines or policies for green building is available		
A brief description of how the institution ensures compliance with green building design and construction guidelines and policies		
The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems		

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified

OP-3: Indoor Air Quality

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints

Square Feet

Total occupied building space

Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices

The website URL where information about the institution's indoor air quality initiatives is available

CLIMATE

OP-4: Greenhouse Gas Emissions Inventory

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

The website URL where the GHG emissions inventory is posted

Does the inventory include all Scope 1 and 2 emissions?   Select... ▼

Scope 1 Emissions

Scope 1 emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include:

- **Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators**

- **Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices**

Scope 2 Emissions

Scope 2 emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emission sources include:

- **Purchased electricity**

- **Purchased heating**

- **Purchased cooling**

- **Purchased steam**

Does the inventory include emissions from air travel?   Select... ▼

Does the inventory include emissions from commuting?   Select... ▼

Does the inventory include embodied emissions from food purchases?   Select... ▼

Does the inventory include embodied emissions from other purchased products?   Select... ▼

Does the inventory include emissions from solid waste disposal?   Select... ▼

Does the inventory include another Scope 3 emissions source not covered above?   Select... ▼

Scope 3 emissions are all indirect emissions not covered in Scope 2. Scope 3 emission sources include:

- **Air travel**

- **Commuting**

- **Extraction, production, and transportation of purchased materials and fuels, including food**

- **Outsourced activities**

- **Solid waste disposal**

Does the inventory include a second Scope 3 emissions source not covered above?	Select... ▼
Does the inventory include a third Scope 3 emissions source not covered above?	Select... ▼
Does the inventory include a fourth Scope 3 emissions source not covered above?	Select... ▼

ENERGY

OP-8: Clean and Renewable Energy

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-

source heat pumps are not counted in this credit. The benefits of such strategies are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes		MMBtu
Option 2: Non-electric renewable energy generated		MMBtu
Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes		MMBtu
Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified		MMBtu
Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources		MMBtu
Total energy consumed during the performance year		MMBtu
A brief description of on-site renewable electricity generating devices		
A brief description of on-site renewable non-electric energy		

devices

A brief description of off-site, institution-catalyzed, renewable electricity generating devices

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes

A brief description of cogeneration technologies deployed

The website URL where information about the institution's renewable energy sources is available

OP-T2-18: Energy Metering

Criteria

Institution meters all energy consumption (including electricity, natural gas, purchased steam) for at least one building.

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?

Select...

A brief description of the metering system

The percentage of building space with energy metering

%

The website URL where information about the metering system is available

GROUNDS

OP-9: Integrated Pest Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

The size of the campus grounds		Acres
The size of campus grounds that are maintained in accordance with a four-tiered IPM plan		Acres
A brief description of the IPM plan(s)		
The website URL where information about the IPM plan(s) is available		

PURCHASING

OP-10: Computer Purchasing

Criteria

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?	Select...
The website URL where the EPEAT policy, directive, or guidelines are posted	
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	

OP-11: Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogoTM certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?	Select... ▼
The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted	
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	
Expenditures on Green Seal and/or EcoLogo certified cleaning products	$

OP-12: Office Paper Purchasing

Criteria

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase recycled content office paper?	Select... ▼
The URL where the recycled paper policy, directive, or guidelines are posted	

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed	

TRANSPORTATION

OP-14: Campus Fleet

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

- **Gasoline-electric hybrid**
- **Diesel-electric hybrid**
- **Plug-in hybrid**
- **100 percent electric**
- **Fueled with Compressed Natural Gas (CNG)**
- **Hydrogen fueled**
- **Fueled with B20 or higher biofuel for more than 6 months of the year; and/or**
- **Fueled with E85 or higher ethanol for more than 6 months of the year.**

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet	
Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet	
Plug-in hybrid vehicles in the institution's fleet	
100 percent electric vehicles in the institution's fleet	
Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG)	
Hydrogen fueled vehicles in the institution's fleet	
Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year	
Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year	

Total number of vehicles in the institution's fleet, including all of the above	

OP-15: Student Commute Modal Split
Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

The percentage (0-100) of institution's students who use more sustainable commuting options		%
The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation		%
The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents		%
The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation		%
The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation		%
The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation		%
The website URL where information about alternative transportation is available		

OP-16: Employee Commute Modal Split
Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

The percentage (0-100) of institution's employees that use more sustainable commuting options		%

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation

[   ] %

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents

[   ] %

The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation

[   ] %

The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation

[   ] %

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation

[   ] %

The website URL where information about alternative transportation is available

[   ]

OP-T2-26: Bicycle Sharing

Criteria

Institution has a bicycle-sharing program or participates in a local bicycle-sharing program.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?

[Select...   ▼]

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.)

[   ]

The website URL where information about the program, policy, or practice is available

[   ]

OP-T2-27: Facilities for Bicyclists

Criteria

Institution has indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building. Storing bicycles in office space does not count for this credit.

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at

[Select...   ▼]

least one building?

A brief description of the facilities

The website URL where information about the program, policy, or practice is available

OP-T2-28: Bicycle and Pedestrian Plan

Criteria

Institution has developed a plan(s) to make the campus more bicycle and pedestrian friendly. The plan(s) may be a part of the institution's master plan.

Has the institution developed a bicycle plan?

Select... ▼

A brief description of the plan

The website URL where information about the plan is available

OP-T2-29: Mass Transit Programs

Criteria

Institution offers free or reduced price transit passes and/or operates a free campus shuttle. The Transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency. The institution must be the entity making the passes available to its community members.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?

Select... ▼

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options)

The website URL where information about the program is available

OP-T2-30: Condensed Work Week

Criteria

Institution offers a condensed work week option for employees. The institution does not have to offer the option to all employees in order to earn this credit.

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

Select... ▼

A brief description of the program

The website URL where information about the program is available

OP-T2-31: Telecommuting

Criteria

Institution offers a telecommute program for employees.

Does the institution offer a telecommute program for employees?

Select... ▼

A brief description of the program

The website URL where information about the program is available

OP-T2-32: Carpool/Vanpool Matching

Criteria

Institution participates in a carpool/vanpool matching program.

Does the institution participate in a carpool/vanpool matching program?

Select... ▼

A brief description of the program

The website URL where information about the program is available

[ ]

OP-T2-33: Cash-out of Parking

Criteria

Institution allows commuters to cash out of parking spaces (i.e. it provides financial compensation to employees who do not drive to work).

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

Select... ▼

A brief description of the program

[ ]

The website URL where information about the program is available

[ ]

OP-T2-34: Carpool Discount

Criteria

Institution offers reduced parking fees for car and van poolers.

Does the institution offer reduced parking fees for car and van poolers?

Select... ▼

A brief description of the program

[ ]

The website URL where information about the program is available

[ ]

OP-T2-35: Local Housing

Criteria

Institution has incentives or programs to encourage employees to live close to campus.

Does the institution have incentives or programs to encourage employees to live close to campus?

Select... ▼

A brief description of the incentives or programs

The website URL where information about the incentives or programs is available

OP-T2-36: Prohibiting Idling

Criteria

Institution has adopted a policy prohibiting idling.

Has the institution adopted a policy prohibiting idling?

Select... ▼

A brief description of the policy

The website URL where information about the policy is available

OP-T2-37: Car Sharing

Criteria

Institution participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

Does the institution participate in a car sharing program, such as ZipCar or HourCar?

Select... ▼

A brief description of the program

The website URL where information about the program, policy, or practice is available

WASTE

OP-18: Waste Diversion

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted		Tons
Materials disposed in a solid waste landfill or incinerator		Tons
A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate		

DINING SERVICES

OP-6: Food and Beverage Purchasing

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

   Grown and processed within 250 miles of the institution
   Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor.

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100)		%
A brief description of the sustainable food and beverage purchasing program		

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available.

OP-T2-4: Vegan Dining

Criteria

Institution offers diverse, complete-protein vegan dining options during every meal. This credit includes on-campus dining services operated by the institution or the institution's primary dining services contractor. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

Does the institution offer diverse, complete-protein vegan dining options during every meal?

Select... ▼

A brief description of the vegan dining program

The website URL where information about the program, policy, or practice is available

COORDINATION AND PLANNING

PAE-1: Sustainability Coordination

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

Does the institution have a sustainability committee?

Select... ▼

The charter or mission statement of the committee or a brief description of the committee's purview and activities

Members of the committee, including affiliations

The website URL where information about the sustainability committee is available

Does the institution have a sustainability office?　　Select...

A brief description of the sustainability office

The number of people employed in the sustainability office

The website URL where information about the sustainability office is available

Does the institution have a sustainability coordinator?　　Select...

Sustainability coordinator's name

Sustainability coordinator's position title

A brief description of the sustainability coordinator's position

The website URL where information about the sustainability coordinator is available

PAE-5: Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s).   The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?　　Select...

A brief summary of the climate plan's long-term goals

A brief summary of the climate plan's short-term goals

Year the climate plan was formally adopted or approved

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year

Select... ▾

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment

The reduction level (percentage) institution has committed to

The baseline year the institution used in its GHG emissions commitment

(MM/DD/YYYY)

The baseline emissions level institution used in its GHG emissions commitment

The target year the institution specified in its GHG emissions commitment

(MM/DD/YYYY)

The website URL where information about the climate plan is available

INVESTMENT

PAE-16: Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those

entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

Select... ▼

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns

Members of the CIR, including affiliations

Recent examples (within the past 3 years) of CIR actions

The website URL where information about the committee is available

Princeton Review's Supplemental Data Fields

The below data fields are not contained within the CSDC. These fields are for editorial and not rating purposes.

Please list your school's top three undertakings that represent your environmental commitment.

Does your school's career center provide active and substantive guidance on green jobs?

Select... ▼

Please elaborate here:

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

India Hampton

Title:

Research Analyst

Phone:

5739866068

Email:

ihampton@semo.edu

Review Data Set Form G: Campus Safety

Campus Health & Safety

Provide a URL to a page on your website where your Campus Security Report can be found (in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act).

http://www.semo.edu/pdf/DPS-crime-report.pdf

HIV testing

- ☑ School offers
- ☑ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☐ Available for free

HIV counseling/support groups

- ☑ School offers
- ☑ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☑ Available for free

STD testing

- ☑ School offers
- ☑ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☐ Available for free

STD counseling/support groups

- ☑ School offers
- ☑ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☑ Available for free

Contraception

- ☑ School offers
- ☑ Students can maintain confidentiality
- ☐ Available at a discounted rate
- ☐ Available for free

Pregnancy testing

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☐ Available for free

Pregnancy counseling/support groups

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Childcare services

☑ School offers

☐ Students can maintain confidentiality

☐ Available at a discounted rate

☐ Available for free

Nutritionist/nutritional counseling

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Women-only or women-focused exercise courses

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Eating disorder counseling/support groups

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

After hours transport service

☑ School offers

☐ Students can maintain confidentiality

☑ Available at a discounted rate

☐ Available for free

Self-defense courses

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Rape/sexual assault counseling/support groups

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Mental health counseling/support groups

☑ School offers

☑ Students can maintain confidentiality

☐ Available at a discounted rate

☑ Available for free

Does your school have a sexual assault/rape crisis center?   Yes ▼

Review Data Set Form G: Campus Safety

Education, Awareness, and Prevention of Sexual Assault

Information provided should be for the latest 12 month period for which data is available

Please provide a URL to the page outlining programs and resources designed around education, awareness, and prevention of sexual assault on your campus:

www.semo.edu/ucs/violence-prevention/

Does your institution provide a program or programs addressing one or more of the following issues: **1.** education, **2.** awareness, and/or **3.** prevention of sexual assault

Yes ▼

The delivery method for the programs included above could best be described as:

A mix of in-person and online activities ▼

If available and applicable, how many hours of participation are required for each mode for the programs included above?

Which best describes the population participating in the programs included above?

☑   Require all incoming first year students

☑   Require all incoming transfer students

☐   Require all returning students

☑   Voluntary basis

☑   Specific populations

Please provide for each program you included in the above questions, if available: **1.** (Name of program)**;** (Brief description of program)**;** (URL) **2.**...	Campus Violence Prevention Program in participation with First Step, Transfer & International Student Presentations and UI100 courses. www.semo.edu/ucs/violence-prevention/
Does your school directly sponsor a program created around bystander intervention ?	Yes
If available, please provide a URL where your bystander intervention program is explained.	www.semo.edu/stuconduct/intervention.html
Does your school have a policy regarding affirmative consent between members of the campus community? (Please include policies created by state law, consortium or system rules, or mandated in the code of conduct for your institution)	Yes
If available, please provide a URL where your affirmative consent policy is explained.	www.semo.edu/pdf/stuconduct-sexual-assault.pdf

What awareness campaigns take place on your campus?

☑   Take Back the Night

☐   V-Day

☑   Greeks Against Sexual Assault

☐   Silent Witness Project

☑   The Clothesline Project

☐   The Red Flag Campaign

Please list and describe any campaigns to raise awareness of issues of sexual assault that have occurred on your campus in the previous 12 months:	In addition to those listed above, CVP collaborated with peer educators to host an event on positive sexuality called Sex in the UC, engaged students in dialogue, passed out 1200 condoms and had 30 students participate in STI/D testing. To celebrate Men as Partners in Prevention we held a !Stache Bash with

Review Data Set Form G: Campus Safety

Fire Safety

1. What percentage of your student housing sleeping rooms are protected by an automatic fire sprinkler system with a fire sprinkler head located in the individual sleeping rooms? NOTE: A student housing sleeping room is defined as the actual room in which the occupants live and sleep.

Student housing can include typical residence halls, graduate student housing, married student housing or any housing that is under the control or affiliated with the school, such as private, third-party residence halls built under contract with the school. This does not include Greek housing.

85 %

2. What percentage of your student housing sleeping rooms are equipped with a smoke detector that is connected to a supervised fire alarm system?
NOTE: When the smoke alarm/detector is activated it must transmit a signal to a supervised location, initiating an immediate response by a staff member to investigate. This alarm does not necessarily activate the building fire alarm system.

76 %

3. How many malicious fire alarms occur in student housing per year?
NOTE: A malicious fire alarm would be defined as one where a building's fire alarm system is activated even though it is known that there is no emergency condition. For example, someone blows smoke into a smoke detector or a manual pull station is activated.

2

4. How many unwanted fire alarms occur in student housing per year?
NOTE: An unwanted fire alarm would be defined as one where a building's fire alarm system is activated by non-emergency conditions, yet the fire alarm system responds appropriately to stimuli that it interprets as a fire condition. For example, a smoke alarm that is located too close to a shower and is activated by steam, or is adjacent to a cooking area.

34

5. What percentage of student housing building fire alarm systems, if activated, result in a signal being transmitted to a monitored location, and security investigates before notifying the fire department?

0 %

6. What percentage of student housing building fire alarm systems, if activated, result in a signal being transmitted immediately to the fire department so they can begin responding?

100 %

7. How many students are trained in fire safety in campus provided housing each semester?

2,700

8. What percentage of RAs and housing directors receive fire safety training?
NOTE: For purposes of this question, housing staff will include only personnel such as resident assistants and/or resident directors who live in student housing.

100

9. How many contact hours of fire safety training is provided to students not living in student housing (i.e., off-campus, including Greek)?
NOTE: This will not include fire safety training provided to specialties such as laboratory assistants. This must be actual training with contact time and not include simply handing out brochures, fire safety articles in the student newspaper, etc. An example of contact hours would include fire extinguisher training that is provided to 30 students in one hour which would equal 30 contact hours.

> 0

10. How many regularly scheduled, supervised exit drills are held per year in student housing?

> 19

11. How many fires did your school experience last year in student housing?
NOTE: A fire must result in damage to the structure or contents.

> 0

12. What is the dollar loss related to fire that has occurred on your campus in residential housing?
NOTE: Dollar loss is direct property damage to the structure and contents and does not include costs such as alternative housing, staff response, etc

> 0

13. How many students have been injured by fires in student housing?

> 0

14. How many students have been killed by fires in student housing?

> 0

15. Does your school ban any of the following items or activities in student housing sleeping rooms?
NOTE: The "cooking" option excludes cooking done with school-approved/supplied appliances or in school-approved areas, such as kitchens.

- [x] candles
- [x] halogen lamps
- [x] smoking
- [x] cooking
- [x] live christmas trees
- [ ] ceiling tapestries
- [x] Other (please specify)

If you selected Other please specify:

> cookers; toaster ovens; sandwich makers; grills

16. Does your school require fire-resistance ratings on furniture (including, but not limited to, beds, mattresses, desks, and chairs) in student housing sleeping rooms?

> Yes

17. Does your school require that furnishings brought in by the students have fire-resistance ratings?

> No

18. How often are fire safety rules-compliance inspections conducted in your school's student housing?
NOTE: This refers to regularly scheduled, in-room inspections conducted by an inspector or trained individual who is knowledgeable about fire safety issues. It does not refer to a security officer making regular rounds. ALL of the rooms must be inspected during these inspections and checked for hazards.

4 times a year

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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

India Hampton

Title:

Research Analyst

Phone:

5739866098

Email:

ihampton@semo.edu

Review Data Set Form H: Sports

Sports

Intercollegiate Sports Team Name:

Men's:	Redhawks
Women's:	Redhawks
Team Mascot:	Rowdy

What is your institution's most predominant intercollegiate athletic division?

Division I

If you selected Other please specify:

Please check all intercollegiate sports offered at your institution.

Sport Name	Varsity		Club	
	Men	**Women**	**Men**	**Women**
Archery	☐	☐	☑	☑
Badminton	☐	☐	☐	☐
Baseball	☑	☐	☑	☐
Basketball	☑	☑	☑	☑
Bobsledding/Luge	☐	☐	☐	☐
Bodyboarding	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Boxing	☐	☐	☐	☐
Canoeing	☐	☐	☐	☐
Cheerleading	☑	☑	☐	☐
Crew/Rowing	☐	☐	☐	☐
Cricket	☐	☐	☑	☑
Cross-Country	☑	☑	☑	☑
Curling	☐	☐	☐	☐
Cycling	☐	☐	☐	☐

Sport				
Diving	☐	☐	☐	☐
Equestrian Sports	☐	☐	☑	☑
Fencing	☐	☐	☐	☐
Field Hockey	☐	☐	☐	☐
Fishing	☐	☐	☑	☑
Football	☑	☐	☑	☑
Golf	☐	☐	☑	☑
Gymnastics	☐	☑	☑	☑
Handball	☐	☐	☐	☐
Harness Racing	☐	☐	☐	☐
Horseback Riding	☐	☐	☑	☑
Ice Hockey	☐	☐	☑	☑
Kayaking	☐	☐	☐	☐
Lacrosse	☐	☐	☑	☑
Light Weight Football	☐	☐	☑	☐
Martial Arts	☐	☐	☐	☐
Mountain Biking	☐	☐	☐	☐
Outdoor Hiking	☐	☐	☐	☐
Pistol	☐	☐	☐	☐
Polo	☐	☐	☐	☐
Racquetball	☐	☐	☑	☑
Riflery	☐	☐	☐	☐
Rodeo	☐	☐	☐	☐
Rollerblading	☐	☐	☐	☐
Rugby	☐	☐	☑	☑
Sailing	☐	☐	☐	☐
Sand Volleyball	☐	☐	☑	☑
Scuba Diving	☐	☐	☑	☑
Shooting Sports	☐	☐	☐	☐
Skateboarding	☐	☐	☐	☐

Sport				
Skiing (Downhill/Alpine)	☐	☐	☐	☐
Skiing (Nordic/Cross-Country)	☐	☐	☐	☐
Snowboarding	☐	☐	☐	☐
Soccer	☐	☑	☑	☑
Softball	☐	☑	☐	☑
Speed Skating	☐	☐	☐	☐
Squash	☐	☐	☐	☐
Surfing	☐	☐	☐	☐
Swimming	☐	☐	☐	☐
Synchronized Swimming	☐	☐	☐	☐
Table Tennis	☐	☐	☑	☑
Tennis	☐	☑	☑	☑
Track/ Field (Outdoor)	☑	☑	☐	☐
Track/Field (Indoor)	☑	☑	☐	☐
Ultimate Frisbee	☐	☐	☑	☑
Volleyball	☐	☑	☑	☑
Water Polo	☐	☐	☐	☐
Water Skiing	☐	☐	☐	☐
Weight Lifting	☐	☐	☐	☐
Wheel-Chair Basketball	☐	☐	☐	☐
Windsurfing	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐

What NCAA conferences is the school a member of?:

- ☐ Allegheny Mountain Collegiate Conference
- ☐ America East Conference
- ☐ American Lacrosse Conference
- ☐ American Southwest Conference
- ☐ Atlantic Coast Conference
- ☐ Atlantic Hockey Association

- ☐ Atlantic Soccer Conference
- ☐ Atlantic Sun Conference
- ☐ Atlantic 10 Conference
- ☐ Atlantic Women's Colleges Conference
- ☐ Big East Conference
- ☐ Big Sky Conference
- ☐ Big South Conference
- ☐ Big Ten Conference
- ☐ Big 12 Conference
- ☐ Big West Conference
- ☐ California Collegiate Athletic Association
- ☐ Capital Athletic Conference
- ☐ Conference Carolinas
- ☐ Centennial Conference
- ☐ Central Atlantic Collegiate Conference
- ☐ Central Collegiate Hockey Association
- ☐ Central Intercollegiate Athletic Association
- ☐ City University of New York Athletic Conference
- ☐ College Conference of Illinois and Wisconsin
- ☐ College Hockey America
- ☐ Collegiate Water Polo Association
- ☐ Colonial Athletic Association
- ☐ Commonwealth Conference
- ☐ Commonwealth Coast Conference
- ☐ Conference USA
- ☐ Deep South Lacrosse Conference
- ☐ Eastern College Athletic Conference
- ☐ ECAC East Ice Hockey League
- ☐ ECAC East Women's Hockey League
- ☐ ECAC Northeast Ice Hockey League
- ☐ ECAC Women's West Ice Hockey League
- ☐ Eastern Intercollegiate Volleyball Association
- ☐ Eastern Intercollegiate Wrestling Association
- ☐ Eastern Wrestling League
- ☐ Empire 8

- [ ] Freedom Conference
- [ ] Freedom Football Conference (No longer affiliated with the NCAA)
- [ ] Gateway Football Conference
- [ ] Great Lakes Intercollegiate Athletic Conference
- [ ] Great Lakes Valley Conference
- [ ] Great Northeast Athletic Conference
- [ ] Great Northwest Athletic Conference
- [ ] Great Western Lacrosse League
- [ ] Gulf South Conference
- [ ] Heartland Conference
- [ ] Heartland Collegiate Athletic Conference
- [ ] Hockey East Association
- [ ] Horizon League
- [ ] Illini-Badger Intercollegiate Football Conference
- [ ] Iowa Intercollegiate Athletic Conference
- [ ] Ivy League
- [ ] Knickerbocker Lacrosse Conference
- [ ] Little East Conference
- [ ] Lone Star Conference
- [ ] Massachusetts State College Athletic Conference
- [ ] Metro Atlantic Athletic Conference
- [ ] Michigan Intercollegiate Athletic Association
- [ ] Mid-America Intercollegiate Athletics Association
- [ ] Mid-American Conference
- [ ] Mid-Continent Conference
- [ ] Mid-Eastern Athletic Conference
- [ ] Middle Atlantic Conference
- [ ] Midwest Conference
- [ ] Midwestern Intercollegiate Volleyball Association
- [ ] Minnesota Intercollegiate Athletic Association
- [ ] Missouri Valley Conference
- [ ] Mountain Pacific Sports Federation
- [ ] Mountain West Conference
- [ ] New England College Wrestling Association
- [ ] New England Football Conference

- ☐ New England Small College Athletic Conference
- ☐ New England Women's and Men's Athletics Conference
- ☐ New England Women's Lacrosse Alliance
- ☐ New Jersey Athletic Conference
- ☐ East Coast Conference
- ☐ New York State Women's Collegiate Athletic Association
- ☐ North Atlantic Conference
- ☐ North Central Intercollegiate Athletic Conference
- ☐ North Coast Athletic Conference
- ☐ North Eastern Collegiate Volleyball Association
- ☐ Northeast Conference
- ☐ Northeast-10 Conference
- ☐ Northern Collegiate Hockey Association
- ☐ Northern Illinois-Iowa Conference
- ☐ Northern Pacific Field Hockey Conference
- ☐ Northern Sun Intercollegiate Conference
- ☐ Northwest Conference
- ☐ Ohio Athletic Conference
- ☑ Ohio Valley Conference
- ☐ Old Dominion Athletic Conference
- ☐ Pacific Coast Softball Conference
- ☐ Pacific-12 Conference
- ☐ Pacific West Conference
- ☐ Patriot League
- ☐ Peach Belt Conference
- ☐ Colonial States Athletic Conference
- ☐ Pennsylvania State Athletic Conference
- ☐ Pilgrim League
- ☐ Pioneer Football League
- ☐ President's Athletic Conference
- ☐ Rocky Mountain Athletic Conference
- ☐ St. Louis Intercollegiate Athletic Conference
- ☐ Skyline Conference
- ☐ South Atlantic Conference
- ☐ Southeastern Conference

- ☐ Southern California Intercollegiate Athletic Conference
- ☐ Southern Collegiate Athletic Conference
- ☐ Southern Conference
- ☐ Southern Intercollegiate Athletic Conference
- ☐ Southland Conference
- ☐ Southwestern Athletic Conference
- ☐ State University of New York Athletic Conference
- ☐ Sun Belt Conference
- ☐ Sunshine State Conference
- ☐ University Athletic Association
- ☐ Upstate Collegiate Athletic Association
- ☐ USA South Athletic Conference
- ☐ West Coast Conference
- ☐ West Virginia Intercollegiate Athletic Conference
- ☐ Western Athletic Conference
- ☐ Western Collegiate Hockey Association
- ☐ Western Water Polo Association
- ☐ Wisconsin Intercollegiate Athletic Conference
- ☐ Liberty League
- ☐ Landmark Conference
- ☐ America Sky Conference
- ☐ Great South Athletic Conference
- ☐ New England Collegiate Conference
- ☐ Upper Midwest Athletic Conference
- ☐ North Eastern Athletic Conference
- ☐ Northern Athletics Collegiate Conference
- ☐ ECAC Hockey League
- ☐ Great American Conference
- ☐ Southern Athletic Association
- ☐ American Athletic Conference
- ☐ Eastern Intercollegiate Skiing Association
- ☐ Mountain East Conference
- ☐ Pacific Coast Swim Conference
- ☐ Golden Coast Conference

During the 2017-18 academic year what percentage of your intercollegiate student athletes were:

| Male | 58.5 | | % |

| Female | 41.5 | | % |

During the 2017-18 academic year how many students participated in your schools intercollegiate sports? — 378

During the 2017-18 academic year how many students participated in your schools intramural sports? — 605

Please provide the most recent graduation rates for your student athletes

4 year graduation rate for student athletes: — 32 %

6 year graduation rate for student athletes: — 63 %

NCAA Graduate Success Rate (Division I institutions): — 80 %

Academic Success Rate (Division II institutions): — %

What was the total home attendance of ticketed intercollegiate sporting events featuring your school during the 2017-18 academic year? — 70,323

How many national championships has your school won (include all intercollegiate sports, all years): — 0

How many conference championships has your school won (include all intercollegiate sports, all years): — 53

Total number of student athletes from your school that have gone on to play professional sports: —

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: — India Hampton

Title: — Research Analyst

Phone: — 573986-6098

Email: — ihampton@semo.edu

Review Data Set Form I: Computer Networking and Facilities

Computer Networking and Facilities

Do you have a campus-wide network in place?

Yes

Do you have a network or lab fee for computer usage on campus for undergraduates?

Yes

If so, what is it?

$6.30 credit hour

What is the URL of your school's official Facebook page?

http://www.facebook.com/SEMissouriState

What is the URL of your school's official Twitter page?

http://twitter.com/semissouristate

Do you have a computer ethics policy in place for your school?

Yes

If yes, please describe or provide URL

http://www.semo.edu/pdf/FinAdm_10-05_Policy.pdf

What is the email domain for undergraduate students at your school? (I.e. @college.edu) (please enter one email domain per line in the text box to the right)

@semo.edu

Do you have any alliances or partnerships with technology companies?

No

If so, please describe

Does your school's tuition include a personal computer for each student?

No

Do you have a special pricing, discount, or resale agreement with hardware vendors?

No

If so, please list them.

Review Data Set Form I: Computer Networking and Facilities

Wireless Network

What percentage of the following areas have wireless network access (please respond only with numbers, and no % sign)?

97	% - Classrooms
100	% - Dorms
90	% - Student union
100	% - Library
100	% - Dining areas
10	% - Common outdoor areas

Review Data Set Form I: Computer Networking and Facilities

Tech Support

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:	India Hampton
Title:	Research Analyst
Phone:	5739866068
Email:	ihampton@semo.edu

Review Data Set Form J: Visiting Campus

Visiting Campus

Name of person responsible for organizing prospective student visits:

Casey Hohler

Title (eg. Visiting Coordinator or Director of Admissions)

Senior Admissions Counselor

Mailing Address

Admissions, MS-3550

One University Plaza

City/State/Zip

Cape Girardeau

MO

63701

Phone / Fax

573-651-2590

573-651-5936

Email

tours@semo.edu

Provide a URL to a page on your website where visiting information can be found:

http://www.semo.edu/admissions/visit.htm

Do you have a Campus Visiting Center?

Yes

If yes, please list the phone number

573-651-5945

Days:

Monday - Saturday (select)

Hours:

8 a.m. to 5 p.m.; 10:00 a.m. to 3:00 p.m. Sat.

Closed:

Sundays

Review Data Set Form J: Visiting Campus

On Campus Highlights

Please provide up to five of the most popular places on campus. (Examples might be a new

building, a museum, a coffee shop, an athletic facility)

1.   River Campus (Visual/Performing Arts)

2.   Student Recreation Center & Aquatic Center

3.   Kent Library Information Commons

4.   The University Center

5.   Academic Hall

Additional space is provided for other information.

Review Data Set Form J: Visiting Campus

Off Campus Highlights

Please provide up to five of the most popular places off campus. (Examples might be tourist attractions, shopping areas, museums.)

1.   Historic Downtown Cape Girardeau

2.   West Park Mall

3.   Trail of Tears State Park

4.   Views of the Mississippi River

5.   Bollinger Mill

Additional space is provided for other information.

Bill Emerson Bridge, Old St. Vincent's Church, Red House Interpretive Center, Oliver House sites (in Cape and Jackson), Glenn House
www.visitcape.com
www.jacksonmo.com

Review Data Set Form J: Visiting Campus

Campus Tours

Email address for prospective students to sign up for campus tour:

tours@semo.edu

Provide a URL to a page on your website where prospective students can sign up for a campus tour:

http://www.semo.edu/admissions/visit.htm

Campus Tours Available

Available ▼

Appointment Required

Preferred ▼

Dates

Year-round ▼

Times (list available times)

☑   Varies

Average Length

Varies ▼

Provide a URL to a page on your website to an online campus tour or photo gallery:

http://semo.edu/map/

Review Data Set Form J: Visiting Campus

On Campus Interviews

Email address for prospective students to sign up for on-campus interview:

Provide a URL to a page on your website where prospective students can sign up for a on-campus interview:

On Campus Interviews

Not Available ▼

Start Date-Juniors (indicate when juniors may start interviewing)

Appointment Required

Select... ▼

Advance Notice

Select... ▼

If yes, specify the length of advance notice

Select... ▼

Saturdays

Select... ▼

Average Length

Select... ▼

Information Sessions	Select...

If available, when	

Review Data Set Form J: Visiting Campus

Faculty and Coach Visits

Email address to inquire about visits with faculty members:	tours@semo.edu

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, a visit with a faculty member:	http://www.semo.edu/admissions/visit.htm

Email address for prospective students to inquire about, or arrange for, a visit with a sports coach:	admissions@semo.edu

Dates/Times: Subject to faculty/coach availability	Year-round

Arrangements:	Contact Admissions Office

If you selected Other please specify:	

Advance Notice	2 weeks

Review Data Set Form J: Visiting Campus

Class Visits

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, class visits:	http://www.semo.edu/admissions/visit.htm

Dates	Year-round

Arrangements	Contact Admissions Office

If you selected Other please specify:	

Review Data Set Form J: Visiting Campus

Overnight Dorm Stays

Overnight Dorm Stays	Not Available ▼
Advance Notice	Select... ▼
Arrangements	Select... ▼
If you selected Other please specify:	
Limitations	

Review Data Set Form J: Visiting Campus

Transportation

Transportation
Please provide a description of the types of transportation available to campus e.g., taxis, shuttle buses, buses, and trains. Include the closest airport.

> Bus -- Cape Girardeau County Transit Authority
> CarGO (ride sharing)
> Taxi
> Southeast Shuttle Service -- When In Need Go Shuttle
> Bootheel Area Rapid Transportation (BART)
> Greyhound Bus Service

Provide a URL to a page on your website for Public Transportation to campus

Driving Instructions
Please provide driving instructions from major roads or landmarks.

> From the North (St. Louis): Take I-55 South to Exit 96 (Cape Girardeau/Gordonville), turn left at the top of the ramp onto William (Rt. K). Continue on William, turn left onto West End Blvd. Turn right onto Normal and then right onto Henderson. A visitor parking lot is located at the corner of Henderson and Normal. The

Provide URL to a page on your website for driving instructions to campus:

> http://www.semo.edu/visitors/directions.html

Provide URL to a page on your website that describes on-campus visitor parking:

> http://www.semo.edu/parking

Local Accommodations
Please provide a description of available lodging in all price ranges.

Near by

> America's Best Value Inn...573-339-0808
> Auburn Place...573-651-4486
> Budget Inn...573-334-2828
> Candlewood Suites...573-334-6868
> Courtyard by Marriott...573-240-9420

Far Away

Provide a URL to a page on your website for local accommodation information:

http://www.semo.edu/visitors/community.htm

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Name:

India Hampton

Title:

Research Analyst

Phone:

5739866068

Email:

ihampton@semo.edu

Review Data Set Form K: Career Services & Employment

Career Services and Placement

Does your school have a career services office?

Yes ▼

If yes, please provide a URL to career services page:

www.semo.edu/careers

Check services in career placement center:

- ☑ Alumni network
- ☑ Alumni services
- ☑ Career/job search classes
- ☑ Career assessment
- ☑ Internships
- ☑ Regional alumni

Are on-campus job interviews available in the career placement center?

Yes ▼

Does your school provide opportunities for any of the following:

- ☐ Cooperative learning
- ☑ Experiential learning
- ☑ Internships

Please describe the program above of which you are proudest:

We now offer peer-to-peer resume and cover letter reviews on a walk-in basis.

During the 2017-18 academic year how many employers visited your school for recruiting purposes?

\# 350

Review Data Set Form K: Career Services & Employment

List top five employers who hired 2017 job seeking full-time graduates, and the number of students they hired.

	Employer	# of Students Hired
1.		

| SoutheastHEALTh | 21 |

2.

| Jackson R2 School Dist | 18 |

3.

| Cape Girardeau Public | 17 |

4.

| Saint Francis Healthcar | 14 |

5.

| | |

Review Data Set Form K: Career Services & Employment

Employment and Salary Information

| What was the median base salary (do not include any bonuses) of your 2018 graduates who accepted employment after graduation? | $ 37,851 |

| Percent of 2018 graduates for whom you have usable employment/salary information: | 34.7 | % |

| What was the median base salary (do not include any bonuses) of your 2017 graduates who accepted employment after graduation? | $ 38,700 |

| Percent of 2017 graduates for whom you have usable employment/salary information: | 32 | % |

Undergraduate Major	Number of 2018 Graduates	Percent of Graduates Seeking Employment	Percent of Graduates Accepting New Jobs	Percent of Graduates With usable Salary Data	Median Base Salary
Biological/Life Sciences					
133					

19	%

62	%

22	%

$ 37,224	

Business

35

25	%

57	%

45	%

$ 38,110	

Communications/Journalism

73

15	%

75	%

	%

$ 36,973	

Computer Science

15

13	%

73	%

60	%

$ 41,262	

Education

105

19	%
62	%
46	%

| $ | 37,798 |

Engineering

| 20 |

30	%
55	%
30	%

| $ | 37,798 |

Environmental Studies

| |

	%
	%
	%

| $ | |

Health Services

| 59 |

5	%
67	%
55	%

| $ | 42,281 |

History

| 9 |

| 33 | % |

| 44 | % |

| 22 | % |

| $ | 27,999 |

Mathematics

| 7 |

| 14 | % |

| 71 | % |

| 14 | % |

| $ | 54,999 |

Philosophy

| 1 |

| 0 | % |

| 100 | % |

| 0 | % |

| $ | 30,999 |

Political Science/Government

| 10 |

| 10 | % |

| 80 | % |

| 20 | % |

| $ | 25,000 |

Psychology

[   ]

[   ] %

[   ] %

[   ] %

$ [   ]

Review Data Set Form K: Career Services & Employment

Entrepreneurship Offerings

Who should students contact with questions about entrepreneurship at your school?

Name:	Dr. Steven Stovall
Title:	Assistant Professor
Address 1:	1 University Plaza
Address 2:	MS 5850
City:	Cape Girardeau
State:	MO
Zip code:	63701
Phone:	573-651-2121
Email:	sstovall@semo.edu
URL:	

Game Design Offerings

Who should students contact with questions about game design/gaming at your school?

Name:
Michelle Brune

Title:
Interim chair

Address 1:
1 University Plaza

Address 2:

City:
Cape Girardeau

State:
MO

Zip code:
63701

Phone:
573-651-2790

Email:
mbrune@semo.edu

URL:

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