



COLORADO SCHOOL OF MINES



STUDENT LIFE DIVISION ANNUAL REPORT

2023-2024



WELCOME to
Student Life at
Mines!



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2023-2024

Student Life
at Colorado School of Mines

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What's New with Student Life at Mines?

The 2023-2024 school year was an exciting one for Student Life. We joined in celebrations for the sesquicentennial anniversary of Mines, and thought about how the student experience has evolved during those 150 years. While we still sing the same fight song from 1885 (and still are proud to be helluva engineers), our students are definitely a bit different than they were when Mines was founded in 1874. In fact, our students are different every single year, and the division of Student Life must remain flexible and embrace creativity and change in order to provide the stellar experience that students expect.

In light of that, this report delves into some intentional efforts that Student Life departments have made to respond to students' needs and interests. Some changes have been made and implemented swiftly, and others will require time to be fully functional. All of these efforts, however, will enhance the experience that our students have

here at Mines.

We'll also share more about the ways in which our students engaged outside of the classroom, and how they leveraged opportunities on campus to prepare for a career in their field. We will talk about new programs that support student well-being, and how some departments are supporting students behind the scenes.

We will also talk about ongoing efforts related to Diversity, Equity, Inclusion, and Access (DEIA) at Mines. We are excited to share some of the work we are doing to provide all of our students with the tools and experiences that they need to succeed, feel like they have a place on our campus, and see themselves reflected in all areas of our community. We also know that DEIA is not something that can be 'checked off' and completed, so our efforts in this space will continue in the coming year and beyond.

Student Life Departments



**Center for Academic Services
and Advising (CASA)**

Athletics

Auxiliary Services

Career Center

Office of Community Standards

Counseling Center

**Disability Support Services
(DSS)**

Multicultural Engineering

Program (MEP)

Professional and Scholar

**Communities Applied Learning
(PASCAL) Center**

Recreational Sports

Residence Life

ROTC

**Student Activities, Involvement, &
Leadership (SAIL)**

Sexual Harassment and Assault

Advocacy, Prevention and

Education (SHAPE)

Student Health Center

**Student Outreach and Support
(SOS)**

**Student Wellness Promotion and
Education**

**Vice President & Senior Student
Life Team**

Behind the Scenes: Auxiliary Services

Auxiliary Services is a small but mighty team that facilitates several critical elements of the student experience, including dining services, the campus store, BlasterCard management, and other operations efforts. While they may not be in the spotlight, they work hard for our students! This year, two new food options were opened on campus (Handcrafted in the Student Center and Island Walk in the Rec Center) and plans for a new campus store were finalized (Oredigger Outfitters opened Fall 2024).



Oredigger Engagement

Here at Mines, our Orediggers have passions that extend beyond their studies in the classroom. Our varsity athletes pursued those passions with vigor in the past year without compromising academic performance. Mines athletes received a number of recognitions, including **74** All Americans and **27** Academic All Americans (the most Academic All Americans in the nation last year). **4** teams - Men's Soccer, Men's Swimming, Men's Indoor and Men's Outdoor Track and Field - won Brechler Awards for the highest team GPA in the Rocky Mountain Athletic Conference.



Women's Club Rugby participated in a Prom Dress Game in April.

Club Sports also had a record-setting year, with **13,404** total participations. Cycling, Hockey, Women's Rugby, and Men's Ultimate Frisbee placed in the top 20 in the nation. A new E-Sport facility was launched as well, and we are excited to see the E-Sports team use this space in the coming months.

Students took advantage of the **Outdoor Recreation Center (ORC)**, participating in **102** domestic trips and **4** international trips. Students

also utilized the ORC's benefits, with **1,600** discounted Ikon passes sold and **6,023** items rented for students to enjoy the outdoors.

Providing opportunities for students to develop leadership skills remained a priority for Student Life.

BY THE NUMBERS:

647 events were held by student organizations
There were **175+** active registered student organizations
50+ student-led events were organized by Mines Activity Council
850 students attended Oredigger Camp
20 club sports teams competed
880 intramural games were played
175 students participated in SAIL's Leadership Summit
130 students served as Peer Mentors
25 students served as Peer Educators
180,430 Student Recreation Center visits

Students were able to enroll in CSM350 Special Studies in Leadership, and **175** students attended the Annual Leadership Summit hosted by the **Student Activities, Involvement, and Leadership (SAIL)** team. Many students chose to serve in leadership roles, including **130** Peer Mentors in the **New Student & Transition Services (NeST)** office who helped welcome and support incoming students and **143** student staff in the **Residence Life** department serving in a variety of roles. Leadership will continue to be a focus for our students, so we can prepare them for opportunities and experiences after graduation.



Students enjoyed adventures with the Outdoor Recreation Center.

Educating our Students

Student engagement goes beyond participating in clubs or sports teams. In Student Life, we want to ensure our students are also able to meaningfully engage with tools and technologies that may impact their experience at Mines. During the past year, the **Office of Community Standards** partnered with the Trefny Center and Mines faculty to develop **guidance for using Generative AI** (genAI) at Mines. The team also co-hosted workshops for students to empower them to leverage genAI responsibly to advance their learning at Mines, and encourage students to think creatively about how this new tool can enhance their experience in and out of the classroom.

Blaster's Basket

The management of Blaster's Basket, the on-campus food pantry, transitioned to Student Outreach & Support under the supervision of the Associate Director. Specific updates have been made to the pantry to better meet students' needs, including implementing a checkout system to track food trends and restock with needed items and employing student staff to support visitors and answer questions. Last year, Blaster's Basket was able to provide more food options for students through collaboration with Mines Foundation for donations and fundraising. Additionally, a Senior Design project provided resources for new shelving, a computer system and new methods to collect better data.



Prioritizing Well-Being

During the 2023-2024, Student Life focused on understanding and responding to the unique needs of our students. We thought creatively about how we could best provide information and resources to our students using different approaches that would resonate with them.

For example, in our **Student Wellness Promotion** office, the Blaster Boxes program was launched to provide quick, specific information on campus resources and tools to create healthy habits. Each box has a topic related to wellness, such as self-care, physical wellness, sleep, social connection, and others. **1,241** students requested a Blaster Box, and the program was recognized as the *Outstanding Program or Service for Student Life* for 2023-2024.

Student Wellness Promotion also designed and implemented a new course titled "CSM 202: Introduction to Student Well Being" in the spring of 2024. **748** students received education about the seven interconnected dimensions of well-being

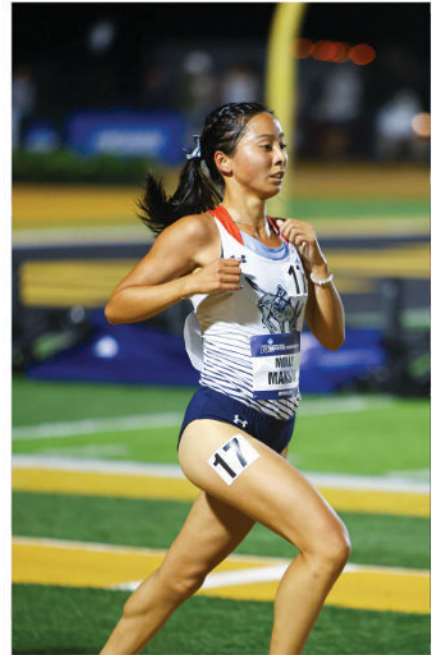
83.11%

OF CSM 202 STUDENTS STRONGLY
AGREED OR AGREED THAT THE COURSE
HELPED THEM UNDERSTAND THE
IMPORTANCE OF SEEKING HELP

(physical, social, emotional, environmental, spiritual, financial, and intellectual) and additional topics. Staff in the **Sexual Harassment and Assault Advocacy, Prevention, and Education (SHAPE)** office partnered with Student Wellness Promotion to develop curriculum for this course related to healthy relationships and boundaries.

The **Counseling Center** offered a variety of services to students, including a new six-week group therapy session called "Less Perfection, More Connection" and a virtual series of "Life Hacks" related to mental health and wellness. Counseling Center staff also served as liaisons to other offices across campus to offer targeted student support when needed, and these embedded services will be expanded upon in the 2024-2025 year.

The **Student Outreach and Support Office** took over management of Blaster's Basket, the on-campus food pantry, during the past year, and increased the impact by redesigning the space, hiring student staff, partnering with local organizations to regulate food delivery, and focusing on data collection to better understand the needs of students facing food insecurity.



Preparing for the Future

The **Career Center** at Mines went above and beyond this year to provide opportunities for students to engage with employers and develop skills to help them land their dream job or earn a coveted grad school spot following graduation. **1,079** students participated in resume reviews, mock interviews, and elevator pitch practice during the Prep with Reps events, which preceded the Fall and Spring Career Days events that saw **404** and **304** companies and **4,140** and **2,722** students and alumni participants, respectively. Each Career Days event took place over two days, a format that was widely appreciated by both students and employers.

Several Student Life departments also provided critical opportunities for students to learn about various industries and graduate school to help them chart their course during and after their Mines experience. The Career Center hosted 10 industry panels that provided **400+** students both education and networking opportunities in significant industries such as Semiconductor, Renewable Energy, and Data Science. **275** students also enrolled in "Engineering Your Career Path," a 1-credit course designed to provide students with career planning and job-searching skills.

It's important that students who hold diverse identities are able to see themselves reflected in the career paths they choose. The **Multicultural Engineering Program** (MEP) also held events related to career exploration, with a focus on creating community with industry professionals that share identities with our students. Prior to Fall and Spring



304 companies connected with students during the Spring 2024 Career Days event.

50+

MINES STUDENTS WERE ABLE TO OBTAIN DISCOUNTED PROFESSIONAL ATTIRE PRIOR TO CAREER DAYS DURING THE JCPENNEY SUIT UP EVENT, THANKS TO A PARTNERSHIP BETWEEN JCPENNEY, MEP, AND THE CAREER CENTER

Career Days, MEP hosted Industry Mixers with alumni that were attended by **144** and **89** students, respectively. MEP also co-hosted the Authentically Me speaker series with MEP student organizations to celebrate engineers with diverse identities and to increase opportunities for students to network with professionals who share their identities.

Even up to two years after graduation, Mines students continue to receive support from the Career Center in the form of major-specific job search workshops, a monthly newsletter, and access to DiggerNet for job postings.

95%

OF CURRENT GRADS ARE EMPLOYED, GOING TO GRADUATE SCHOOL, OR JOINING A SERVICE ORGANIZATION (SOURCE: 2023 CAREER OUTCOMES REPORT)

Diversity, Equity, Inclusion, and Access (DEIA) in Student Life

It remains critically important for us to cultivate a welcoming, inclusive environment at Mines for students with different identities and experiences. Every department in Student Life has a responsibility to enhance the experiences of our students and remove barriers to promote their success. Examples of DEIA efforts from the past year include:

Revising student-facing clinical forms to be more inclusive in language and function (Counseling Center)

Participating in the Electronic and Information Technology Accessibility & Compliance Committee, which ensures compliance with accessibility laws for equitable access to information technology (Disability Support Services)

Continuing to develop the Multicultural Student Organization (MSO) governing body that will hold policies more in alignment with the DEIA work that the MSO's engage in (Multicultural Engineering Program)

Providing gender inclusive housing for new students attending Oredigger Camp (New Student & Transition Services)

Partnering with Admissions to develop specific strategies to promote scholarship opportunities to female, BIPOC, and first-generation students (PASCAL Center)

Updating the housing software to ensure gender inclusivity (Residence Life)

Creating an Assistant Director for Student Engagement position that is responsible for DEIA programming, including heritage month programming (Student Activities, Involvement, and Leadership)

Coordinating 23 Climb Together nights in which two separate student groups were invited to each session to promote community and DEIA (Outdoor Recreation Center)

Training Peer Educators with the Certified Peer Education program, incorporating conversations around identity and best practices for inclusive and accessible programming (Student Wellness Promotion)

Making Career Days more accessible and inclusive by partnering with the Counseling Center and Orediggers Disability Activism and Community to provide Zen Zones and a quiet room, and offering workshops on salary and offer negotiation to promote salary equity (Career Center)

We recognize that to truly make progress in this area, we need to understand which students we are serving - and which ones we are not. To help us assess our impact, we partnered with the Institutional Research and Strategic Analytics (IRSA) team to create a tool to disaggregate data that is available to all departments in Student Life. This tool allows us to break down attendance and participation data by gender, race/ethnicity, student status, and other variables so that we can see where they may be gaps in support for our students. In the coming year, we will continue to refine this tool and ask critical questions about how we need to adapt to the unique needs of our Orediggers.

The Student Equity Advisory Council (SEAC)

In fall 2022, the Student Equity Advisory Council (SEAC) was formed to create an opportunity for Underepresented students to help shape the student experience at Mines and to provide a direct pathway for student voices to be heard by institutional leaders. SEAC members have advocated for change, provided input about new and existing student experiences, and provided honest insight about how Mines can better support students and make progress in its DEIA efforts.

Having been part of both the conversations that lead to today's SEAC as well as a founding member of SEAC itself, I'm proud to have been with this group since its very beginnings. SEAC creates an avenue to bridge all perspectives and voices together no matter your background and shows that Student Life is committed to its promise of fostering an environment of belonging. I'm excited to see where SEAC goes from here!

Rem Zhang (she, her)
BS/MS, Computer Science

My involvement in the Student Equity Advisory Council was predominantly toward the beginning of its creation. I was pleasantly surprised by the immense support and authenticity in working with various staff / leadership in Student Life. I found that in the meetings and in communication between meetings, all the staff were extremely receptive to feedback and listening to concerns from the student perspective. This committee helped me in building leadership skills and learning to advocate for myself and others.

Davian Sandoval (he, they, any pronouns)
Colorado School of Mines
B.S. Mechanical Engineering 2024



Intentional Enhancements

Every year, we welcome a new group of Orediggers to Mines who bring different interests, experiences, and needs to the campus community. The higher education landscape also continues to change, as the nation grapples with a challenging economy and students must consider the return on investment when selecting their path after high school. It's incredibly important that we continuously evaluate and enhance our services to address these changes and meet the needs and expectations of our students. In the past year, Student Life departments critically considered how they are engaging with students and implemented changes, both large and small, that will positively impact our students moving forward.

One of these changes will have a huge impact on our new students when they join us on campus in Fall 2024. The New Student and Transition Services (NeST) team spent the year planning for the launch of Helluva Welcome, a week-long orientation program encompassing move-in, Oredigger Camp, significant campus traditions like the M-Climb, and intentional connection with new classmates and peer mentors. With the implementation of the new model, the

previous Launch sessions that took place during the summer will be retired. The NeST team determined that new students were not equitably able to access the Launch programming, which provided important information for incoming students to start off on the right foot at Mines. With Helluva Welcome, *all* new students will have access to foundational experiences and support to kick off their journeys as Orediggers.



New Orediggers will have an exciting experience during Helluva Welcome, launching in fall 2024.

The **Center for Academic Services and Support** (CASA) also spent time this year reorganizing the way in which they serve students. Access to academic advising coordinators (AAC's) with knowledge about specific academic departments is critical for our students to plan their courses and stay on track to graduate. CASA restructured the department into 4 academic advising 'clusters,' each of which have 2-3 AAC's supporting 2-6 academic

Spotlight on: Undergraduate Student Government (USG)

During the past year, USG has begun the process of restructuring to better support the needs of Mines students. USG President Jacob Moran shared his perspective about the upcoming changes:

"As a member of USG for the past four years, I have seen first-hand our student government operations and the need for support in furthering the way we accomplish initiatives, represent students, and communicate with the wider Mines community. In the past year, we have found that we have a unique opportunity with our new support system with SAIL and our Advisor to restructure the Undergraduate Student Government. This restructuring of our legislation will aim to better target student issues through areas of representation in student service, inclusion, student experience, and academics. In addition to better representation this restructure will raise undergraduate student government as the premier leadership opportunity on campus for working to better develop the Mines student experience."

departments. The creation of the clusters ensures sustained academic advising for all departments so students can receive the support they need, even if the CASA team experiences transitions or team members are on leave.

If you visited the Mines Park area during the past year, you would have noticed quite a bit of construction activity. The Residence Life team has spearheaded a project to renovate the buildings in the 1900 and 2000 blocks and construct five new buildings in the 1800 block. The renovations will provide fresh, upgraded units to current and future residents in fall

202%

INCREASE IN THE NUMBER OF
TESTING ACCOMMODATIONS
REQUESTS FROM THE 19-20
ACADEMIC YEAR TO THE 23-24
ACADEMIC YEAR

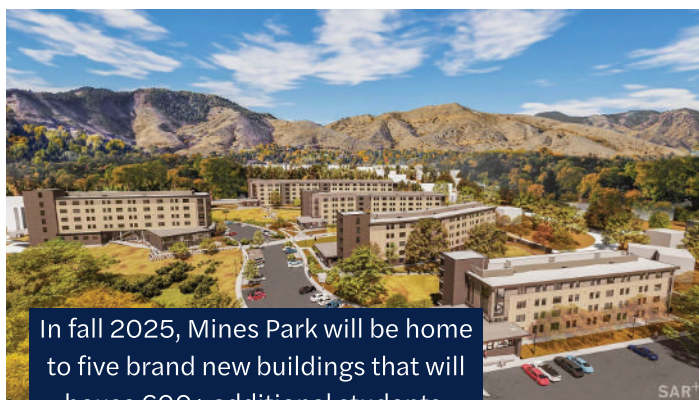
2024, and the new construction will provide housing for **600+** additional students beginning in fall 2025. Safe, comfortable housing close to campus is limited,

but these improvements will offer new and appealing options for upper class students and their families.

Several areas have seen incredible increases in student need in recent years. The **Mines Testing Center** (MTC), which provides alternative testing accommodations for students, added three staff members last year, and hired additional test proctors and part-time support to meet the increased demand. The additional capacity allowed MTC to handle **8,310** testing accommodations requests in the 2024 academic year. **Disability Support Services** (DSS) also saw a substantial increase, with **14%** more registered students than the year prior. To ensure



USG is undergoing a restructure to better serve the interests and needs of Mines students.



In fall 2025, Mines Park will be home to five brand new buildings that will house 600+ additional students.

these students could fully engage in class, DSS sent **6,265** letters to professors outlining the approved accommodations.

Another area that has seen higher demand is the Student Outreach and Support (SOS) office. Referrals for students who experienced unexpected or difficult circumstances and required support increased by 16% in the 23-24 academic year. Additionally, the SOS office recognized a need for students to have access to case management support outside of traditional business hours. A new team of Response Coordinating Case Managers was created, bringing 4 new staff to serve students after 5 PM and to provide after-hours crisis response. These changes helped the SOS team effectively manage the **1072** referrals that came across their desks, as well as the **21** incidents that were reported to an on-call staff member.

Not all enhancements involved reorganizing, construction, or the addition of new staff. The **Student Health Center** (SHC) deployed a patient satisfaction survey in February 2024 to capture the experience of their patients, with an average response rate of 60%. The survey found that **97.36%** of students were very satisfied or satisfied with the care received at the SHC, and **96.87%** either strongly agreed or agreed that their health concern was addressed. The survey also provided space for comments and feedback. This survey will continue to be utilized going forward, and the data collected will inform decisions about patient care and SHC operations.



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