

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
October 14, 2016

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**
(See appendix for supporting materials)

Date of Meeting: October 14, 2016

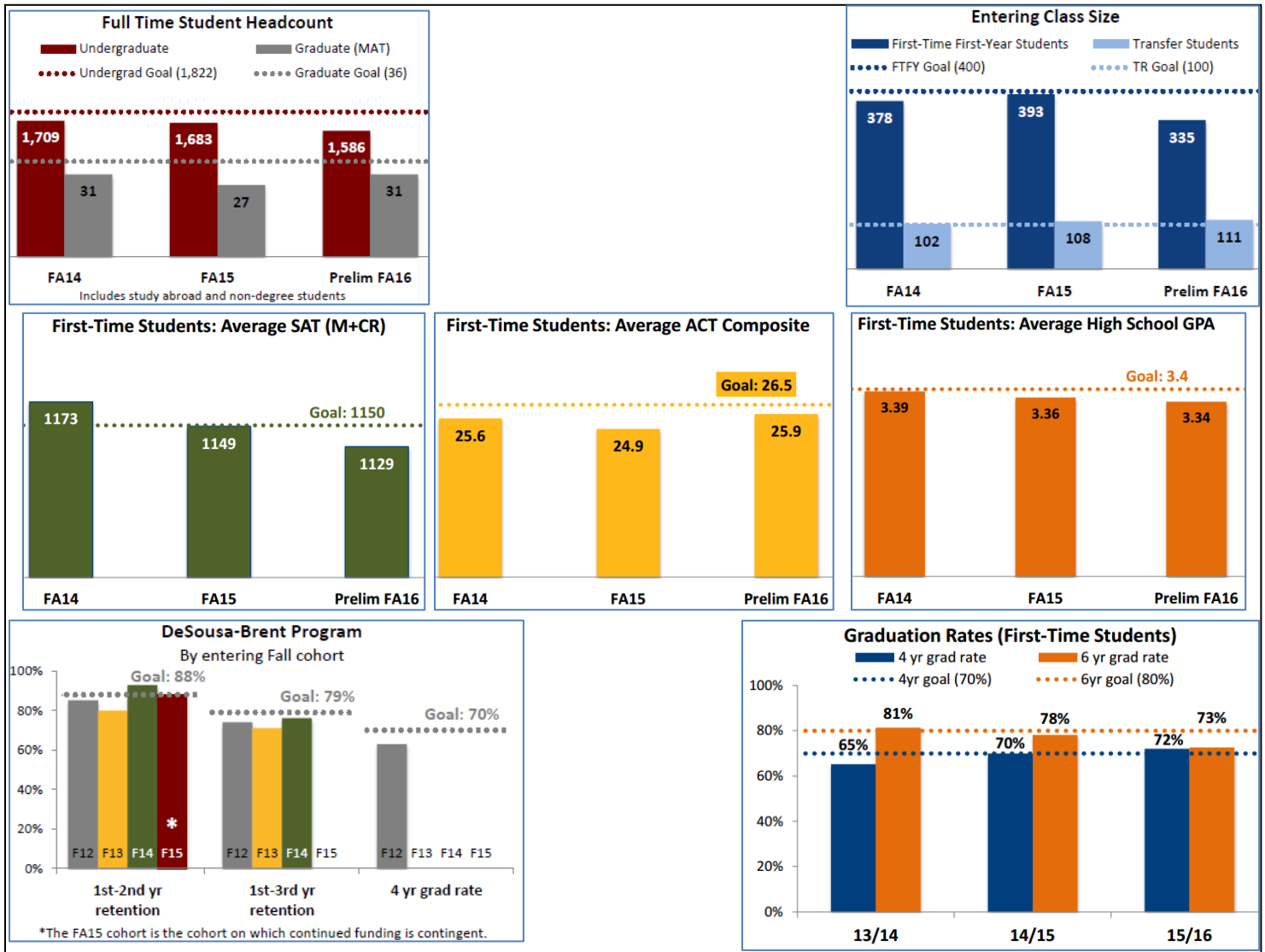
Date of Next Meeting: January 27, 2017

Committee Chair: Peter Bruns

Committee Members: Sven Holmes, Tim Heely, Glen Ives, Larry Leak '76, Ann McDaniel

Staff Member: Michael Wick

Dashboard Metrics:



Executive Summary:

DISCUSSION ITEMS

Faculty Senate Report

An update is provided on College-wide activities that faculty have been involved in: assessment, curriculum development, international education, annual faculty merit compensation, and the faculty by-laws.

DeSousa-Brent Scholars Program Report

An update on the current performance measures is provided in the DeSousa-Brent Scholars Program Retention and Graduation table. Information on retention and student success efforts focused on the 2015 cohort is presented.

Dean of Faculty Report

Middle States Accreditation Response Report: An update on activities surrounding the ongoing St. Mary's College of Maryland's response to the accreditation warning issued by the Middle States Commission on Higher Education (MSCHE) is provided.

Program Array Report: Information is provided on the effectiveness of the programs offered at St. Mary's College of Maryland in meeting the institution's mission.

Action Item(s) related to specific strategic plan goals as appropriate:

Action Item III.A. Endorsement of 2016 Performance Accountability Report

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives.

Committee Action Taken/Action in Progress:

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Recommendation to the Board:

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**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 14, 2016**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**

- II. DISCUSSION ITEMS**
 - A. Faculty Senate Report Page 1
 - B. DeSousa-Brent Scholars Program Report Page 4
 - C. Dean of Faculty Report Page 7

- III. ACTION ITEMS**
 - A. Endorsement of 2016 Performance Accountability Report Page 39

- IV. INFORMATION ITEMS**
 - A. Minutes from meeting of April 22, 2016 Page 51

The Committee expects to close a portion of the meeting.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

FACULTY SENATE REPORT

The faculty has been deeply involved in several important College-wide activities, including: assessment, the development of new curricular initiatives, and for the Senate, the development of a two-phase Faculty Merit Compensation Plan. Also on our radar is the continuing work on the Faculty By-Laws.

Assessment: Last spring and throughout the summer, the campus has been heavily involved and committed to developing a strong and lasting assessment program. This important initiative has resulted in the development of Course Learning Outcomes (CLOs) for all curriculum across the campus, along with the establishment of a three-year cycle for course assessment as they relate to institutional-level outcomes. Faculty teaching courses selected for review this year are currently involved in data collection and reporting involving the creation of standardized rubrics. Assessment has impacted the work of everyone on campus as we develop CLOs, and especially that of Department Chairs and Program Coordinators who are responsible for facilitating our assessment objectives and verifying the presence of CLOs in course syllabi and helping develop them in core campus and major offerings, in addition to capstone experiences.

Curriculum development: Last spring a new major in Global Studies was passed through the Curriculum Review Committee (CRC). That proposal has been approved by the Senate and will come to the Faculty on October 25th for review. In addition, the Entrepreneurship minor proposal has passed through the CRC and will be brought to the Senate on October 13th. If review of this new minor is successful, it too will be presented to the Faculty on October 25th.

International Education: Two new study abroad programs in Southern Africa, have been passed through Senate and are currently under review by the Provost. They include: SMCM-CIS Abroad Stellenbosch Program – Stellenbosch, Republic of South Africa, and SMCM-ISA University of Cape Town or University of Western Cape Semester – Cape Town, Republic of South Africa.

Annual Faculty Merit Compensation: In response to the charge from the Board of Trustees to create a Faculty Merit Compensation System by 15 October 2016, the Faculty Senate has chosen to engage this important challenge in two phases. A Senate Ad Hoc Committee, is currently working on the development of both phases of our Faculty Evaluation Merit Compensation process. Created in early September this committee is made up of senators, chairs and faculty members. The first phase of this process involves filling out a short, five-page (maximum) report form that follows the format of a three page annotated curriculum vita with an additional two

page narrative element. This short-form reporting mechanism will be used for this year only for all faculty who have been in service at the College since August 2015. This plan has been extensively discussed at the Senate. The Annual Faculty Merit Compensation Form for this fall is in its final phase of development in time for review and annual merit pay disbursements in January. Once completed, these short forms/reports will be forwarded to the Provost for review.

The second phase involves the creation of a more extensive merit pay system to be used on an on-going basis and will involve the examination of peer and peer aspirant review processes. The second phase of this plan will be presented for review and approval early this spring to the Senate, the faculty, and ultimately to the administration and members of the Board of Trustees.

Bylaws: From Dr. Wes Jordan's report in April for review: At the January AAC meeting, the committee recommended several amendments to the Faculty By-Laws, but felt it was not ready to act on the entire document proposed by President Jordan and supported by the faculty. The plan was for the co-chairs of the committee to work with the Board Chair and President of the Faculty Senate as an ad hoc committee to identify the remaining issues in preparation for Board consideration at the May meeting. Unfortunately, snow prevented a meeting scheduled for Washington, D.C. Instead of rescheduling, the Board asked the College attorney, Erin Millar, to work with the Senate President on revised language provided by Erin. We had a number of productive conversations on Sections I-III, but did not have the opportunity to discuss revisions to subsequent sections that were first available on March 21.

On April 4, President Tuajuanda Jordan and Senate President Wes Jordan emailed Board Chair Gail Harmon asking that the Board postpone consideration of the Faculty By-Laws until next fall. As we reviewed Erin Millar's draft it was clear that the document was sufficiently different from that submitted by President Jordan and amended by the Trustees that a thorough review was warranted. It was our determination that although the reorganization and rewording of the document improved it, the extent of the rewording may have inadvertently altered procedures. In addition, there were several more substantial changes that deserve discussion among the faculty, senior administration, and potentially the Academic Affairs Committee before going to the Board for action. We also argued that incoming Provost Michael Wick should be involved in the conversations. Our recommendation was accepted and the issue of the Faculty By-Laws is not before the AAC at the April 22 meeting.

Update Fall 2016: In late August a working version of the bylaws with extensive additions, deletions, and comments from Provost Wick was received by Wes Jordan and Karen Crawford. After review, a meeting was scheduled for all three of us to discuss how best to move forward.

Dr. Wes Jordan has offered to assist with this continuing work on the faculty bylaws to incorporate the Board actions most easily. In addition, discussions among President Tuajuanda



Jordan, Provost Mike Wick, past Senate President Wes Jordan and current Senate President Karen Crawford are planned. Looking forward, the faculty and senior administration at the College will work together to craft a final version of the By-Laws that can come to the President and AAC committee for discussion, ideally prior to the January Board meeting.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

DeSousa-Brent Scholars Program Report

Performance Measures

Mandatory performance measures focus on year to year retention and on graduation rate for the cohort that entered in 2015. This cohort must meet the following goals:

- (1) 88% of the cohort must be retained from the first-to-second-year.
- (2) 79% of the cohort must be retained from the first-to third year.
- (3) 70% of the cohort must graduate in four years.

Current performance measures are displayed in the following retention/graduation table.

DeSousa-Brent Scholars Program Retention and Graduation

Last updated: 9-29-16											
Cohort year	Cohort Size	First to Second Year Retention Rate		First to Third Year Retention Rate		First to Fourth Year Retention Rate		Four-year Graduation Rate		Six-year Graduation Rate	
		N	%	N	%	N	%	N	%	N	%
2007	25	20	80.0	17	68.0	16	64.0	8	32.0	14	56.0
2008	30	28	93.3	26	86.7	25	83.3	13	43.3	23	76.7
2009	24	23	95.8	20	83.3	20	83.3	10	41.7	20	83.3
2010	30	27	90.0	22	73.3	22	73.3	15	50.0	20	66.7
2011	31	24	77.4	19	61.3	18	58.1	15	48.4		
2012	27	23	85.2	20	74.1	19	70.4	17	63.0		
2013	45	36	80.0	32	71.1	32	71.1				
2014	42	39	92.9	32	76.2						
2015	41	36	87.8								
Total	295	256		188		153		79		77	
Weighted Mean			86.8%		74.0%		72.2%		47.3%		70.6%
Targets for FA15 cohort			88%		79%				70%		
Source: EIS, DIS											

Retention and Student Success Efforts Focused on 2015 Cohort

DeSousa-Brent Success Action Plans

Meetings are being conducted with all members of the 2015 cohort to determine their individual needs, academic, social, etc. The objective of the meetings is to develop individual success action plans for each students. Some of the initiatives which may be initiated including individual tutoring, supplemental instruction, additional

Sophomore Passport

One of the biggest challenges for the performance expectations for the DeSousa-Brent grant is the first to third year retention rate of 79%. One reason for this we believe is that like many colleges and universities, we front-load many of our services on our first year students, which makes sense, given the challenge of adjusting to college from high school. The sophomore passport includes programs and activities that keep our sophomores engaged both with DeSousa-Brent and with the college. In short, the students who are participating in the sophomore passport program are engaging in activities that successful sophomores engage in, such as moving toward declaring their majors, running their own degree audits to see where they are educationally. Further they are participating in educational and social activities offered by the program staff so they are more likely to use other services offered by DB. There are ten specific activities on the passport,. When students complete 8 of the activities, they will be invited to an end of semester pizza and wing party, as which we will draw one of the student names and he or she will receive their books for the following semester paid for by DB. The initial response from sophomores has been very positive. *Sophomore Passport is new for FY 2017.*

Fall Sophomore Retreat

The bonds that first year DB Scholars develop are quite strong and they add to the sense of a “posse” among our students. These bonds are somewhat stretched during the sophomore year, so one objective of the sophomore retreat is to maintain the connections that helped the students succeed during the first year among their peers and with the program staff. A second objective of the retreat is to offer structure and support so that students continue to be engaged and are mindful of other things to work on, such as selecting a major, personal goal setting, knowing more about themselves and others, and team building. The sophomore retreat is one of the elements within the sophomore passport. *Sophomore Retreat is new for FY 2017.*

Degree Audits

One means of learning where students are in their academic programs and for ensuring they are on track to graduate in four years is through running degree audits for them. While there is a degree audit function in the portal, it may not be reliable for all students. Effective

FY 2016, degree audits are being run for second semester sophomores, all juniors and first semester seniors. Through running these degree audits, we are able to inform students when they are off track to earn their degrees on time, and can give them specific suggestions on the courses they should take -- in sequence -- to graduate on time. We also see immediately which students have fewer than 32 credits going into their sophomore years (or more for upper class students). Part of the Sophomore Passport includes a Degree Audit 101 program, at which students can learn the basics of running their own degree audits.

Degree audits are shared with advisors and students prior to advising day.

Early Alert and Mid term Deficiency Interventions

Early Alert provides another structured opportunity to intervene when students are in trouble. Early Alert is not employed as routinely as Mid term Deficiency, perhaps because some student concerns don't arise very early in the semester. When they do, however, the early alert process involves program staff contacting student and requiring that they speak with the staff member one on one. Failure to meet with the program staff is not an option, and we have been known to contact Resident Assistants in order to reach a student we wanted to talk to. Mid term Deficiencies are handled in much the same way, though there are generally far more students with whom to intervene. Students receiving mid term deficiencies meet with a DB staff member to determine:

- what is their current status in the course for which they received the mid term deficiency?
- how likely are they to pass the course?
- how is their performance in other classes?
- what options do they believe they have?
- what is the most appropriate next step they should take?

For Future Consideration

Summer Tuition at Community Colleges

During the April meeting of the Academic Affairs Committee of the Board of Trustees, President Jordan mentioned that she would like us to consider offering DB Scholars summer tuition assistance for their local community colleges, rather than solely offering summer tuition assistance at St. Mary's. Given our understanding that direct scholarships could not be offered using DeSousa-Brent funds, it is unknown how that community college tuition payment could be implemented.

On hold; need clarification before expenses can be projected.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

MIDDLE STATES ACCREDITATION RESPONSE REPORT

PREFACE

This report presents an update on activities surrounding the ongoing St. Mary's College response to the accreditation warning issued by the Middle States Commission on Higher Education (MSCHE).

REMINDER: MIDDLE STATES COMMISSION ON HIGHER EDUCATION WARNING

At its session on March 3, 2016, the Middle States Commission on Higher Education placed St. Mary's College of Maryland on warning that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). The Commission requires a monitoring report due March 1, 2017, that provides evidence that the institution has achieved and can sustain compliance with Standard 14, including but not limited to a documented, organized, and sustained assessment process to evaluate and improve student learning that

- (1) maximizes the use of existing data and information;
- (2) involves the support and collaboration of faculty and administration in assessing student learning and responding to assessment results; and
- (3) provides evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning.

The MSCHE also requested that the monitoring report document

- (4) goals and objectives or strategies, both institution-wide and for individual units, that are clearly stated, reflected conclusions drawn from assessment results, and are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels (Standard 2); and
- (5) steps taken to assure continuity and stability of institutional administration (Standard 5).

Area (4) has been addressed through the development and implementation of the College's *A Time for Rebirth* strategic plan. Area (5) has been addressed through the formation of President Jordan's Executive Council. The remainder of this report addresses activities associated with areas (1), (2), and (3).

A DOCUMENTED, ORGANIZED, AND SUSTAINED ASSESSMENT PROCESS TO EVALUATE AND IMPROVE STUDENT LEARNING

While the College had several pockets of excellence in student learning assessment practices, they were restricted to the individual departments and not part of a "documented, organized, and sustained" system of student learning assessment. Hence, the College has implemented an extensive overhaul of the student learning assessment infrastructure. The overhaul includes the establishment and implementation of an assessment framework across all undergraduate student learning. The framework builds on national assessment literature, the work of organizations like the *Association of American Colleges & Universities (AAC&U)*, and the prior assessment work at St. Mary's College. The framework is a local rendition of a

39 nationally vetted approach that embeds student learning outcomes within a set of hierarchical taxonomies
40 of learning.

41 To date, the following accomplishments have been achieved and documented.

- 42 (a) A consistent assessment framework has been developed.
- 43 (b) Institutional-level student learning outcomes have been defined.
- 44 (c) Program-level student learning outcomes have been defined for all major programs within the
45 curriculum including objectives for the Core Curriculum.
- 46 (d) Course-level student learning outcomes have been defined for all courses offered at St. Mary's
47 College.
- 48 (e) Course-level, program-level, and institutional-level student learning outcomes have been aligned
49 and gaps identified for consideration.
- 50 (f) Nearly all course syllabi have been updated to list the course-level student learning outcomes.
- 51 (g) Student performance data has been collected, analyzed, and disseminated for one of the
52 intellectual skills outcomes, namely Oral Communication. Documentation of curricular changes
53 resulting from the assessment data is being collected throughout the fall semester.
- 54 (h) A comprehensive three-year assessment cycle has been defined to ensure all program-level and
55 institutional-level student learning outcomes are assessed at least twice per MSCHE accreditation
56 cycle.
- 57 (i) A draft *Student Learning Assessment Handbook* (attached) has been created which codifies the St.
58 Mary's assessment framework and defines the annual assessment activities to be conducted and
59 processes to be followed.

60 In addition, during the fall semester of the 2016-2017 academic year, faculty will be asked to...

- 61 (j) Reflect on the oral communication assessment data and document what, if any, changes will be
62 made as a result at the program level.
- 63 (k) Revise, as appropriate, student learning outcomes and submit any changes.
- 64 (l) Establish a cycle of assessment of program-level outcomes within major programs, to
65 complement the institution-wide assessment cycle.
- 66 (m) Develop assessment instruments and associated evaluation rubrics for collecting student learning
67 data.
- 68 (n) Use these assessment instruments to collect student learning data as per the institutional
69 assessment cycle and evaluate student performance.
- 70 (o) Reflect on assessment data and document what, if any, changes will be made as a result.
71

72 All activities listed above have been and will continue to be supported through targeted professional
73 development workshops for faculty. Likewise, the activities have been designed and implemented by an
74 Assessment Implementation Team representing a collaborative leadership body with representatives from
75 the administration, faculty, staff, and students.

76 Completion of the above activities will position the College to submit a monitoring report that addresses
77 all MSCHE concerns and provides detailed evidence that the College has achieved and can sustain
78 compliance with Standard 14, including but not limited to a documented, organized, and sustained
79 assessment process to evaluate and improve student learning.

80 **DISCIPLINARY ACCREDITATION AT ST. MARY'S COLLEGE**

81 St. Mary's College does not maintain disciplinary accreditation within any of its programs. However, a
82 limited number of academic programs are approved and/or certificated by external agencies as detailed
83 below.

84 (1) The Biochemistry program is approved by the American Society for Biochemistry and Molecular
85 Biology (ASBMB) following a roughly seven-year cycle. The St. Mary's program was last
86 approved in March, 2016 and will not undergo its next review until March, 2023.

87 (2) The Chemistry major is approved by the American Chemical Society (ACS). Annual reports are
88 submitted to ACS to maintain approval with more substantial monitoring every 5 years. The next
89 monitoring report for St. Mary's College is due during the 2017-2018 academic year. We
90 anticipated no substantive issues or concerns.

91 (3) The post-baccalaureate Teacher Certification Program is approved by the Maryland State
92 Department of Education (MSDE) as a professional educator preparation program that leads to
93 initial and advanced level teacher certification. MSDE follows a 5-year approval cycle. St.
94 Mary's College was last reviewed in 2011 and currently holds full approval status for teacher
95 certification in Art, Biology, Chemistry, Chinese, Early Childhood/Elementary Education,
96 Elementary Education, English, French, German, History/Social Studies, Mathematics, Music,
97 Physics, Social Studies, Spanish, and Theater. St. Mary's College is presenting preparing for its
98 upcoming review visit during the spring semester of the 2016-2017 academic year. We are
99 having our every-five-year approval visit this spring. We anticipate positive results with the
100 following challenges:

- 101 a. The need for a better data system. The program is already working on this and has
102 adopted a system called TK20 for data storage and retrieval;
- 103 b. The need for additional instructional resources to carry out the program or a reduction in
104 program scope. As directed by the Provost, the program is developing a trimmed-down
105 curriculum that will be ready for consideration during the upcoming review.
- 106 c. The need for more support from other campus units. The current enterprise resource
107 planning (ERP) system, Jenzebar, does not offer seamless support for graduate
108 programming. College activities are already underway to select and implement a new
109 ERP system.

DRAFT 08.16.16

STUDENT LEARNING ASSESSMENT HANDBOOK

DRAFT

**St. Mary's College of Maryland
August 2016**

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PREFACE

This Student Learning Assessment Handbook codifies the assessment of student learning at St. Mary's College of Maryland. The Handbook provides a detailed explanation of the St. Mary's assessment framework as well as the ongoing institutional processes associated with the assessment of student learning. (The intent of this Handbook is to provide a dynamic yet sustainable accounting of assessment activities sufficient to support ongoing engagement in student learning assessment.) The faculty, staff, and administration of St. Mary's College of Maryland (SMCM) are the intended audience.

GOALS FOR STUDENT LEARNING ASSESSMENT

Specific goals of student learning assessment activities at SMCM are as follows:

- Ensure the systemic and ongoing use of empirical evidence of student learning to provide continuous improvement in the St. Mary's College's educational experience for our students.
- Provide accurate and timely documentation of continuous quality improvement activities to inform College stakeholders for decision making, academic planning, and associated operations of the College.

OVERVIEW OF THE ST. MARY'S COLLEGE OF MARYLAND CURRICULUM

Briefly, St. Mary's College of Maryland has a curriculum built on the integration of a core curriculum and an array of majors. The core curriculum is focused on breadth of knowledge and preliminary development of intellectual skills and values. The core curriculum includes the application of learning in real-world settings. Each major is focused on depth of knowledge and more advanced development and application of intellectual skills and values. Minors are available to augment and reinforce learning but are not required.

ST. MARY'S STUDENT LEARNING OUTCOMES

St. Mary's College has identified institutional learning outcomes that stem from the institutional mission and which form the foundation for all student learning at the College. The institutional learning outcomes articulate the expectations of what all graduates should know and be able to do upon earning a SMCM degree.

At the completion of the **baccalaureate degree**, all students will...

K-I.	<u>Knowledge of Human Culture & the Physical and Natural World (Breadth)</u>	...demonstrate <i>understanding (comprehension of and ability to explain basic ideas and concepts)</i> within each of the following dimensions of knowledge. <ol style="list-style-type: none">international languages and culturescultural perspectiveshumanistic foundationsthe artssocial sciencesmathematicsnatural sciences
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<u>K-II.</u>	<u>Knowledge of Human Culture & the Physical and Natural World (Depth)</u>	...demonstrate <i>evaluation (judging and justifying an opinion or decision) or creation (produce novel thoughts, ideas, processes, or products)</i> in at least one dimension of knowledge from above.
<u>S-I.</u>	<u>Intellectual and Practical Skills</u>	...demonstrate <i>precision (independent, reliable execution)</i> of each of the following skills. <ul style="list-style-type: none"> a. problem solving b. critical thinking c. oral communication d. written communication e. information literacy
<u>V-I.</u>	<u>Personal and Social Responsibility</u>	...demonstrate that they <i>value (associate values with experiences, and express value judgments)</i> each of the following dimensions. <ul style="list-style-type: none"> a. civic and global engagement b. lifelong learning c. environmental stewardship

Figure 1: The St. Mary's Institutional-Level Student Learning Outcomes

These institutional student learning outcomes reflect a developmental and hierarchical model of learning that intentionally uses Bloom's taxonomy of learning (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and related learning taxonomies (Anderson, et al., 2001) (Dave, 1970) to specify desired student learning. The outcomes articulate the general areas of learning as well as the desired level of learning in those areas. The Core Curriculum, a specific set of curricular experiences required of all St. Mary's College's students, supports student satisfaction of the institutional learning outcomes by providing students with the necessary foundational, lower-level understanding of the knowledge, skills, and values included in the institutional outcomes. The specific learning outcomes for the Core Curriculum are presented in Figure 2.

At the completion of the Core Curriculum , all students will...	
<u>Knowledge of Human Culture & the Physical and Natural World (Breadth)</u>	...demonstrate <i>understanding (comprehension of and ability to explain basic ideas and concepts)</i> within each of the following dimensions of knowledge. <ul style="list-style-type: none"> a. international languages and cultures b. cultural perspectives c. humanistic foundations d. the arts e. social sciences f. mathematics g. natural sciences
<u>Intellectual and Practical Skills</u>	...demonstrate <i>imitation (repeating learned behavior)</i> of each of the following skills. <ul style="list-style-type: none"> a. problem solving b. oral communication c. information literacy <p>...demonstrate <i>manipulation (following specific directions)</i> of each of the following skills.</p> <ul style="list-style-type: none"> a. critical thinking

<u>Personal and Social Responsibility</u>	<p style="margin-left: 40px;">b. written communication</p> <p>...demonstrate that they <i>value (associate values with experiences, and express value judgments)</i> in each of the following dimensions.</p> <ul style="list-style-type: none"> a. civic and global engagement b. lifelong learning c. environmental stewardship
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Figure 2: Student Learning Outcomes for the Core Curriculum

Careful comparison of the institutional-level learning outcomes and the Core Curriculum learning outcomes reveals the integrative nature of the St. Mary’s College’s curriculum. The Core Curriculum is responsible for providing students with the opportunity to satisfy outcomes K-I (breadth of knowledge) and V-I (foundations of a value system) whereas each major program is responsible for K-II (depth of knowledge). The other institutional student learning outcomes (S-I, intellectual and practical skills) are shared between the Core Curriculum and the major programs. The Core Curriculum is responsible for the foundational learning of intellectual and practical skills (the *IMITATION* level for problem solving, oral communication, and information literacy; the *MANIPULATION* level for critical thinking and written communication). However, achievement at the *PRECISION* level across all intellectual and practical skills is delegated to each major. The specific program-level student learning outcomes defined within each major reflect not only the disciplinary and interdisciplinary content of the program but also the linkage to the broader role each major plays in achieving the institutional-level student learning outcomes.

STUDENT LEARNING ASSESSMENT PROCESSES AND RESPONSIBILITIES

Fundamentally, the President and the Board of Trustees have ultimate responsibility and authority for the education of St. Mary’s College’s students. While not involved in the day-to-day implementation of student learning assessment activities, the Board of Trustees and the President are responsible for ensuring compliance with all state, federal, and accreditation regulations and requirements. The President and Board of Trustees also share responsibility for ensuring that the results of assessment are available to stakeholders through reports, website postings, and other appropriate means.

The Provost, as the Chief Academic Officer, is directly responsible for oversight and management of the day-to-day student learning assessment activities. The Provost is charged with leading faculty through the effective implementation of assessment tasks and with the appropriate consideration of all collected evidence towards continuous improvement in student learning at St. Mary’s.

The St. Mary’s student learning assessment process is designed to involve a variety of institutional stakeholders. The annual assessment process, illustrated in Figure 3, involves a sequence of six constituent processes that collectively create and use a repository of assessment artifacts.

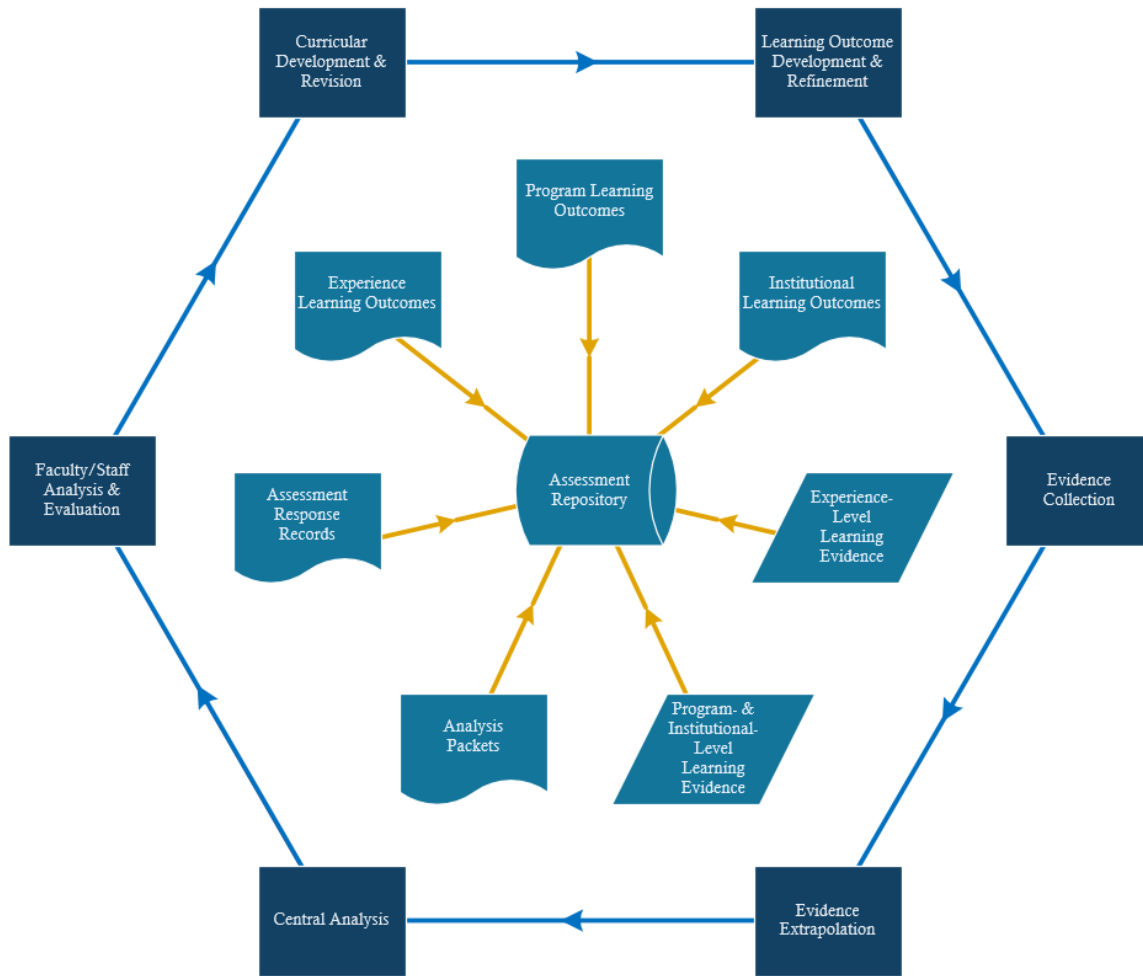


Figure 3: Annual Assessment Processes

Learning Outcome Development & Refinement

Annually, the Provost invites faculty and staff to reflect on and refine the College’s student learning outcomes. The Assessment Implementation Team is responsible for reviewing the institutional-level and Core Curriculum learning outcomes. Proposals for revision are submitted to the Faculty Senate. The faculty and staff of each program are responsible for reviewing and revising the learning outcomes for their programs and experiences. Staff are responsible for articulating student learning outcomes for select co-curricular programs.

Evidence Collection

At the beginning of each semester, the Office of the Provost reminds faculty and staff of the assessment cycle and ask those scheduled for data collection that year to prepare to collect evidence of student learning. The Assessment Implementation Team is responsible for refining and sharing the common assessment instruments and associated rubrics to be used in analyzing evidence of student learning of intellectual skills and values. The faculty of each program is responsible for the analogous materials within the disciplinary knowledge areas.

Near the end of each semester, the Office of Institutional Research reminds faculty and staff to collect evidence of student learning for their assigned outcomes. The faculty and staff of each program are responsible for administering the assessment instrument, evaluating the evidence collected, and judging each student's satisfaction of the learning outcome, all of which is submitted to the Office of Institutional Research by the end of the semester. The Office of Institutional Research is responsible for archiving the submitted evidence within the assessment repository.

Evidence Extrapolation

Once evidence of student learning has been submitted, the Office of Institutional Research performs the data extrapolation process described in Section 1.7. Using the resulting data, the Office of Institutional Research creates analysis packets for each program (see Section 1.8 for details) and distributes the packets to programs immediately following the winter semester break.

Faculty/Staff Analysis & Evaluation

Prior to the start of the spring semester, the Provost requests faculty and staff to reflect on the analysis packets and revise, as appropriately, the St. Mary's educational experience. Such revisions can include modification of student learning outcomes, curricular offerings, pedagogy, assessment instruments, etc. All revisions are documented via assessment response reports which are submitted to the Office of Institutional Research for incorporation into the assessment repository.

ASSESSMENT DESIGN ACROSS THE ST. MARY'S CURRICULUM

Assessment at St. Mary's is accomplished through a combination of assessment within the Core Curriculum, the majors, capstone experiences, and select co-curricular experiences as illustrated in Figure 4. Assessment of skills in the Core Curriculum and the capstone experiences uses a standardized approach built on the AAC&U VALUE rubrics. Program-level assessment is delegated to each individual program but connects with institutional learning outcomes assessment as illustrated in Figure 4.



Figure 4: The St. Mary's Assessment Design.

The foundational learning of intellectual skills is developed and assessed within CORE 101/301. CORE 101/301 is also responsible for the development and assessment of foundational learning of a value system. The learning of a value system is also reinforced through intentional but elective co-curricular programming.

Learning a breadth of knowledge is developed and assessed through coursework aligned with the *Liberal Arts Approaches to Understanding the World* requirement of the Core Curriculum. Deep learning of knowledge is developed and assessed in the major.

Advanced intellectual skills are developed within the major and assessed through the St. Mary's Project capstone experience. Likewise, advanced learning of a value system is developed and assessed with the *Experiencing Liberal Arts in the World (ELAW)* experience.

1.1 Assessment Measures

All student learning is assessed using *direct* assessment measures. The assessment instruments are specific to each learning experience but are aligned with the framework's learning taxonomies. For all five skills and two of the three values (excluding Environmental Stewardship), the AAC&U VALUE

rubrics are used in assessing student performance. Performance against the VALUE rubrics is categorized under the framework’s learning taxonomies. Within the knowledge domain (and Environmental Stewardship), discipline-specific rubrics are used but those rubrics are again aligned with the framework’s knowledge taxonomy.

1.2 Assessment Cycle

St. Mary’s follows a six-semester assessment cycle (see Figure 5) during which all student learning outcomes are assessed at least once. The assessment cycle is structured to provide maximum flexibility to programs while ensuring the necessary coverage of institutional learning outcomes.

Institutional Student Learning Assessment Cycle																
	Knowledge of Human Culture & the Physical and Natural World								Intellectual & Practical Skills					Personal & Social Responsibility		
	K-Ia (ILC)	K-Ib (Cult. Per.)	K-Ic (Hum. Fo.)	K-Id (Arts)	K-Ie (Soc. Sci.)	K-If (Math)	K-Ig (Nat. Sci.)	K-II (Depth)	S-Ia (Prob. Solv.)	S-Ib (Crit. Th.)	S-Ic (Oral)	S-Id (Written)	S-Ie (Info. Lit.)	V-Ia (Civic Eng.)	V-Ib (Lifelong)	V-Ic (Env. Ste.)
Year I					X		X	Program			X	X		X		
Year II		X	X					Program	X	X					X	
Year III	X			X		X		Program					X			X
	Assessed via the Liberal Arts Approaches to Understanding the World Courses.							Assessed via major courses as per program schedule.	Assessed via CORE 101/301 and the St. Mary's Project.					Assessed via courses and the Experiencing Liberal Arts in the World reflective essays.		

Figure 5: Institutional Student Learning Outcome Assessment Cycle

Skills and values are assessed using College-wide rubrics following a consistent College-wide cycle. The knowledge outcomes are assessed in two ways. The breadth requirement is assessed following a consistent College-wide cycle; for example, all experiences that satisfy the Natural Science breadth outcome are assessed in the first year of the cycle and so on. The common schedule allows synergy and collaboration between faculty working toward the same institutional outcome. On the other hand, the depth requirement is assessed according to each program’s assessment cycle. Each program has a six-semester cycle for program-level outcomes that is consistent with the breadth cycle and that provides the necessary depth assessment within the six-semester window. The Office of the Provost is responsible for approving program assessment cycles and for ensuring those cycles are followed.

ASSESSMENT AND THE BUDGET/PLANNING CYCLE

St. Mary’s uses a “status quo plus vetted increment” budgeting model. For a coming fiscal year, established departments and units are allocated the same operating budget as for the current fiscal year. Based on overall predicted revenue and expenses, the President allocates a pool of additional funding available as either one-time or ongoing budget. Proposals for funding are solicited from college departments and units, vetted by various college bodies, and recommended for funding (or not) by the Budget Committee. The President receives the recommendations and, in consultation with the Executive Council, decides those proposals to be funded and at what level. The Board of Trustees has final approval authority on approval of the fiscal year budget.

Assessment of student learning is fundamentally about improving student learning. To protect the integrity of the assessment process and findings, department budgets are not directly linked to student learning assessment results. However, assessment activities and results do inform important budgetary investments. The process of (re-)defining student learning outcomes can identify disciplinary considerations missing from the curriculum, requiring the investment of resources to resolve. Annually, the Office of the Provost reflects on assessment activities and documented student learning to identify necessary professional development investments. Essentially, assessment of student learning is used to

inform institutional investments aimed at helping faculty and staff improve the St. Mary's educational experience.

ACADEMIC DEPARTMENT/PROGRAM PERIODIC REVIEW

Assessment of student learning is integral to the periodic review of academic programs. St. Mary's follows a seven-year cycle for external program review. The program prepares a self-study which includes explicit discussion of the its student learning assessment process. The Office of Institutional Research collates all assessment repository artifacts from the program during the preceding seven years including the annual assessment packets and any submitted assessment response reports. The external review team is provided with the self-study and the cumulative assessment packet prior to conducting an on-campus evaluation visit. During the visit, the team meets with faculty of the department/program and key administrative personnel. The evaluation team is asked to evaluate several core domains, including the program's plan and practices for assessing student learning.

Following its visit, the evaluation team submits a written report to the Provost articulating the strengths and weaknesses of the academic program. The Provost distributes the report to key institutional stakeholders and discusses the report and its implications with the President. The Provost meets with the program leadership to discuss the findings of the review. Based on that conversation, the program formulates an action plan to address identified concerns including perceived weaknesses in assessment activities and results.

Subsequent sections of this Handbook detail the student learning assessment systems used at St. Mary's College of Maryland to monitor, document, and improve student satisfaction of the institutional-level student learning outcomes. As the primary purpose of this Handbook is to codify St. Mary's College's student learning assessment systems, descriptions are often highly intricate, meticulously describing minute details needed to be understood by only the most intimately-involved faculty and staff. To aid in the broader consumption of this Handbook, some sections include navigational meta-sections to aim the broader reader's traversal of material.

STUDENT LEARNING OUTCOMES AND CONTINUOUS IMPROVEMENT

This section outlines the implementation framework for student learning assessment at St. Mary's College of Maryland. The framework builds on national assessment literature, the work of organizations like the *Association of American Colleges & Universities (AAC&U)*, and prior assessment work at St. Mary's. The framework is based on a nationally-vetted approach that embeds student learning outcomes within a set of hierarchical taxonomies of learning (Wick & Phillips, 2008).

1.3 The Basic Framework

The framework is effectively described using a visual representation as shown in Figure 6, known at St. Mary's as a *student learning thumbprint*. The thumbprint overlays the cognitive, affective, and psychomotor domains of understanding onto the St. Mary's desired student learning outcomes (which are based on the AAC&U report entitled "College Learning for the New Global Century" (The National Leadership Council for Liberal Educaiton & America's Promise, 2007). The thumbprint visually captures the knowledge, skills, and values to be learned by St. Mary's students based on institutional-level student learning outcomes introduced earlier.

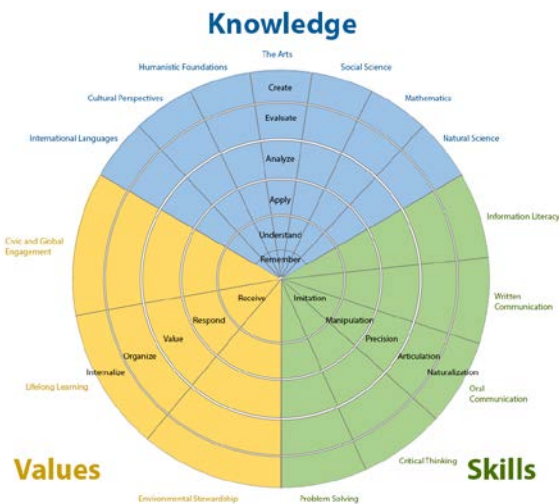


Figure 6: The Student Learning Thumbprint.

For each learning domain (knowledge, skills, and value), the thumbprint includes developmental levels of understanding based on Bloom's taxonomies and related taxonomies (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) (Anderson, et al., 2001) (Dave, 1970). The concentric circles within each domain expand outward from the most basic level of understanding at the center to the most advanced level of understanding at the perimeter.

1.4 Writing Student Learning Outcomes within the Framework

Best practice in writing student learning outcomes tells us that outcomes include the desired level of learning, an active verb that allows that learning to be recognized, and a description of the content to be learned (called the *object*). As already described, the St. Mary's framework uses Bloom's taxonomy and the associated literature to structure the specification of learning levels and active verbs. Innovatively, however, the framework also uses the inherent hierarchical nature of learning objects and college curricula to place student learning outcomes within a powerful lattice of taxonomies. Disciplinary content, of course, can be expressed within broad taxonomies. Likewise, a college curriculum can be expressed with taxonomies; courses can be aggregated into programs, programs can be aggregated into degrees. Figure 7 provides an illustrative example from the world of mathematics.

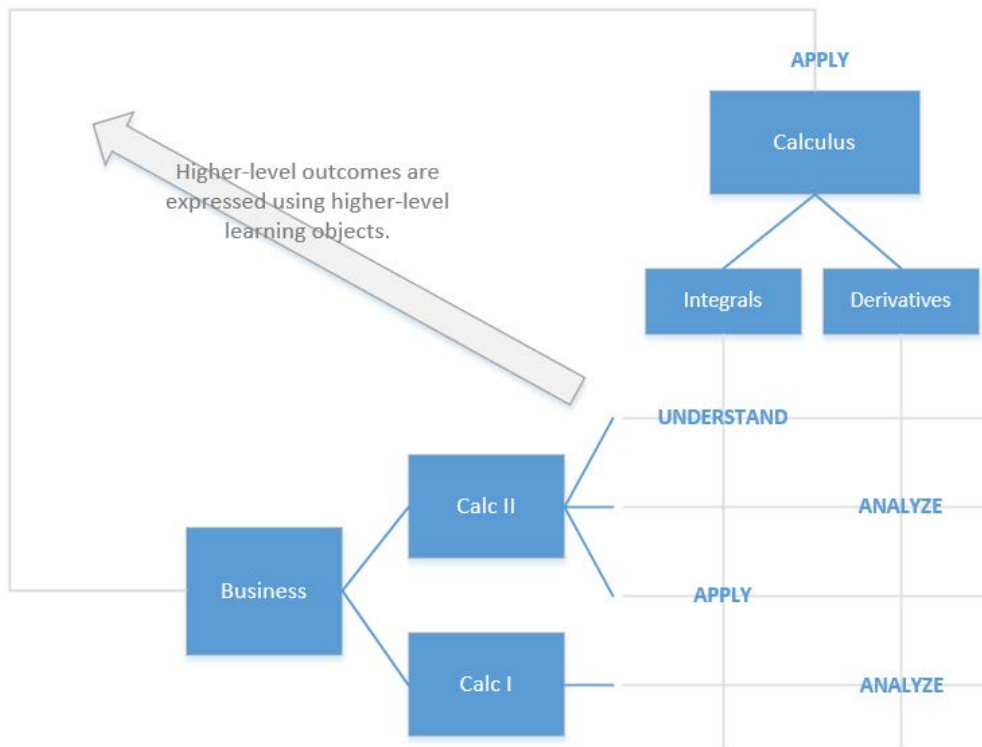


Figure 7: Expression and Categorization of Student Learning Outcomes

In the example of Figure 7, student learning outcomes for two courses, **Calc I** and **Calc II**, are written in concrete terms of disciplinary knowledge (e.g., integrals and derivatives). **Calc I** has a single student learning outcome aimed at students understanding **derivatives** at the **ANALYZE** level of Bloom's taxonomy. **Calc II** has three student learning outcomes that aim at understanding **integrals** at the **UNDERSTAND** and **APPLY** levels, and **derivatives** at the **ANALYZE** level.

As student learning outcomes are written at higher levels of the curricular hierarchy from courses, to programs, and eventually to degrees, the object hierarchy is also used. Student learning outcomes for programs are written at a higher level of abstraction than course outcomes. Likewise, institutional-level outcomes are written at a higher level of abstraction than program outcomes.

This systematic use of hierarchies allows evidence of student learning to be "rolled up" from course-level to program-level to institutional-level. Course-level outcomes, while appropriately written in terms of concrete objects, can be meaningfully aggregated. Course-level learning can be directly used to understand and analyze student learning at the institutional-level. Figure 8 illustrates a visual thumbprint for a course that has three student learning outcomes.

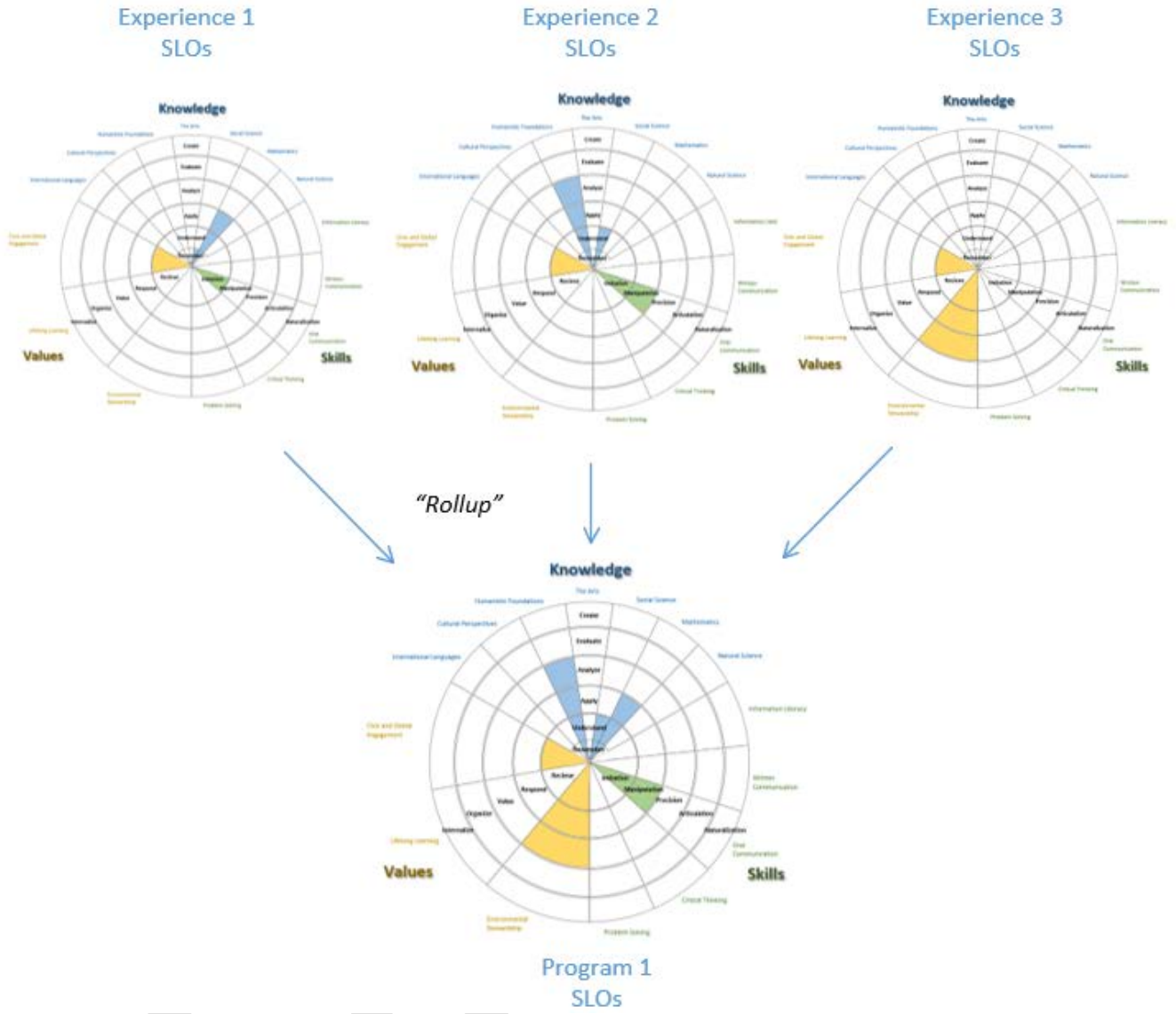


Figure 10: Sample Thumbprint Roll-Up (Curriculum Map).

This thumbprint represents the program-level learning outcomes *implied* by the specified course-level outcomes. Comparing this thumbprint to the intentional program-level thumbprint defined by the faculty highlights areas of inconsistency between course-level and program-level learning outcomes. These inconsistencies can then be removed by either adjusting the courses (and the outcomes they satisfy) or by adjusting the desired program-level outcomes. Either way, the thumbprints are brought into alignment. When all program-level outcomes are appropriately mapped to course-level outcomes, the process is repeated by rolling up program thumbprints to create the *implied* institutional thumbprint. Again, any inconsistencies between this thumbprint and the intentional institutional thumbprint defined by the faculty are addressed.

The overall result is a consistent set of experience-level, program-level, and institutional-level thumbprints that visually represent the corresponding consistent set of hierarchical student learning outcomes.

1.6 Using Evidence of Student Learning within the Framework

The preceding sections introduced the basic assessment framework and described how it is used to write and align course-, program-, and institutional-level learning outcomes. Assessment, however, does not only involve the articulation of learning outcomes but also the collection, analysis, and evaluation of data demonstrating student learning. Again the assessment framework provides a structure to support this phase of the assessment process.

At the course level, student performance data is collected using assessment instruments aligned with the desired level of student learning. To collect data on student learning at the remember level, an instructor might use an exam question that asks students to list a particular set of learning objects. Alternatively, to collect data on student learning at the understand level, an instructor might ask students to paraphrase the meaning of a learning object. Using an array of such instruments, the instructor collects student performance data for each course-level learning outcome.

Once student performance data is collected, the instructor evaluates that data to determine if the student has either met or not met the desired student learning outcomes. Typically, this evaluation involves the use of a rubric that explicitly maps dimensions of student performance to an ordinal scale (e.g., benchmark, milestone(1), milestone(2), and capstone). Performance across all dimensions is holistically interpreted as either meeting or not meeting the desired outcome. Individual student satisfaction scores are aggregated to the course-level by calculating the percentage of students meeting each of the courses' learning outcome.

Once student performance data is collected, two thumbprints are constructed to compare the desired and demonstrated levels of learning for each of the course's student learning outcomes: a desired thumbprint representing the stated level of student learning desired within each course, and a demonstrated thumbprint representing the actual level of learning demonstrated by students. The demonstrated thumbprint is presented using a continuous three-color scale (red, yellow, green) to visualize the percent of students successfully satisfying each outcome. Figure 11 illustrates these two thumbprints.

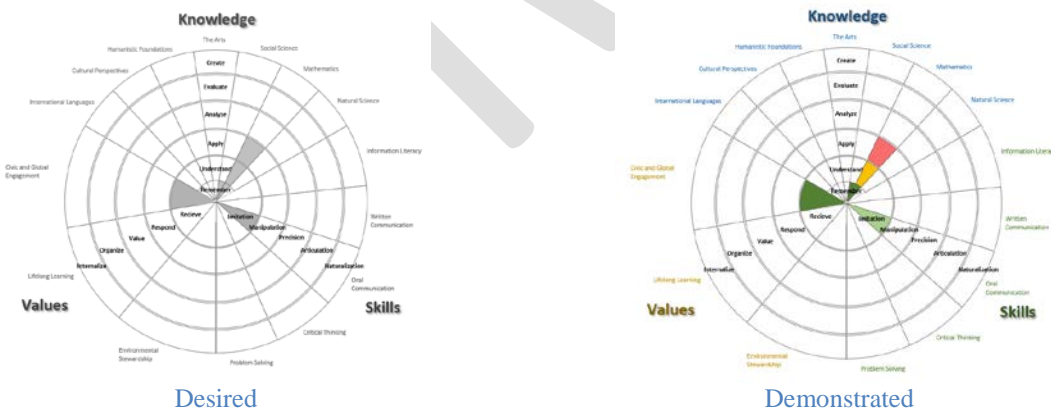


Figure 11: Desired versus Demonstrated Thumbprints

The side-by-side comparison of the desired and demonstrated thumbprints gives a dashboard of student performance against the course-level learning outcomes.

Aggregating course-level performance data to the program-level and to the institutional-level provides additional quick-reference dashboards on the student performance against the desired learning outcomes. All these dashboards can be used to highlight areas within the curriculum for further investigation and possible modification.

1.7 Aggregating Evidence of Student Learning: Direct versus Derived Performance

The details of aggregating student performance data from the course-level to the program-level and to the institutional-level are intricate and technical. The aggregation is performed automatically by the assessment system. Most readers, therefore, do not require an in-depth understanding of the aggregation process to effectively use the assessment framework and may safely skip this section.

This section documents the methods of aggregating direct student performance data at the course-level to use at the program-level and institutional-level.

Recall the hierarchical structure of Bloom’s learning taxonomy. Learning at one level presumes learning at all lower levels; to apply knowledge, one must first understand that knowledge. Every set of student learning evidence therefore implies evidence of student learning at lower levels of understanding. For example, assume $x\%$ of students demonstrated a learning of a particular object at the *APPLY* level. The hierarchical nature of the learning levels tells us that at least $(x * 1.\alpha)\%$ of students would demonstrate learning at a next lowest level of understanding ($\alpha \geq 0$).

Empirical research (Madaus, Woods, & Nuttall, 1973) (Miller, Snowman, & O'Hara, 1979) (Hill P. W., 1987) (Seddon, 1978) (Hill & McGaw, 1981) suggests that α increases as the demonstrated level of learning decreases (i.e., there are stronger predictive relationships between lower-levels of understanding than higher levels of learning). Two corollaries follow for the two extremes. If 100% of students demonstrate learning at a particular level, 100% of students can be presumed to have demonstrated learning at all lower levels. Likewise, if 0% of students demonstrate learning at a particular level, no students can be assumed to have demonstrated learning at the lower levels.

The St. Mary’s framework uses a predictive model consistent with the properties described above to infer the percent of students likely to demonstrate lower levels of learning based on the percentage of students demonstrating the desired level of learning.

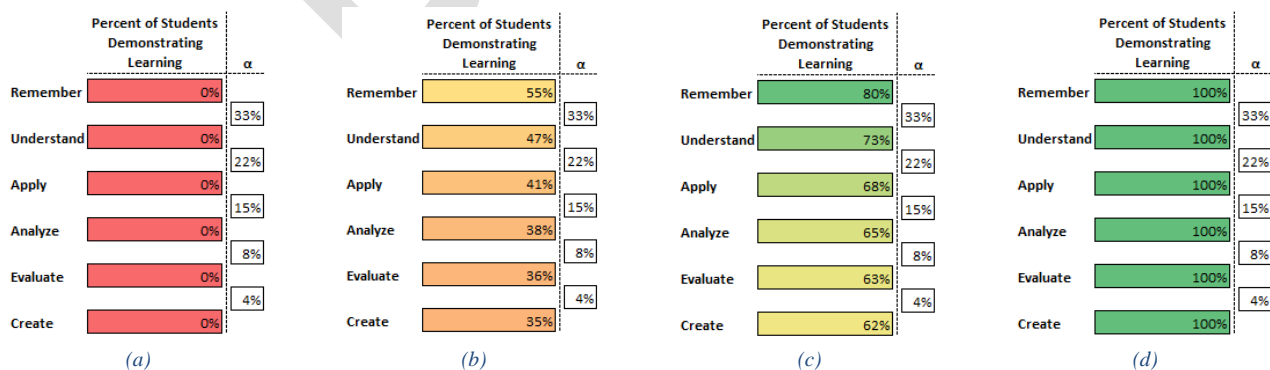


Figure 12: Derived satisfaction rates based on predictive model of demonstrated learning.

Figure 12 provides four examples to demonstrate how the predictive model behaves on actual values. For illustrative purposes, all four examples assume that actual student performance data was collected at the highest level in the taxonomy (*CREATE*). Notice how the model adheres to the properties described earlier. When 100% of students demonstrate learning at the *CREATE* level, 100% can be assumed to demonstrate learning at the lower levels. When 0% of students demonstrate learning at the *CREATE* level, no assumption can be made about demonstrated learning at lower levels. In between these extremes, the more students who demonstrate learning at the *CREATE* level, the more students can be presumed to demonstrate learning at the lower levels with the multiplicative factor increasing as the levels of learning decrease.

Over time, the specific values for α will be set based on empirical evidence collected at the College. Until such data are available, the shown values are used based on their consistency with the properties of the learning taxonomies. The use of the predictive model allows data collection to occur at the highest-specified level of desired learning (not necessarily the *CREATE* level but rather the highest level set by the faculty for the given learning object). Derived rates of learning at lower levels are calculated by the model. This approach reduces the data-collection burden without sacrificing validity of the demonstrated levels of learning.

1.7.1 Evidence Collection and Aggregation

Figure 13 repeats the courses and program shown earlier in Figure 7. The bold percentages indicate the direct assessment of student learning.

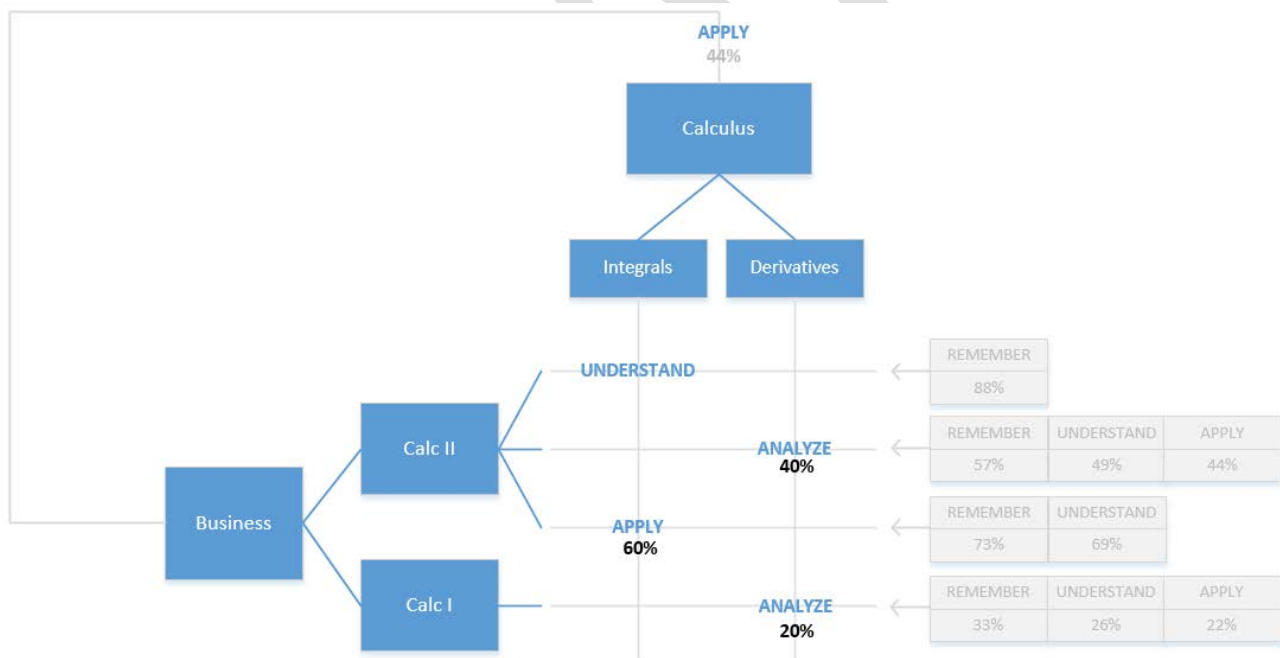


Figure 13: Aggregation of learning outcomes by course and program.

Evidence of student learning is collected for each object of the course's student learning outcomes. Only the highest level of learning requires direct data collection. **Calc II** has two outcomes for **integrals**, one at the *UNDERSTAND* level and one at the *APPLY* level. Direct evidence of student

learning is collected at the *APPLY* level. The values to the right represent the derived performance data described earlier.

The **Business** program requires students to learn **Calculus** by learning **integrals** and **derivatives** (simplified example). **Calc I** gives students the opportunity to reach the *ANALYZE* level for **derivatives**. **Calc II** gives students the opportunity to reach the *APPLY* level for **integrals** (the highest level of learning across all the relevant course outcomes). The **Business** program as a whole then provides students with the opportunity to reach the *APPLY* level for **calculus** (the minimum level reached across the constituent learning objects of **integrals** and **derivatives**).

Aggregating evidence of student learning to the Business program requires the percentage of students who satisfactorily reached the *APPLY* level for **integrals** and for **derivatives**. Direct data indicates that 60% of students achieved the *APPLY* level for **integrals**. One could define this as the level of students who reached the apply level for the broader object of **calculus**. Doing so, however, likely overstates actual student learning. Based on the properties of Bloom's taxonomy and the direct evidence that only 40% of students demonstrated the *ANALYZE* level for **derivatives** in **Calc II**, there is suggestive evidence that fewer than 60% would demonstrate the *APPLY* level for **derivatives**. In fact, the derived percentage of students satisfying the *APPLY* level is only 44% (based on 40% actually demonstrating satisfaction at the *ANALYZE* level). Therefore, conservatively, the percentage of students satisfying the *APPLY* level for **calculus** is 44% (i.e., the minimum of 44% and 60%).

Using this same methodology, satisfaction rates for all program-level (and institutional-level) outcomes can be conservatively established without overly burdening the courses with assessment data collection and reporting. Evidence of student learning is conservatively but holistically estimated across all outcomes and courses consistent with the properties of learning present in Bloom's taxonomy of learning.

1.8 Use of Assessment Evidence

Evidence of student learning is collected and analyzed by the Office of Institutional Research (in collaboration with the Assessment Implementation Team) before being returned to the faculty for evaluation and use. The faculty of each program is given an *Assessment Analysis Packet* to guide and inform their reflection. Figure 14 illustrates a portion of the packet for analysis of the Oral Communication outcome assessed through the St. Mary's Project for Biology¹. A similar analysis is constructed for each experience and its associated outcome(s) and tailored to each program.

¹ The exact composition of the *Assessment Analysis Packet* may vary over time as automated assessment tools are adopted and/or improved analysis formats are identified.

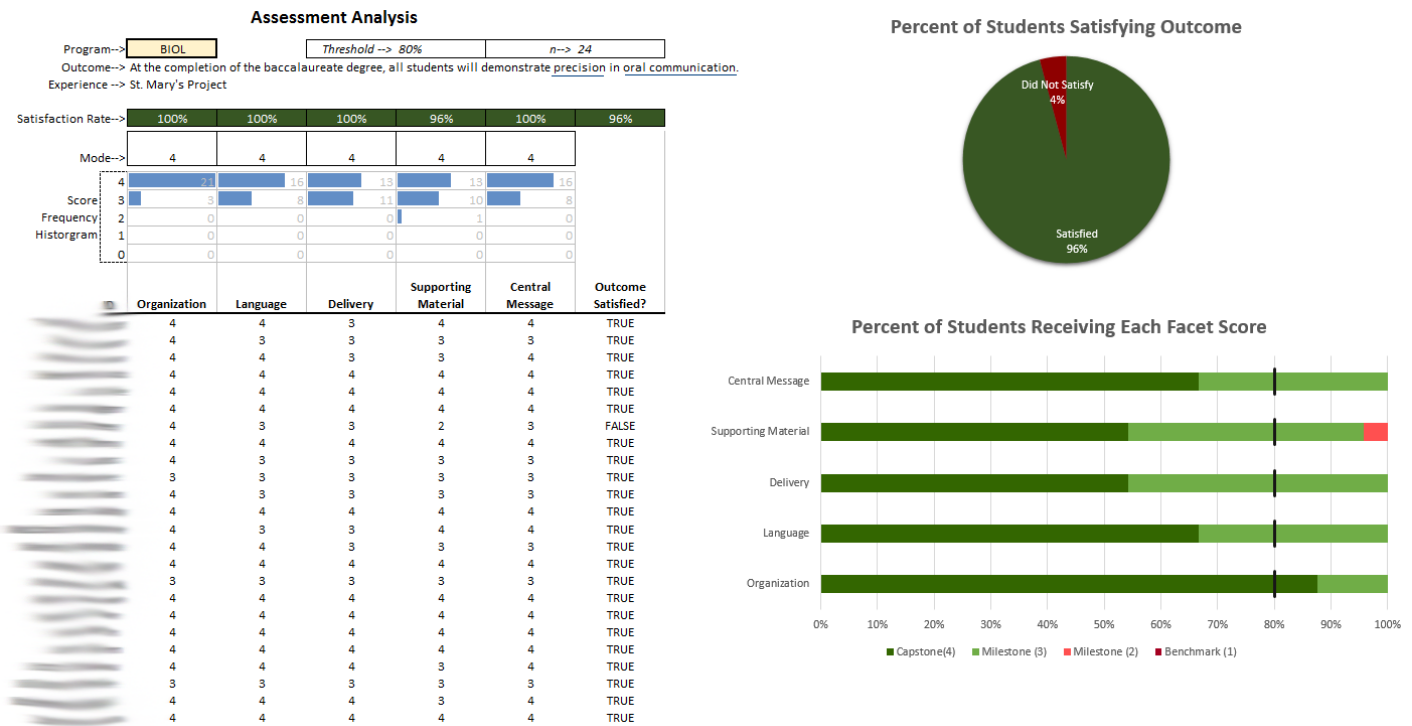


Figure 14: Sample Assessment Analysis Packet for the Oral Communication Outcome of the St. Mary's Project Experience

The example analysis shown in Figure 14 involves aggregation and summary of the raw data on student learning. For each course-level outcome, a specific assessment instrument is used with individual student performance broken down by the dimensions of the analysis rubric (when a formal rubric is used). When a student's performance is evaluated by more than one faculty member, the mode of the evaluations for each facet is used.² Each evaluation rubric includes a rule for mapping individual student performance on the dimensions to an outcome satisfaction rating (met, not met). For the St. Mary's Project oral communication rubric, a student is deemed to have satisfied the learning outcome (*PRECISION* in oral communication) if each dimension receives a performance rating of "3" or higher.

Performance across all students is evaluated relative to a *threshold* (one threshold per program-level learning outcome). The threshold indicates the minimum acceptable percentage of students to meet or exceed the desired level of learning. A threshold of 80% indicates the desire that at least 80% of the students satisfy the learning outcome. Optionally, thresholds can also be set for each rubric dimension and can vary by the assessment instrument.

Each packet also includes high-level summary analytics. The desired thumbprint and the demonstrated thumbprints are provided for each program. While the thumbprints provide a useful high-level tool for focusing attention on broad areas of concern, pinpointing the precise area of the curriculum for revision requires a finer-grained summary analysis. For this, a *threshold achievement matrix* is used (see Figure 15 for a partial example).

² When multiple modes are present, the rounded median performance value is used.

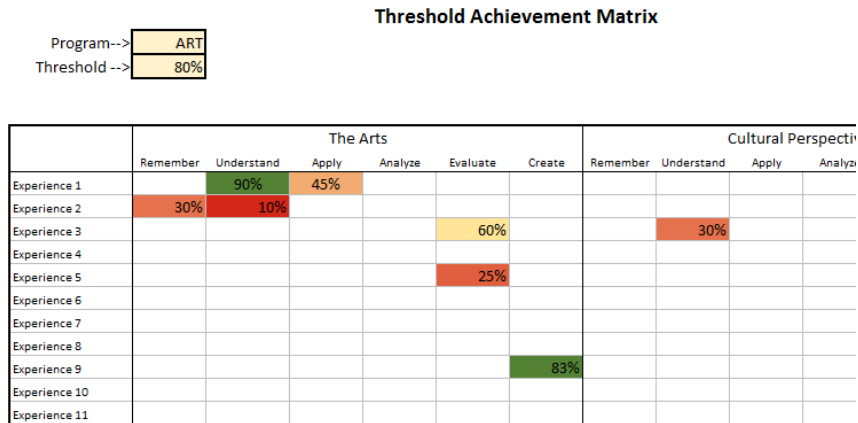


Figure 15: A Sample Threshold Achievement Matrix

The matrix uses the program’s courses as rows and the taxonomy of learning outcomes as columns. Each cell contains the percentage of students from the course that satisfied the outcome. A continuous three-color scale (red, yellow, green) is used to visualize each cell’s value, highlighting those experiences that appear to be falling short of their expected curricular role.

Faculty and staff reflect on the analysis packets and the raw student performance data to propose curricular changes designed to improve student learning.

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DRAFT

APPENDIX – 2016-2017 ASSESSMENT CALENDAR

Fall 2016				
Date	Provost/Assessment Implementation Team (AIT) provides to faculty	Faculty provides to Provost/AIT	Who?	One-time/ongoing
8/15/2016	Analysis packets (including broad course-to-major curricular maps), syllabus checklists out to chairs & coordinators - FA16			Ongoing
8/15/2016	Assessment cycle, dates, and information out to all faculty			1-time
8/16-19/2016	Teaching Excellence Workshops			Ongoing
8/26/2016	Chairs & coordinators retreat			Ongoing
8/29/2016	Assessment Handbook out to all faculty			1-time
8/29/2016		Course SLOs for missing 2016-17 courses (new faculty, sabbatical returnees, etc.)	Individual faculty	1-time
FA16	Further professional development and support for faculty			Ongoing
9/15/2016		Syllabus checklists - FA16	Chairs & coordinators	Ongoing
9/26/2016		Outcomes Response Pages - FA16	Major programs	Ongoing
9/26/2016		Revisions to course SLOs for 2016-17 courses	Individual faculty	Ongoing
9/26/2016		Course SLOs for remainder of actively taught courses	All faculty	1-time
10/5/2016		Instrument (assignment) & data collection plans for courses being assessed in FA16 (in Core Nat Sci, Core Soc Sci, CORE101/301)	Individual faculty	Ongoing if revisions/missing
10/28/2016		SPECIFIC (object-level) course-to-major curricular maps	Major programs	1-time
11/18/2016	Feedback from AIT on specific (object) course-to-major curricular maps			1-time
12/16/2016		Major program assessment cycles, plus plans for SP17 assessment within majors	Programs	1-time
12/21/2016		Data from FA16 assessed courses (Core Nat Sci, Core Soc Sci, CORE101/301, SMP)	Individual faculty	Ongoing
12/21/2016	Draft of Monitoring Report due to the Board of Trustees			

Spring 2017				
Date	Provost/AIT provides to faculty	Faculty provides to Provost/AIT	Who?	One-time/ongoing
1/10/2017	Proposed program learning outcomes (PLOs) for minors			1-time
1/10/2017	Analysis packets, syllabus checklists out to chairs & coordinators - SP17			Ongoing
1/20/2017	Revised Draft of Monitoring Report due to the Board of Trustees			
SP17	Further professional development and support for faculty			Ongoing
1/30/2017		Instrument & data collection plans for courses being assessed in SP17 (in Core Nat Sci, Core Soc Sci, CORE101/301, majors)	Individual faculty	Ongoing if revisions/missing
1/30/2017		Revisions to proposed PLOs for minors	Minor programs	1-time
1/30/2017		Course SLOs for any missing courses in minors		1-time
2/14/2017		Outcomes Response Pages and Curricular Response Pages - SP17	Major programs	Ongoing
3/1/2017	Final Monitoring Report due to the Middle States Commission on Higher Education			
3/1/2017		Course instrument (assignment) plans for courses taught but NOT assessed in 16-17	All faculty	Ongoing if revisions/missing
3/1/2017	Broad course-to-minor curricular maps out to chairs & coordinators			1-time
3/27/2017		SPECIFIC (object-level) course-to-minor curricular maps	Minor programs	1-time
3/26-28/2017	Middle States Small Team Campus Visit			
4/24/2017	Feedback from AIT on specific (object-level) course-to-minor curricular maps			1-time
5/22/2017		Minor program assessment cycles	Minor programs	1-time
5/22/2017		Data from FA16 assessed courses (Core Nat Sci, Core Soc Sci, CORE101/301, SMP, ELAW essays)	Individual faculty	Ongoing

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
PROGRAM ARRAY REPORT

PREFACE

This report represents an initial foray into the efficacy of the St. Mary's College program array in fulfilling the institution's mission. Recent enrollment trends warrant consideration of the program array in light of ever-changing student demographics and interests.

MARYLAND STUDENT INTEREST ARRAY

Figure 1 illustrates the number of students interested in various academic programs of study among the 2016 class of college-bound Maryland high school seniors according to the ACT Student Interest Survey of the 2016 Graduating Senior Class¹. While the data is specific to Maryland, the results are consistent with national trends.

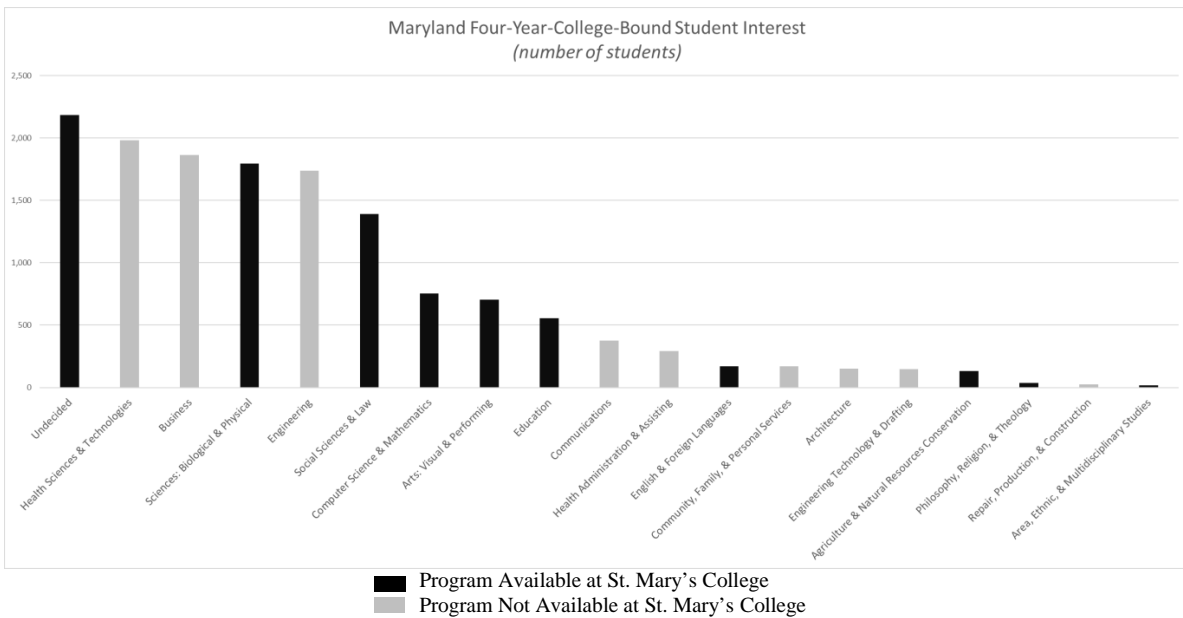


Figure 1: Program Interest Among the 2016 Maryland Graduating High School Class

St. Mary's offers broad academic programming of interest to the majority of Maryland college-bound students with the exception of professional programs such as business, nursing, and engineering. These areas of interest, while significant, do not match with St. Mary's College liberal arts & sciences mission. Figure 2 presents a composite comparison of student interest in professional programs, liberal arts and sciences, and those undecided in their area of interest. The evidence indicates a nearly-equal split between those interested in professional programs and those interested in liberal arts & sciences programs.

¹ SAT data was not available at the time of writing. Data on peer institutions was also not available at the time of writing.

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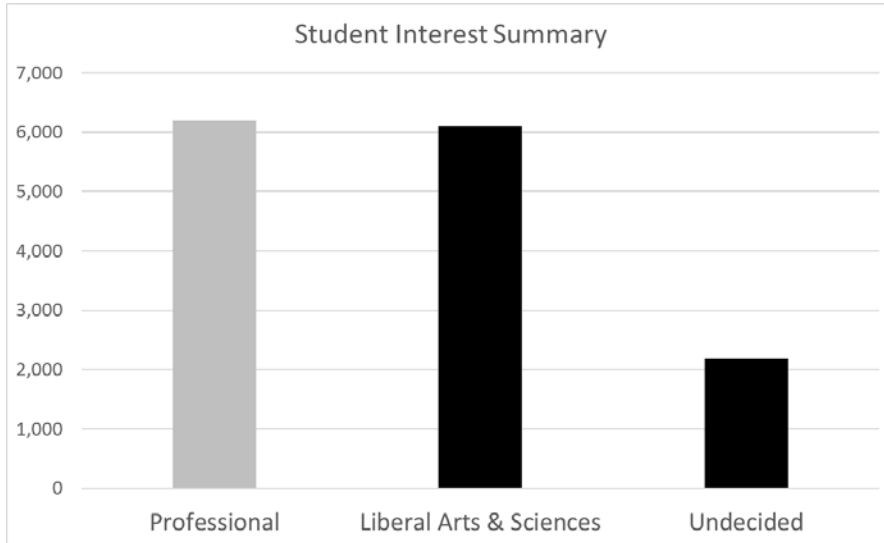


Figure 2: Comparison of Student Interest in Professional Programs versus Liberal Arts & Sciences

23 **SALIENT INTERPRETATION(S)**

- 24 • St. Mary’s program array is attractive to a significant percentage of Maryland college-bound students.
- 25 • Incremental, but marginal, increase in student interest is possible through the addition of
- 26 programming in communications. Such programs could be consistent with the mission of St. Mary’s
- 27 College.
- 28 • A potentially dramatic increase in student interest is possible through curricular revision that adheres
- 29 to the mission of St. Mary’s College while being attractive and relevant to students with professional
- 30 program interests and those who are undecided in their program of interest.

31 **MARYLAND HIGH-ACHIEVING STUDENT INTEREST ARRAY**

32 Figure 3 illustrates the average ACT score among students expressing an interest in various academic

33 programs of study.

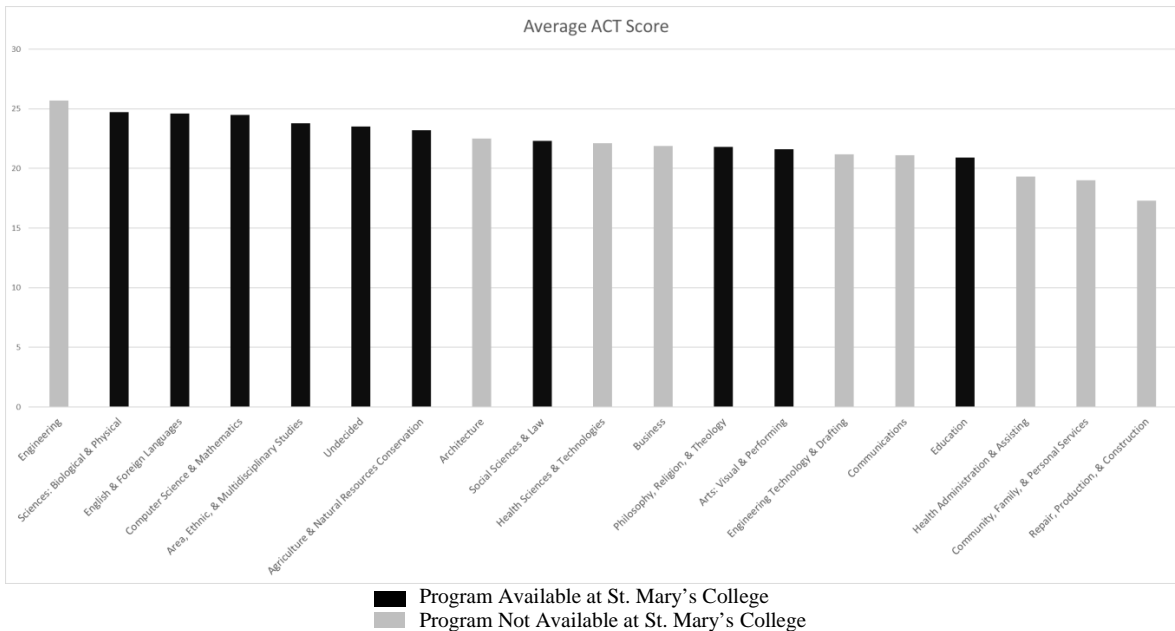


Figure 3: Program Interest Among High-Achieving 2016 Graduating High School Class

34 St. Mary’s College offers 4 of the top 5 and 7 of the top 10 academic programs based on average ACT of
 35 interested students. Programs in the top 10 that are not offered by St. Mary’s College are professional
 36 programs outside the liberal arts & science mission of the College. While the data is specific to Maryland,
 37 the results are consistent with national trends.

38 **SALIENT INTERPRETATION(S)**

- 39 • St. Mary’s College program array is attractive to a significant percentage of high-achieving Maryland
 40 college-bound students.

41 **ST. MARY’S COLLEGE STUDENT INTEREST ARRAY**

42 Figure 4 illustrates the percent of declared majors and minors in each academic program at St. Mary’s.
 43 Psychology and Biology are the most highly demanded programs followed by Economics, Mathematics,
 44 and Political Science. The most popular programs are dominated by major enrollment over minor
 45 enrollment.

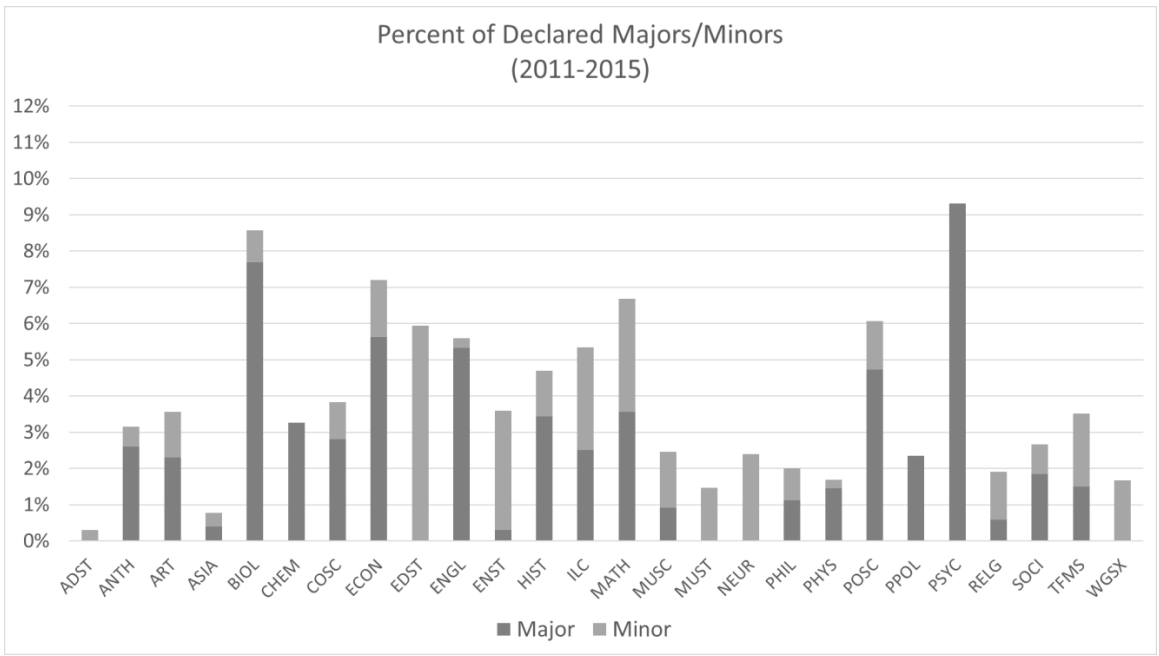


Figure 4: Percent of Declared Majors and Minors at St. Mary's

46 Figure 5 presents the same St. Mary's major/minor data using the disciplinary categories of the 2016 ACT
 47 Survey. The comparison of Figure 1 and Figure 5 shows that programmatic interest among current St.
 48 Mary's students mirrors the student interested shown by the 2016 graduating high school class with the
 49 exception that student interest in the social sciences is heavier than in the natural sciences.

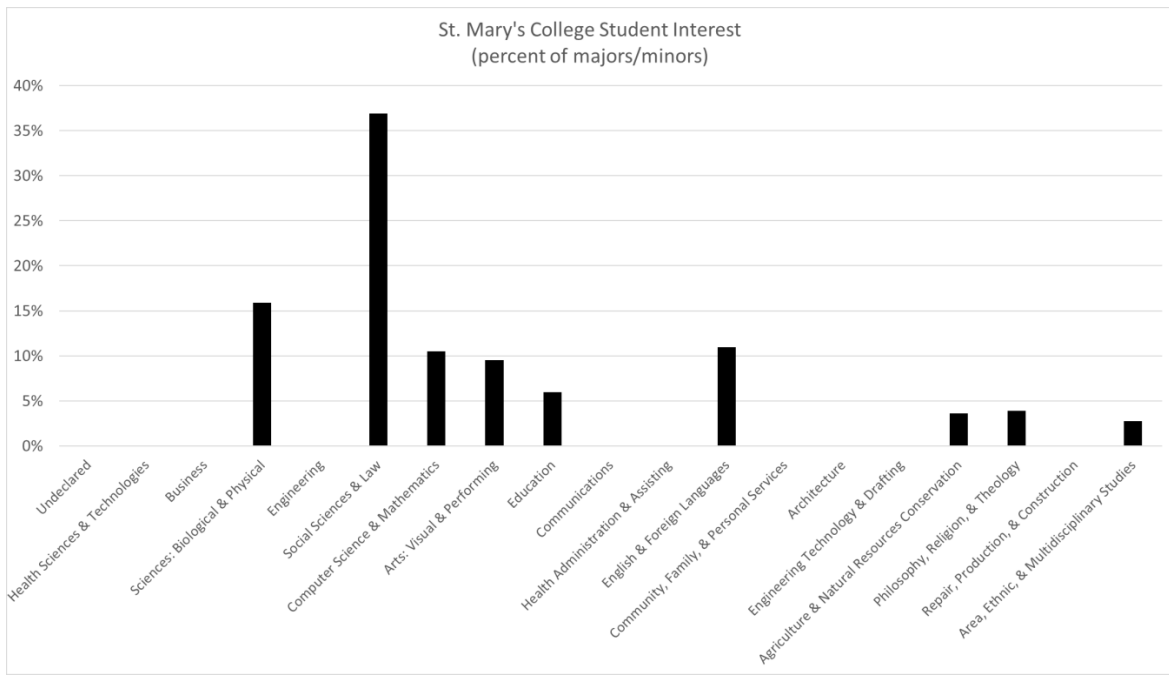


Figure 5: St. Mary's student interest array mapped to ACT Survey disciplinary categories.

50 An important question to ask is how the investment of resources, particularly tenure-track positions,
 51 interplays with student interest. Figure 6 presents the percentage of St. Mary's College tenure-track lines
 52 allocated to each of the disciplinary categories from the ACT survey.

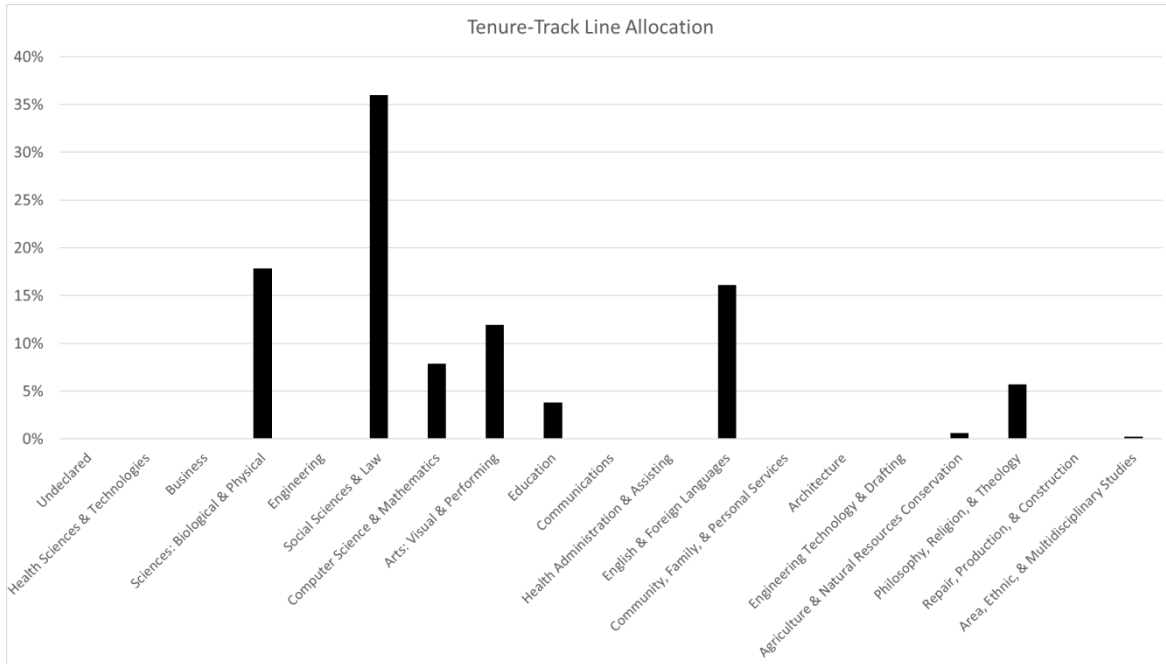


Figure 6: Allocation of Tenure-Track Positions mapped to the ACT survey disciplinary categories.

53 Comparison of Figure 5 and Figure 6 demonstrates that, in general, tenure-track lines at St. Mary's
 54 College are allocated consistent with student demand. For the most part, variation between allocation and
 55 demand is the result of areas with higher/lower service to other programs. For example, English has a
 56 high level of coursework taken by non-English majors whereas Computer Science has relatively few
 57 courses taken by non-majors/minors.

58 **SALIENT INTERPRETATION(S)**

- 59 • Student interest patterns at St. Mary's College are consistent with the general population of
- 60 graduating high school seniors.
- 61 • Allocation of tenure-track positions at St. Mary's College mirrors student demand.

62 **ST. MARY'S COLLEGE ATTRACTION OF STUDENT INTEREST**

63 The previous sections analyzed the trends in student interest of Maryland graduating high school seniors
 64 and those of St. Mary's College students. The analyses show the program array and student demand data
 65 of St. Mary's College to be aligned with the interest of Maryland college-bound seniors and consistent
 66 with St. Mary's mission as a honors college. Further, the investment of St. Mary's College resources,
 67 specifically tenure-track positions, aligns with and supports the program array.

68 The fact remains, however, that student enrollment from college-bound high school seniors has fallen in
 69 recent years. While demographic forces are undoubtedly at play, insight can be gained by analyzing the
 70 characteristics of students interested in attending St. Mary's College of Maryland and juxtaposing those

71 characteristics with the publically-stated desire for St. Mary's College to be the college of choice for
 72 high-achieving students.

73 Figure 7 illustrates the distribution of ACT scores of students expressing an interest in attending St.
 74 Mary's College along with the equivalent distributions of other high-quality institutions. St. Mary's
 75 College attracts more lower-ACT students (range 16-19) than other high-quality institutions. Further, St.
 76 Mary's College attracts dramatically fewer higher-ACT students (ranges 28-32 and 33-36).

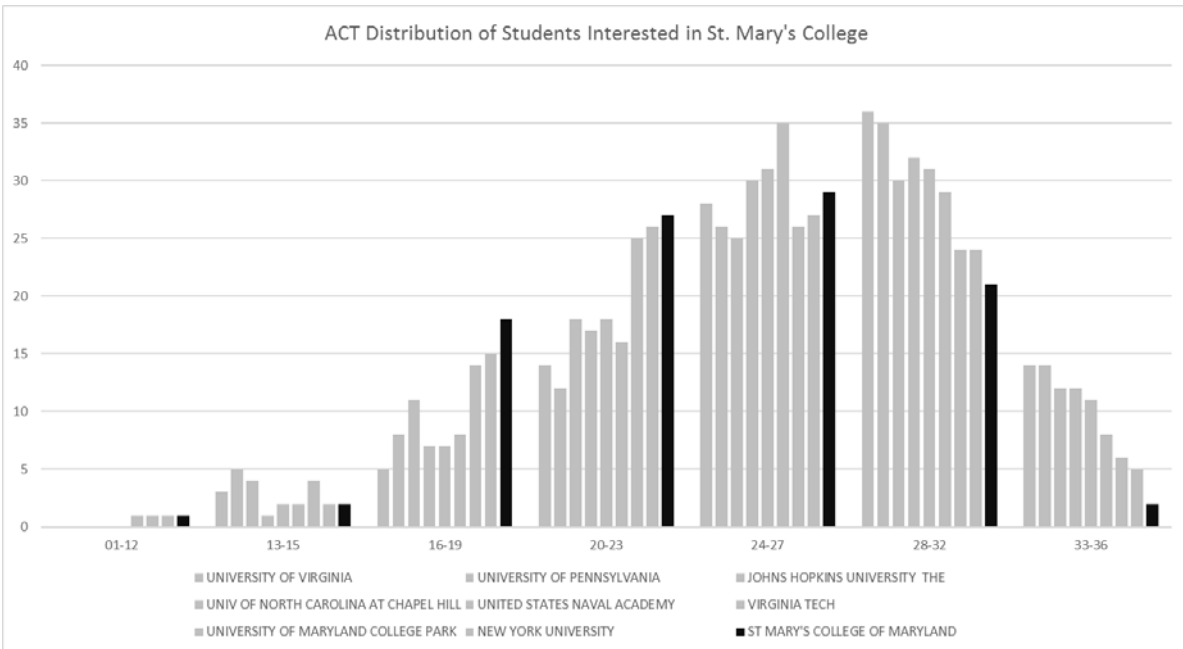


Figure 7: ACT Distribution among Students with an Interest in Attending St. Mary's College

77 Figure 8 illustrates the percentage of applicants to St. Mary's College and other Maryland institutions that
 78 list the institution as their first choice of attendance. St. Mary's College ranks 24th out of the 30
 79 institutions listed.

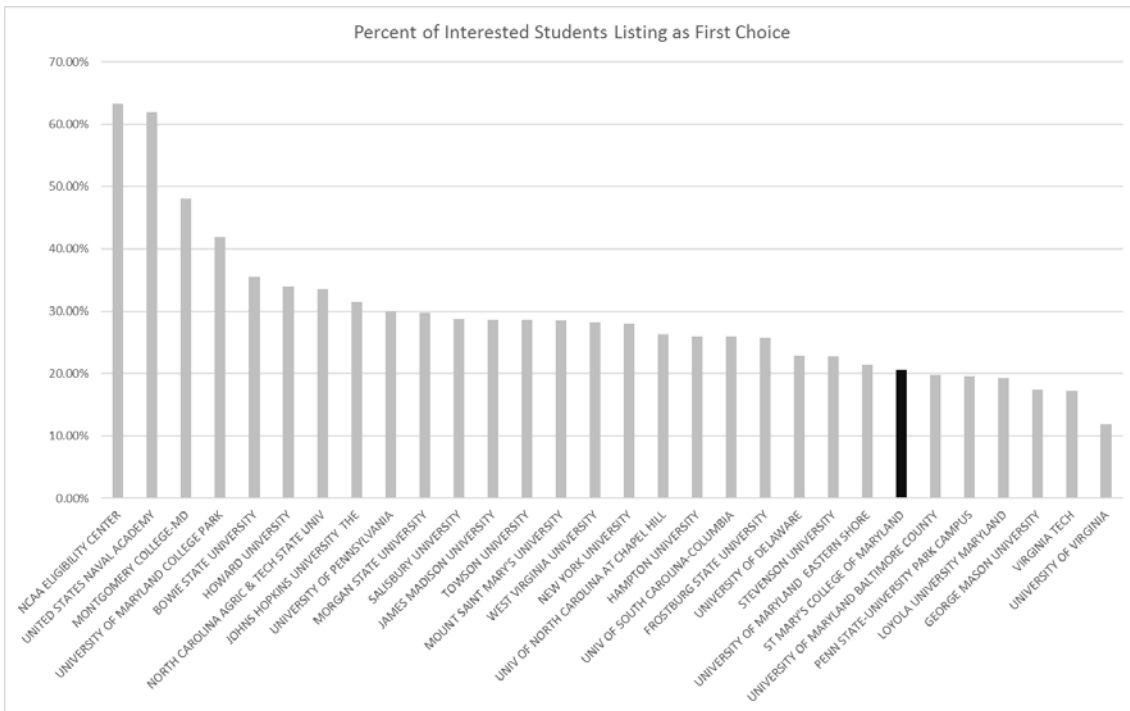


Figure 8: St. Mary's College as an Institution of Choice

80 **SALIENT INTERPRETATION(S)**

- 81 • St. Mary's College is falling short of achieving either of its aspirational objectives of being the
 82 college of choice among high-achieving students.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 14, 2016**

**ACTION ITEM III.A.
2016 PERFORMANCE ACCOUNTABILITY REPORT**

RECOMMENDATION

The Academic Affairs Committee endorses the Finance, Investment, and Audit Committee's recommendation that the Board of Trustees approve the 2016 Performance Accountability Report for submission to the Maryland Higher Education Commission.

RATIONALE

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives including academics, enrollment, retention and graduation, financial aid, and student outcomes. The report provides data on specific metrics as well as narrative describing strengths and challenges. Maryland law requires institutions to submit their PAR to the Maryland Higher Education Commission for review, and final submission to the Governor and General Assembly.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

FY16 Highlights

Significant changes and events occurring at St. Mary's College of Maryland during FY16 included the following.

- The College developed an ambitious three-year strategic plan for 2016-2019, which was approved by the Board of Trustees in May 2016.
- Anne Arundel Hall construction was completed, and opened in August 2016 for the Fall 2016 semester. Anne Arundel Hall provides additional classroom, office, and laboratory space for Anthropology, International Languages and Cultures, Museum Studies, and Historic St. Mary's City.
- The College successfully finished its capital campaign to raise \$2.5 million in capital funds toward the \$76 million in state funding for a new academic building and athletic complex.
- The 2015 decennial Middle States Commission on Higher Education reaccreditation site visit was held in October 2015. The College was commended for its performance on many fronts and remains accredited. A warning was issued regarding one of the 14 standards, assessment of student learning, and this has resulted in an intensive and comprehensive reformulation of institutional assessment launched in February 2016. A Monitoring Report will be submitted to the Middle States Commission in March 2017 for consideration of removal of the warning status.
- Dr. Michael R. Wick has been appointed as the Provost and Dean of Faculty.
- Two new curricular offerings were approved: a cross-disciplinary minor in materials science, which combines aspects of physics, chemistry, biology, and mathematics; and an archaeology concentration within the existing anthropology major.
- The College approved the offering of Bachelor of Science (B.S.) degrees in six disciplines: biology, biochemistry, chemistry, computer science, physics, and psychology, beginning in 2016-17. Students in these disciplines will earn a B.S. instead of a Bachelor of Arts (B.A.).

- The College began a substantial upgrade to wired and wireless network infrastructure on campus, to increase coverage and capacity and improve network security in all academic and office buildings on campus.
- Men's and women's rowing were added as varsity sports to begin in Fall 2016.
- The College's Health Services office was combined with the Counseling and Psychological Services office to create an integrated Wellness Center that can provide more comprehensive care for students.

Analysis of Goals and Objectives

Goal 1: Ensure a high quality and rigorous academic program.

Strengths

Objective 1.1: St. Mary's students continue to complete one-on-one learning experiences, including a number of high-impact practices, at high rates with some variability from year to year. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices and one-on-one learning experiences for all students, as we continue to strive toward the goal of 80%.

Objective 1.2: The College is committed to offering a rigorous curriculum taught by qualified faculty. The College has met or exceeded the targeted percent of full-time faculty who have terminal degrees for three of the past five years, and these full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past two years.

Objective 1.3: St. Mary's College continues to maintain a high quality academic program. A low student faculty ratio combined with qualified full-time professors are essential in the success of achieving and maintaining a high quality academic program.

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Strengths

Objective 2.1: The College was able to recruit a first-year class that exceeded the goal for the percentage of minority students for the third year in a row, and met the goal for those receiving Pell grants. Additionally, the College continues to attract a significant portion of its entering class from first generation college students, with the percentage remaining steady at 19% (just below the goal of 20%) for the last three years.

Objective 2.2: The four-year graduation rate for all first-year students has rebounded over the last two years and now shows strong performance in most categories. First-generation and Pell recipient students, two at-risk groups, showed particularly strong four-year graduation rates in

FY16 relative to the targets. The four-year graduation rate for minority students was at the highest level in six years.

Peer Benchmarks: Based on the most recent comparison data available (FY14), the College's overall four-year graduation rate (65%) far exceeded those of other public liberal arts colleges (COPLAC schools, average = 33%) and Maryland public four-year institutions (average = 28%), and are on par with peer institutions (average = 65%), many of which are private. (Source: IPEDS Data Center)

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY16, the rate has remained high and relatively stable for the past four years. Early estimates indicate that this rate will increase for the entering class (FY17).

Peer Benchmarks: Based on the most recent data available (FY15), the College's first-to-second year retention rate (86%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 80%), and are on par with peer institutions (average = 85%), many of which are private. (Source: IPEDS Data Center)

Objective 2.4: The College continues to work toward its goal to maintain a diverse faculty and staff. Goals for gender equality among the faculty have been nearly met, and among the staff have been exceeded, for the past four years. The proportion of faculty who belong to minority groups has been steadily increasing over the past five years, while the proportion of minority individuals among full-time staff has been holding relatively steady close to the goal. Further increases are projected over the next two years as these objectives are integrated into the 2016-19 Strategic Plan.

Objective 2.5: The College has achieved and exceeded the target of an entering class that contains 20% transfer students, and this level is expected to increase slightly in the near future.

Challenges

Objective 2.1: The median SAT scores of the entering class have continued to decline slightly in recent years. St. Mary's strives to use a holistic admissions process, prioritizing overall "fit" and multiple indicators of success rather than relying heavily on GPA and SAT scores alone. The College will continue to closely monitor the recent entering classes for signs of struggling students. Also, although the percentage of out-of-state students increased in FY16, the College continues to face challenges in recruiting and enrolling students from outside of Maryland. Several strategies have been implemented by the Offices of Admissions and Financial Aid to address this challenge, including more intensive recruitment efforts outside of Maryland; expanded use of social media; and critical examination of financial aid packages for out-of-state students.

Peer Benchmarks: Despite falling short of our own target for SAT scores, the median SAT score of St. Mary's entering students continues to exceed that of most other Maryland four-year institutions (FY16 average = 1021), and our students rank well against high school

seniors both in Maryland (FY16 average = 984) and nationwide (FY16 average = 1006).
(*Source: MHEC 2016 Data Book*)

Objective 2.2: Nearly all six-year graduation rates, which are normally very strong, were lower than normal in FY16. As discussed in previous reports, the FA10 entering cohort appears to have been an anomalous class who displayed lower-than-normal persistence at multiple time points (first-to-second, third, and fourth year, and four-year graduation). Twenty-two of these students (5% of the cohort) are currently listed as on a leave of absence, leaving open the possibility that they may eventually return to earn a degree outside of the six-year period. Two groups from this cohort who demonstrated strong six-year graduation rates are Hispanic students, at 82% relative to a goal of 80%, and Pell grant recipients, at 69% relative to a goal of 68%. Both of these groups are projected to continue to show strong six-year graduation rates. The overall six-year graduation rate is projected to rebound in coming years as well.

Peer Benchmarks: Despite falling short of our own targets for six-year graduation rates, the most recent comparison data available (FY14) show that the College's overall six-year graduation rate (81%) has historically exceeded that of COPLAC institutions (average = 51%), Maryland public four-year institutions (average = 48%), and peer institutions (average = 74%). (*Source: IPEDS Data Center*)

Objective 2.6: The three-year graduation rate for transfer students was lower than the target this year, although past years have been at or above the target and projections indicate a return to the target of 60% in the next two years. We will continue to explore strategies to support transfer students and ensure their timely graduation, for example through the development of articulation agreements such as those already in place with multiple Maryland two-year institutions.

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Strengths

Objective 3.1: This objective has consistently been met as the College has focused meeting the financial needs of entering first-time students.

Objective 3.2: These performance measures reveal that students receiving need-based aid in their first year at the College are successfully persisting at St. Mary's. While the specific performance targets were not all met this year, students receiving need-based aid performed on a level comparable to the overall student population with regard to first-to-second year retention, four-year graduation, and six-year graduation.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Strengths

Objectives 4.1 and 4.2: St. Mary's prides itself in preparing students for life after college.

Recently, the College has focused on community service (4.1) and promoting internships (4.2) and these efforts appear to be succeeding. Community service participation has risen sharply from levels over the past two years, and internships are on the rise as well although still short of the target.

Data regarding employment rates and graduate school attendance of five-year-out graduates will be available after our annual Alumni Survey is administered in Fall 2016.

Response to Commission Assessment

The College is to be commended for meeting or exceeding many of the performance measures established for recruiting its freshman class in 2014. The College has set a goal of having at least 20% of the incoming class of freshmen come from families that live outside the state, yet this performance measure has fluctuated between 15% (fall 2012 incoming class) and 6% (fall 2014 incoming class). Please discuss the College's strategies for improving and sustaining performance on this indicator.

As noted above (Objective 2.1), the College continues to face challenges in recruiting and enrolling students from outside of Maryland. Based on analysis of enrollment trends over the past several years, we have reset this goal to be 10% of the incoming first-year class. (This revision can be seen in the attached Managing For Results Excel template.) To reach this goal for the fall 2017 class, several strategies are in place, as described below.

- The admissions office has enhanced its recruitment of out-of-state students by reorganizing all counselor territories to include out-of-state responsibilities, resulting in an increase from two to seven counselors working with out-of-state students.
- Two new open house events have been added to the fall schedule this cycle. In addition to our two traditional fall open houses, we have added Discover St. Mary's Days on Columbus and Veterans Day. This will provide greater opportunities for all prospective students including out-of-state to visit and learn about SMCM.
- SMCM has signed a MOU with the country of Aruba to facilitate the enrollment of up to 20 new international students in the spring and fall of 2017. We will be attending their national college fair on November 3rd and 4th to build presence. Our first student from Aruba arrived this fall.
- College fair visits have been increased 37% from 70 in 2015 to 96 in 2016, a move designed to reach more potential SMCM prospective students for fall 2017. The additional fairs are in out-of-state locations that are considered prime targets. These areas include VA, DC, NC, Southeastern and Central PA, and NJ.
- The college has expanded its financial aid programs to provide additional scholarship opportunities for high achieving students from out-of-state. This includes Merit Scholarships and Visit Scholarships for applicants from out-of-state.

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** At least 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2012 Act. (FY12)	2013 Act. (FY13)	2014 Act. (FY14)	2015 Act. (FY15)	2016 Act. (FY16)	2017 Est. (FY17)	2018 Est. (FY18)
Percent of the graduating class successfully completing a one-on-one learning experience	77%	73%	79%	74%	77%	75%	75%
Percent of all full-time faculty who have terminal degrees	99%	97%	100%	100%	97%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	82%	87%	87%	88%	89%	89%	89%
Undergraduate student to faculty ratio (IPEDS calculation)	11:1	10:1	10:1	10:1	11:1	11:1	11:1

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

St. Mary's College of Maryland

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.
- Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2012 Act. (FY12)	2013 Act. (FY13)	2014 Act. (FY14)	2015 Act. (FY15)	2016 Act. (FY16)	2017 Est. (FY17)	2018 Est. (FY18)
Median (verbal and mathematics combined) SAT scores of first year entering class	1,220	1,210	1,190	1,165	1,150	1,144	1,144
Average high school GPA	3.32	3.34	N/A	3.39	3.36	3.41	3.41
Percent of entering first year class who are minorities	19%	17%	27%	33%	27%	25%	25%
Percent of entering first year class who originate from outside of Maryland	13%	15%	10%	6%	8%	8%	9%
Percent of entering first year class from first generation	19%	15%	19%	19%	19%	23%	20%
Percent of entering first year class receiving Pell Grants disbursed	19%	12%	23%	18%	21%	21%	21%
Four-year graduation rate for all students	72%	67%	65%	70%	71%	67%	70%
Four-year graduation rate for all minorities	61%	59%	57%	54%	62%	54%	67%
Four-year graduation rate for African-American students	54%	54%	41%	49%	48%	59%	50%
Four-year graduation rate for Hispanic students	63%	55%	68%	71%	67%	55%	76%
Four-year graduation rate for all first generation students	71%	63%	58%	68%	79%	63%	65%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	57%	41%	56%	66%	76%	64%	65%
Six-year graduation rate for all students	81%	79%	81%	78%	73%	77%	79%
Six-year graduation rate for all minorities	68%	69%	80%	84%	68%	65%	71%
Six-year graduation rate for African-American students	63%	70%	77%	83%	56%	56%	52%
Six-year graduation rate for Hispanic students	76%	65%	79%	86%	82%	79%	86%
Six-year graduation rate for all first generation students	79%	73%	84%	77%	69%	73%	84%

St. Mary's College of Maryland

Six-year graduation rate for students with a Pell Grant disbursed during their first semester	57%	64%	78%	65%	69%	68%	80%
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Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

Performance Measures	2012 Act. (FY12)	2013 Act. (FY13)	2014 Act. (FY14)	2015 Act. (FY15)	2016 Act. (FY16)	2017 Est. (FY17)	2018 Est. (FY18)
First to second-year retention rate	87%	87%	90%	86%	86%	88%	88%
Percent minority of all full-time tenured or tenure-track faculty	12%	14%	17%	17%	18%	19%	20%
Percent women of all full-time tenured or tenure-track faculty	46%	47%	49%	47%	47%	47%	47%
Percent minority of all full-time (non-faculty) staff	27%	25%	24%	23%	24%	25%	26%
Percent women of all full-time (non-faculty) staff	55%	56%	56%	57%	54%	55%	55%
Percentage of entering fall class who are transfer students	16%	16%	20%	21%	22%	25%	25%
3-year graduation rate for all transfer students	56%	61%	60%	61%	53%	62%	61%
4-year graduation rate for all transfer students	66%	71%	73%	67%	73%	64%	73%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent of students receiving need-based aid in the first semester.

Performance Measures	2012 Act. (FY12)	2013 Act. (FY13)	2014 Act. (FY14)	2015 Act. (FY15)	2016 Act. (FY16)	2017 Est. (FY17)	2018 Est. (FY18)
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	68%	70%	75%	71%	73%	73%	73%
First-to-second year retention rate for students receiving need-based aid in the first semester	85%	86%	91%	86%	86%	86%	86%

St. Mary's College of Maryland

Four-year graduation rate for students receiving need-based aid in the first semester	72%	63%	64%	71%	73%	68%	67%
Six-year graduation rate for students receiving need-based aid in the first semester	75%	71%	84%	76%	72%	74%	78%

St. Mary's College of Maryland

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

- Obj. 4.1** 65 percent of graduating seniors will have performed community service while at SMCM.
- Obj. 4.2** 45 percent of graduating seniors will have participated in a paid or unpaid internship.
- Obj. 4.3** The rate of employment among five-year out alumni will be 95 percent.
- Obj. 4.4** At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2012 Act. (FY12)	2013 Act. (FY13)	2014 Act. (FY14)	2015 Act. (FY15)	2016 Act. (FY16)	2017 Est. (FY17)	2018 Est. (FY18)
Percent of graduating seniors who will have performed community service while at SMCM	73%	75%	62%	62%	70%	70%	70%
Percent of graduating seniors who fulfilled a paid or unpaid internship	55%	50%	47%	40%	43%	45%	45%
¹ Employment rate of five-year-out alumni	90%	95%	92%	91%	*	*	*
Percent of alumni pursuing or obtained an advanced degree five years after graduation	67%	54%	44%	48%	*	*	*

NOTES

¹ Due to issues encountered with the Spring 2014 and 2015 Alumni survey administration, these numbers have been partially extrapolated based on previous years' reports.

* Data will be available after administration of Alumni survey in October 2016.



BOARD OF TRUSTEES

ACADEMIC AFFAIRS COMMITTEE OPEN SESSION

MINUTES

Date of Meeting: April 22, 2016

Status of Minutes: Approved on July 11, 2016

Committee Members Present: Co-Chairs Peter Bruns and John McAllister, Gail Harmon, Tim Heely, Glen Ives, Larry Leak '76, Danielle Troyan '92, Harry Weitzel

Committee Members Absent:

Others Present: Tuajuanda Jordan, Laraine Glidden, Michael Wick, Chip Jackson, Erin Millar, Wes Jordan, Al Hovland, FJ Talley, Kathy Grimes, Ledesa Eddins, Joan Pickett, Jenny Sivak, April Ryan, Vera Damanka

Executive Summary:

The meeting was called to order by Committee Co-Chair Peter Bruns at 10:34 a.m.

The Dean of Faculty reported on curricular initiatives. Additional proposals should come before the Board in AY16-17. Articulation agreements with the Community College of Baltimore County and a Biology agreement with the College of Southern Maryland were recently signed. The Committee asked if the College was seeking articulation agreements with community colleges in outlying areas of MD. There was discussion regarding the transfer of credits process and the admissions requirements, specifically how the conversion from 3-credit courses at community colleges to St. Mary's 4-credit courses is achieved.

Grant and contract activity from July 1, 2015 to March 31, 2016: included 13 faculty principal investigators from several departments. The Dean of Faculty also reported that recruitment for tenure-track positions is complete for AY16-17: 10 replacement positions and 1 new position were filled. The Committee inquired about the policy for vacated faculty lines and the process for new curriculum.

The Incoming Dean of Faculty updated the Committee on the work to date on assessments. A Rapid Action Task Force has completed its charge to develop an assessment framework. The faculty will submit learning outcomes by May 20th for all courses being taught in 2016-17 using a standard student learning outcome template. This will enable analysis across all disciplines and provide the ability to determine gaps and reflect on intended outcomes. Multiple committees will be formed around campus and an institutional infrastructure will be created. The Committee noted that we could turn a weakness into a strength that defines an Honors College. The timeline includes a meeting with Middle States liaison in mid-May, planning throughout the summer and

early fall. Implementation is ongoing. It was noted that the Executive Council will help broaden the institutional assessment. A handbook will be written with the timeline and responsibilities.

The Faculty Senate President reported that B.S. degrees were being recommended to the Committee for majors in six disciplines. The faculty are working on providing learning objectives within their departments. The Faculty By-laws have been extensively rewritten and a group of faculty will begin reviewing them in the fall. The Committee asked for clarification on the role of the Academic Affairs Committee with respect to the Faculty By-laws.

The Director of the DeSousa-Brent Program provided an update and overview of the DeSousa-Brent Scholars (DBS) Program. The focus of the Program is academic success for Maryland students who may be at risk due to low socioeconomic status, gaps in academic preparation, or first-generation college attendance. Current and historical retention data were presented. Strategies to improve retention and meet the 4 year graduation rate were discussed. The Summer Bridge program provides pre-college preparation and this year a summer tuition benefit will also be offered. The Committee discussed whether funds for the summer tuition benefit could be used to allow students to take classes at a college closer to home and transfer those credits back to SMCM. This might benefit students who work and live at home during the summer. The flexibility of the summer tuition grant will need to be explored.

Action Item(s):

Action Item III.A. Recommendation to Approve Bachelor of Science Degrees. A motion to approve replacing the current Bachelor of Arts (B.A.) degree and offering a Bachelor of Science degree (B.S.) for the majors in biology, biochemistry, chemistry, computer science, physics, and psychology was made and seconded. The motion passed unanimously.

Action Item III.B. Recommendation to Approve a Minor in Materials Science. A motion to approve the curriculum proposal for a minor in Materials Science was made and seconded. The motion passed unanimously.

Action Item III.C. Recommendation to Approve an Archaeology Concentration in Anthropology. A motion to approve an Archaeology Concentration in Anthropology was made and seconded. The motion passed unanimously.

Action Item III.D. Recommendation to Approve 2016 Candidates for Graduation. A motion to approve the 2016 candidates for graduation was made and seconded. The motion passed unanimously.

Action Item III.E. Recommendation to Approve 2016 MAT Candidates for Graduation. A motion to approve the 2016 MAT candidates for graduation was made and seconded. The motion passed unanimously.



Committee Action Taken/Action in Progress:

The proposed action items were approved by the Academic Affairs Committee at its meeting on April 22, 2016.

Recommendation to the Board:

The Academic Affairs Committee recommends approval of these action items by the Board of Trustees at its meeting on May 13, 2016.

Meeting adjourned at 11:42 a.m.