

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

BOARD OF TRUSTEES

**JOINT ACADEMIC AFFAIRS AND
STUDENT AFFAIRS COMMITTEE**

Open Session
February 2, 2018
Glendening Annex



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

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

Date of Meeting: February 2, 2018

Date of Next Meeting: May 11, 2018

Committee Chair: Peter Bruns

Committee Members: John Bullock, Susan Dyer, Board Chair Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel

Staff Member: Michael Wick

Dashboard Metrics: N/A

Executive Summary:

DISCUSSION ITEM:

Faculty, staff and administrators will present on the collaborative efforts to advance Honors College 2.0

INFORMATION ITEMS:

Faculty Senate Report

DeSousa-Brent Scholars Program Report

**BOARD OF TRUSTEES
JOINT ACADEMIC AFFAIRS AND
STUDENT AFFAIRS COMMITTEES
MEETING OF FRIDAY, FEBRUARY 2, 2018**

**OPEN SESSION
AGENDA**

I. CALL TO ORDER

II. DISCUSSION ITEMS – The Honors College 2.0 Initiative

Page 1

- Opening remarks (*Board Chair Sven Holmes*)
- Initiative Overview (*Leonard Brown and Michael Wick*)
- Introductory remarks and update regarding the work of the Professional Skills Development Team to develop an integrated Career Exploration Curriculum (*Leonard Brown*)
- Update: Development of the General Career Exploration (Skills) Curriculum (*Kate Shirey*)
- Question and Answer period
- Introductory remarks regarding the Core Curriculum (*Michael Wick*)
- Update: Assessment of the Core Curriculum and Identification of Potential Core Curriculum Models (*Aileen Bailey*)
- Question and Answer period

III. INFORMATION ITEMS (Academic Affairs)

- A. Faculty Senate Report – verbal report to be made at the February 3, 2018, Board meeting Page 4
- B. DeSousa-Brent Scholars Program Report Page 12
- C. Meeting Minutes of October 20, 2017 Page 14

IV. INFORMATION ITEMS (Student Affairs)

- A. Student Trustee Report – verbal report to be made at the February 3, 2018, Board meeting
- B. Meeting Minutes of October 20, 2017

BOARD OF TRUSTEES JOINT ACADEMIC AFFAIRS AND STUDENT AFFAIRS COMMITTEE MEETING

The Liberal Arts Skills Gap

Much has been written lately concerning the “skills gap,” the real or perceived disconnect between labor demand and the supply produced by higher education. The skills gap is not about the quantity of supply and demand in the labor force but rather about the alignment of skills supplied by post-secondary education and the skills demanded by employers. More students than ever before are graduating with some form of post-secondary education and yet employers are finding it more difficult than ever to find the talent they need.

Graduates from liberal arts colleges offer a particular challenge and a particular opportunity in the skills gap conversation. Numerous surveys have documented the match between what executives look for in employees and the learning outcomes of a liberal arts education: critical thinking, problem solving, contextual understanding, oral and written communication, and transferrable understanding. In this sense, liberal arts graduates provide a real opportunity for employers to find talent with the skills needed to be successful in the private sector. The challenge is, however, executives typically do not hire entry-level employees, that task is delegated to recruiters or human resources personnel. Clearly, these hiring professionals also value the skills valued by executives, but they also must filter through volumes of application. To do so, human resource professionals use more specific skill requirements to narrow the field to those applicants who can hit the ground running. By analyzing entry-level job postings, companies like Burning Glass Technologies have articulated a list of desirable skills that aligns with entry-level employment. These skills include field-independent skills of direct applicability to the work world including things such as project management, organizational strategies, budgeting, planning, and so forth. These skills, which are not specific to a particular field or discipline but rather apply to a wide variety of entry-level positions, have become known as “last-mile skills.” By augmenting the traditional liberal arts education with required development and application of “last-mile skills,” liberal arts graduates will acquire the intellectual skills necessary for long-term career success and marketable professional skills for landing that first job.

Honors College 2.0

As an honors college, St. Mary's College of Maryland seeks to attract the best and the brightest students, foster in those students unparalleled intellectual and personal growth, and position those students for lives of success and fulfillment upon graduation. St. Mary's College envisions a reformed liberal arts education that sustains its proven traditional lifelong value but also affords each student with professional skills that offer in-demand and immediate value.

Toward this end, St. Mary's College has taken the unprecedented step of carving out eight credits of the curriculum for the acquisition and application of market-driven, high-demand workplace skills. Every student will augment their traditional studies with enrollment in a scaffolded skills curriculum that spans all four years of their education.

SKIL 101 and 102 Curriculum and Pilot

The implementation of the full Skills and Professional Development curriculum will begin with new student orientation over the summer. It will continue during the fall new student orientation and continue into the new 1 credit course during the fall 2018 semester. Topics covered range from assessing the student's skills, values and interests, to job shadowing. This process continues in the spring academic semester by focusing on summer internship opportunities and networking.

A fully detailed week-by-week outline of the course has been developed projecting the theme of the week, the lecture topics, and the activities associated with both. A pilot of the course will occur in the second half of the spring 2018 academic semester where new transfer students and potential orientation leaders will be targeted to take the course. A draft of the syllabus for the pilot has been completed and the course will be taught by Kate Shirey, Director of the Career Development Center.

Course learning Objectives

- Engage with professionals to gather information about various career paths by engaging with professionals in groups and solo, and by phone and face-to-face visits.
- Demonstrate oral communication skills by effectively delivering an elevator pitch.
- Grow and maintain a network of professional contacts as evidenced by receiving satisfactory evaluations from Professional Network contacts.
- Nurture their own career development by developing a personalized plan to use campus and other resources.
- To successfully articulate skills, accomplishments, and experiences within a behavioral interview.
- Demonstrate understanding of self-identity, values, and skills, cultural identity by completing Likert-scale items.
- To develop a professional resume based on skills, accomplishments, and experiences.
- To develop appropriate and creative solutions to work places issues within a team environment, working to solve problems as part of a service learning component partnering. To use their foundational professional and soft skills in a workplace environment, gaining experience in a situation where they can fail.

SKIL 201-400

A similar one-credit course structure will be used to continue the skill development throughout the four years a student is at St. Mary's. Students will continue to grow and expand job skills and professional development. The Professional Skills Development Team described below will assist in curriculum design and refinement for the sophomore through senior year experience of Honors College 2.0. We anticipate piloting aspects of the sophomore year in the 2018-2019 academic year and continue in the pattern of piloting followed by full implementation. Some of the anticipated aspects of the SKIL 201-400 include:

- Sophomore Year: Last Mile skills, engagement in community project, Professional portfolio development
- Junior Year: Internships, professional skills application, employer research, skills gap analysis
- Senior Year: Leadership plan execution, reflection, honing skills, elevator pitch

Professional Skills Development Team

As we continue to develop the curriculum, a team of internal and external stakeholders is being developed to assist in the further refinement of the skills we offer students through the Honors College 2.0 experience. The Professional Skills Development Team is comprised of 7-8 regional content experts including former board member Molly Mahoney Matthews, representatives from NAVAIR and the Community Resource Network, as well as a student, faculty, staff and administration.

The charge of the Professional Skills Development Team will be to further refine the skills offered in Honors College 2.0 and assist in ensuring the experience meets the desired learning outcomes we have for all St. Mary's students. The first meeting will occur in early March and be facilitated by staff of AVIAN LLC, a firm that specializes in curriculum design and management and instruction and course delivery.

The Connection

The Honors College 2.0 initiative has the potential to transform the educational experience of our students by providing professional and skill development as an integrated experience along side a high quality liberal arts education. Informed by content experts and supported by research, the skills and professional development aspects of Honors College 2.0 will position St. Mary's graduates to be highly sought after upon graduation and well positioned for a long and successful career. In addition, this innovative integration positions St. Mary's College of Maryland to be the college of choice by providing a clear path to employment or graduate school which is the most critical factor in how students and their families make decisions about where to attend college.

Just as important, Honors College 2.0 provides a way to instill a strong connection between the larger community and the college. The community will benefit from Honors College 2.0 in multiple ways. First, the community will benefit from having a committed group of students involved with community organizations and projects in ways that directly meet community need as defined by the community. Because community involvement will be integrated with the educational programming for all students, the commitment between community organizations and the college will be consistent.

The community will also benefit from having the students more aware of the talents, resources, and skills present in the surrounding community. By increasing knowledge and understanding of all that is available in the community, students will naturally become much more engaged and supportive of community efforts. Increased student engagement with the community is a benefit for everyone involved.

Academic Affairs Committee - Faculty Senate President Report for the Board of Trustees
St. Mary's College of Maryland
Karen Crawford, Ph.D.
January 18, 2018

- I. **Honors College 2.0.** We have taken a multi-prong, simultaneous, and collaborative approach to the development of Honors College 2.0. Our approach has grown from the input of many, including: a) **Board of Trustee Retreat** presentations and discussions in August 2017; b) **Multiple Faculty Meetings and Meetings of the Faculty** throughout September and early October 2017; c) **Department Meetings** across campus that focused on practical skills already present within or that could be added to enhance our programs and majors, mid-October 2017; and d) **extensive discussion, committee creation, solicitation of nominations, election, appointments, and creation of committee charges at the level of the Faculty Senate** (August through December, 2017).

Our plan of action includes: **1) Looking outward** – exploring the curriculum at peer and peer aspirant colleges in order to identify exciting elements that could be a great fit for St. Mary's College of Maryland; **2) Looking inward** - reflecting upon our curriculum and recent reviews, from a variety of perspectives including: faculty, alumni and accepted students who chose not to attend SMCM; and **3) Looking forward** – with the creation of a Skillaboratory skills team that includes a growing group of: administrators, faculty, staff and students. This team will work in concert with the other groups to plan for our new Honors College 2.0 curriculum and coordinate its implementation.

1. **Looking outward:** The **Academic Planning Committee (APC)**, including: Charles Holden (History), Jeffrey Byrd (Biology), James Mantell (Psychology), Elizabeth Charlebois (English), Dave Kung (Mathematics and Computer Science) and Michael Wick, Provost (ex officio), was charged by the Senate to: 1) review core curricula at peer and peer aspirant colleges and universities; 2) draft a list of good/relative/necessary parts from core curricula at other institutions with APC faculty input; and 3) report back to the Senate and faculty as a whole with these results. **Progress and Completion:** This work was *completed and shared* with the chair of the Board of Trustees on December 12, 2017. The distillation of their work, examining more than 25 programs, resulted in a summary document highlighting strengths and elements for us to consider, in addition to the 5 program summaries. Their report and summary documents have been broadcast to the faculty and informs our campus wide discussion. These documents are included at the end of this report for your review.
2. **Looking inward:** The Senate created an **Ad Hoc Core Curriculum Committee (AHCCC)** including: *two senators, three faculty members (one with assessment expertise, and one junior faculty member), a staff member, and a student.* After nominations, and in consideration of breadth and expertise, the Senate elected and appointed the following members to the AHCCC: **Faculty:** SooBin Jang (Educational Studies), Lindsay Jamieson (Math and Computer Science), Aileen Bailey (Psychology/Neuroscience), **Senators:** Garrey Dennie (Cross Disciplinary Studies/History), and Pamela Mann (Library Faculty); **Student:** James Judlick; and **Staff:** Anne Marie Brady (Director of Institutional Research). Christine Wooley, Associate Dean of Curriculum was added to this group (ex officio). Charges from Senate to this group include: **1) assess the current core curriculum; 2) collect faculty suggestions regarding possible core components/models; and 3) communicate their findings to the Senate and the faculty as a whole.** In addition to these charges it is our intent that the results from their curricular evaluation include comparison of our results to nationally available data sets, as well as that from previous SMCM reviews. **Progress:** This group has made excellent progress under the leadership of their chair, Aileen Bailey, *through the creation of survey instruments for faculty, alumni, and non-attending students* (students who were accepted but choosing not to matriculate). *These surveys are ALL underway with deadlines for completion between January 23rd and 31st.* In addition to these survey instruments, *a second call for input to the faculty for revisions and/or new models for*

a core curriculum was sent to the faculty electronically on January 16th. This call to the faculty asks them "...to explicitly address the academic rigor, attractiveness, and distinctiveness of any revisions or new models." Moreover, *an open forum for faculty to discuss core curriculum models is planned for February 6th. Assessment, analysis and reporting:* A report addressing their charges will be shared with the Faculty Senate shortly after their open forum on February 15th and then to the faculty as a whole at the February 27th Faculty Meeting.

3. **Looking forward:** The *Skillaboratory - Skills Team* members led by Mike Wick and Leonard Brown, now includes three faculty members elected by the Senate December 14th: Jose Ballesteros (Foreign Languages and Senator), Kate Shirey (Director of Career Development), and Amanda Deerfield (Economics). A student is soon to be appointed to this committee. Other recent appointments to the Skills Team include: Molly Mahoney Matthews, Job-IQ; Isabel Cardenas-Navia, Business-Higher Education; Tania Dawson, NAVAIR University; Christine Bergmark, Evenstar Farms; Dave Lewis, Community Resource Network, and Kevin Switick, AVIAN. The Senate envisions their work will *unite the output and insights from the work of the first two groups to create practical skills/skillaboratory recommendations for our Honors College 2.0 curriculum.*

As this work progresses, in collaboration with our Admissions team we will share elements from this new curricular plan with prospective students and families **this Spring**. Our goal is to create curricular opportunities that will not only attract new students to our programs, but also build from our unique strengths and placement within Southern Maryland, the watershed of the St. Mary's River, Historic St. Mary's City, the Chesapeake Biological Laboratory, Solomons, MD, and proximity to the rich training and employment opportunities and resources at the Naval Air Station Patuxent River, Lexington Park, MD, in addition to Washington DC, and Baltimore, MD.

In summary: We have established committee structures that include representatives from our Administration, Faculty, Staff and Students, and charges to each group that complement the work of and goals towards creating our new curriculum plan for Honors College 2.0. Our work thus far has been thoughtful, reflective, inclusive, responsive and productive. I am proud of the work we have accomplished and excited for what is soon to come.

- II. **Creating a mechanism to enable students falling just shy of credits for graduation to "walk" with their classmates** – the Senate recently discussed the progress on this charge with Pamela Mann, senator and member of the Academic Policy Committee (APoC). Their current plan is to formalize their proposal at their next committee meeting (January 25th) and send it to the faculty as soon as possible for review. If passed, the Registrar's office can prepare for implementation. The policy is based on the number of credits earned to facilitate a fair and equitable process administered through the Registrar's Office. This policy is comparable to many peer and peer aspirant graduation ceremony procedures.
- III. **Salary inequity study charge to the Faculty Issues Committee:** Charge to the FIC: To perform a study of faculty salary inequity, along with potential remedies. This work was paused as we waited for our Human Resource Department to pull together data from a previous study that they felt would address the issues requested by the FIC. However, upon receipt and review, their results fell short of our charges and as a result this continues to be a work on progress.
- IV. **By-laws:** Delayed, in lieu of the Honors College 2.0 initiative and other work. For the record, the final elements that need attention within our By-laws include: **1)** standardizing department/program language; **2)** evaluation of the Provost; **3)** evaluation of Library Faculty; and **4)** clarification of evaluation procedures for individuals occupying positions across multiple programs.

DRAFT

Interesting, Innovative Requirements in Core Curricula

Honor Code. Since its founding Davidson College has made their student-run honor code a fundamental part of their core academic and communal identity in ways that have obvious relevance for us as we try to distinguish ourselves and our curriculum from other institutions.

[Davidson Honor Code](#)

January Term. [Colorado](#), [Colby](#), and [New College of Florida](#) offer productive winter term options. Colorado offers both credit and noncredit experiences during ten days of January. The noncredit courses include several options to enhance professional skills. Likewise, Colby offers students opportunities to explore fine-grained topics in coursework or professional development and career options. Three January programs are required for graduation at Colby. At New College, four weeks of January are devoted to the Independent Study Period (ISP) wherein students conduct research, intern, or study abroad. Furthermore, New College requires that students conduct three ISPs to graduate.

First Year Seminar instructors serve as long-term advisors.

Mandatory Work. ([Berea](#)) All students at Berea work 10-15 hours each work on top of their normal class load. The college has an entire office devoted to administering and evaluating student labor. First year students are assigned a position but students find their own, officially-sanctioned campus work thereafter. Berea claims that the program allows students to simultaneously earn wages while enhancing their professional skills and work ethics.

First Year Seminars tied to Residence Halls. ([Southwestern U.](#)) First Year Seminars are assigned when housing assignments come out; students in the same FYS live together. Designed to connect in-class and out-of-class experiences, they start meeting during orientation and end a month before the end of other semester-long courses.

First Year Seminars tied to Advising. ([Grinnell](#)) Much like SMCM, First Year Tutorials (seminars) explore a topic of interest to both faculty and students. At Grinnell, the faculty of each tutorial serve as advisor to all students in that course. This arrangement encourages an efficient, productive rapport that enhances each student's planning from the first semester onward.

Theme-based Core Curriculum (Ithaca College)

Ithaca College

- Private liberal arts college
- Non-sectarian
- ~20 MA & professional programs
- 6,700 students
- 3- and 4-credit courses
- 120 credits to graduate
- ~30-35 credits in Core

Distinctive Elements:

- First Year Seminar
- Themes, each covering four perspectives, with some choice in each
- Required minor (or 2nd major)
- Electronic Learning Portfolio

Chronological Core

- Ithaca Seminars (4 credits) with some common meetings
- Theme (12 credits) – choose one topic, each covers four perspectives (Creative Arts, Humanities, Sciences & Social Sciences). Each theme has ~8 courses to choose from.
 - Identities
 - Inquiry, Imagination & Innovation
 - Mind, Body, Spirit
 - Power & Justice
 - Quest for a Sustainable Future
 - World of Systems
- Competencies
 - Quantitative Literacy (can test out)
 - Writing (can AP-out)
- Attributes
 - Diversity (3 credits)
 - Quantitative Lit. (3 credits)
 - Writing Intensive (3 credits)
 - ICC Capstone (0-4 credits)
- Complementary Liberal Arts (differs by major, satisfied by doing a minor, second major, intensive language, or self-designed suite)
- Electronic Learning Portfolio
 - Document learning progress through all four years.

SMCM Comparison

- First-Year Seminars are similar
- No capstone experience (SMP)
- No ELAW / Internship
- No professional “last mile” skills

Other notes:

Connecticut College has a [similar core](#) with Pathways (4 courses) that hit at least three different Modes of Inquiry:

- Creative Expression
- Critical Interpretation & Analysis
- Quantitative & Formal Reasoning
- Scientific Inquiry & Analysis
- Social & Historical Inquiry

Each pathway starts with a single course (Thematic Inquiry), and also includes a Global/Local Engagement

Two additional requirements are separate from the themes:

- World Languages & Cultures (2 courses)
- Writing Across the Curriculum (2 courses).

Open Curriculum (Hamilton College)

Hamilton College

- Private liberal arts college, est. 1812
- Non-sectarian
- BA degree
- 1,850 students (51% female, 29% minority)
- 32 credits to graduate (1 credit/course)
- 43 concentrations (majors) of 8-10 credits each (56 program areas total)
- ~6-8 credits in open 'core' depending on program (see below)

Chronological Core

- There is no "core" at Hamilton; instead, students complete several programs with whatever courses they want (note [advising](#) suggestions)
- **Writing program**
 - Three courses listed as writing-intensive (two can be within major), one max per semester, complete by third year
- **Quantitative and symbolic reasoning program**
 - One course by second year
- **Social, structural, and institutional hierarchies program**
 - Each concentration has a different requirement to satisfy the program (courses emphasize hierarchy issues in gender, race, sexuality, religion, etc.)
 - For example, psychology requires students take one of either 'Stereotyping & prejudice' or 'Psychological bias in the justice system' or two courses from a longer list
- **Optional but encouraged**
 - **Proseminars**
 - Based on "intensive interaction" in writing, discussion, and oral presentation
 - **First-year course program**
 - Each course focuses on ONLY ONE liberal arts skill: writing, quant/logic, or oral presentation

Distinctive Elements

- 100 study abroad programs
- Leadership Experience and Preparation (LEAP) program includes frequent outside class learning experiences
- Cooperative engineering program (partners with several other institutions to deliver a Hamilton BA degree and BS from an Engineering program elsewhere)
- Cooperative law program allows some students express passage to Columbia law school
 - Similar programs for medicine and environmental science

SMCM Comparison

- Senior capstone program
 - Broad requirement of research project, performance, participation in a senior seminar including writing and presentation, or comprehensive exams.
- MAT program
- Hamilton open core does not include an information literacy component
- The "appropriate breadth of liberal study" is left to student and advisor to decide.

Other notes

- SMCM Peer aspirant
- All students declare concentration in spring of year two
- Phys ed course required in year one
- No skills or last-mile requirements
- 24% acceptance rate
- #13 most innovative school (USNews.com)

Hybrid Themes Buffet (Bard and Gettysburg)

Bard College

- Private liberal arts college
- Non-sectarian
- BA in 35 programs, BS economics, BM music, some preprofessional options
- 1,995 students (60% female, 36% minority)
- 4 credit courses (some 2 cr seminars)
- 128 credits to graduate (BA)
- 32 required credits in first year sequence, not counting preterm writing and interterm science

Chronological Core

- All FY students complete common core
- **Language and thinking program**
 - During last three weeks of August
 - Focus on writing
- **First year seminar theme: "What is freedom"** (changes annually)
 - Two semester sequence
 - Fall: "What is political freedom"
 - Spring: "What is personal freedom"
 - Predetermined texts
- **Citizen science program**
 - 2.5 weeks during January interterm
 - Introduce and evaluate scientific methods and evidence
- **First year electives**
 - Three each semester (6 total)
- **Distribution requirements**
 - 1 course in each of 10 areas
 - Practicing arts; Analysis of art; Meaning, being, and value; Historical analysis; Social analysis; Laboratory science; Mathematics and computing; Foreign languages and literature; **Difference and justice.**
- **Senior project requirement**
 - Examples including photographic essay, research review, textual analysis

Gettysburg College

- Private liberal arts college
- Non-sectarian
- 2,607 students (23% minority)
- Most courses 1 credit
- 32 units to graduate (BA, BS, BM, BME)

Chronological Core

- **Integrative Thinking** (thematic)
 - Two courses emphasizing multiple perspectives or approaches to a single theme
 - **Capstone Requirement:** complete a project within major
- **Multiple Inquiries** (breadth)
 - One course in Arts
 - One course in Humanities
 - One course in Social Sciences
 - One course in quantitative or logical reasoning
 - Two courses in natural sciences (one with lab)
- **Effective Communication**
 - **First-year writing requirement:** Take either Intro to College Writing or a discipline-specific intro course
 - **Major field communication requirement:** Each department designates at least one course emphasizing discipline-specific communication conventions
- **Informed Citizenship**
 - **Second language requirement:** Two courses within the same language (exempt if already fluent)
 - **Cultural diversity requirement:** One course on non-European global diversity and one course on diversity within the USA or the abstract conception of diversity
 - **Science, technology, and society requirement:** one course on historical/social ramifications

Competency Based Curriculum (Northeastern U)

Northeastern U

- Private research university
- Non-sectarian
- ~120 programs
- 18,000 UG students

Distinctive Elements:

- Competency based education.
- Departmental courses that fit into each competency are designated as such.
- These are not separate courses but use courses already in the curriculum.
-

Chronological Core

- Students must take courses during their academic career that contain the following competencies:
 - Natural and Designed World
 - Creative Expression and Innovation
 - Interpreting Culture
 - Formal and Quantitative Reasoning
 - Societies and Institutions
 - Analyzing and Using Data
 - Differences and Diversity
 - Ethical Reasoning
- A course can contain up to 2 of these competencies.
- The competencies can be fulfilled in courses for the major or minor.

SMCM Comparison

- SMCM core has a cultural perspectives requirement.
- Many of the SMCM core requirements would fit these competencies.

Other notes:

- Capstone and writing requirements are met within the major.

Concentration Beyond Major Core (Bates)

Bates College

- Private liberal arts college
- Non-sectarian
- 1,792 students
- ~16 credits in Concentration

Distinctive Elements:

- The concentrations could be inter-disciplinary, cross-disciplinary, or intra-disciplinary
- There are currently **77 concentrations on the list.**
-

Core Requirements

- Requires all students to take **2 Concentrations** beyond their major
- 4 courses per concentration
- Faculty-designed set of courses (but can usually pick from a list of courses)
- Inter-, cross, or Intra-disciplinary
- Concentrations can also be completed by a second major or a minor.
- Examples of the 77 concentrations include:
 - Beauty & Desire
 - Class, Inequity, Poverty & Justice
 - Culture & Meaning
 - Environment, Place, History
 - Public Health
 - Sound
 - Racisms
 - English
 - Chemistry
 - Archeology and Material Culture
 - Children, Adolescents, School
 - The Collaborative Project

SMCM Comparison

- Like our cross-disciplinary programs but they are required.
- Many of our current students already undertake a second major or a minor!

Other notes:

- [Bates core website](#)

DeSousa-Brent Scholars Program
Report to Academic Affairs Committee, Board of Trustees
January 19, 2018

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: 1-18-2018													
Cohort yr	Size	1st to 2nd Semester Retention		1st to 2nd Year Retention		1st to 3rd Year Retention		1st to 4th Year Retention		Four-year Grad Rate		Six-year Grad Rate	
		N	%	N	%	N	%	N	%	N	%	N	%
2007	25	23	92.0	20	80.0	17	68.0	16	64.0	8	32.0	14	56.0
2008	30	29	96.7	28	93.3	26	86.7	25	83.3	13	43.3	23	76.7
2009	24	24	100.0	23	95.8	20	83.3	20	83.3	10	41.7	20	83.3
2010	30	30	100.0	27	90.0	22	73.3	22	73.3	15	50.0	20	66.7
2011	31	30	96.8	24	77.4	19	61.3	18	58.1	15	48.4	15	48.4
2012	27	25	92.6	23	85.2	19	70.4	19	70.4	17	63.0		
2013	45	44	97.8	36	80.0	32	71.1	32	71.1	27	60.0		
2014	42	40	95.2	39	92.9	32	76.2	32	76.2				
2015	41	40	97.6	36	87.8	33	80.5						
2016	35	35	100.0	32	91.4								
2017	39	35	89.7										
Total	369	355		288		220		184		105		92	
Weighted Mean			96.2%		87.3%		74.6%		72.4%		49.5%		65.7%
Targets for 2015 cohort					88%		79%				70%		
Source: EIS, DIS													
<i>Note: All italicized numbers are preliminary</i>													

The size for the 2015 cohort is now at 33. This keeps us on track to meet the performance goals. One of the cohort members is taking a leave of absence for Spring, 2018. It is our hope that he will return for Fall, 2018 though it is unclear if he will still be on track to graduate in four years.

Retention and Student Success Efforts

Study Groups

Study groups are being implement for several courses that upper class student tend to take, including Organic Chemistry II, Lifespan Development, Calculus II, Counseling Theories and Methods, and Biochemistry II. First year students are required to attend two study group sessions for each of their courses which have a study group. Study groups offered during the Fall of 2017 for first year students included those for Principles of Biology I, General Chemistry I, Psychology 101, Calculus I, and Introduction to Ethics. It is interesting to note that the three students in the 2017 cohort who earned grades of 4.0 for Fall, 2017 all completed their study group obligation early, and kept attending throughout the semester.

Tuition Support Program

Three students made use of tuition support to attend colleges other than St. Mary's during the winter session, including one senior who needed one additional course in order to graduate on time this spring.

Sophomore and Junior Passport

Seven sophomores and six juniors participated fully in the Passport program for Fall, 2017 though many more received stamps on their passports. Compared with the numbers from Spring, 2017, we were encouraged that the additional incentives for passport participation seemed to work. The Passport program was instituted in Fall, 2016 in order to keep students more engaged with the DeSousa-Brent Scholars Program as they advanced through the College; the passport for juniors was implemented in Spring, 2017.

Academic Performance and Improvement

Forty-nine DeSousa-Brent Scholars received midterm deficiencies in one or more courses during Fall, 2017. Of the forty-nine students who received midterm deficiencies, twenty five pulled up their grades and seventeen saw no change in their grades, while seven had a mixed result. This might signify that one grade was pulled and the other not, or that the change in grades wasn't sufficient to pass the course with the required grade. One of these students was dismissed, and 5 are on probation.

Overall, six students were placed on academic probation based on their cumulative grade point averages. Two of these students have withdrawn from the College. The remaining four students are three first year students, and one sophomore. Every student on academic probation will be meeting regularly with DB staff, primarily the Coordinator of Advising Services (who actually works out of Student Support Services) and will be monitored by that person and the program director throughout the semester. Note: the sophomore on probation was also on probation for her first year first semester performance, but earned Dean's list grades for Spring of her first year.

On the other hand, a total of forty-two DeSousa-Brent scholars are on the Dean's list for their performance during the Fall, 2017 semester. Of these, thirty-four are upperclass students, and eight are first year students.

DeSousa-Brent staffing

Joanna Colvin, our Program Coordinator, went on maternity leave on December 20, and is expected back on March 1. At the same time, Twinkle Raheja, the program's Office Associate will be out of the country for the month of March, so we will be somewhat short staffed for much of the Spring semester.

DeSousa-Brent Recruitment for 2018 Cohort

Recruitment has just begin for the 2018 cohort. We have received applications from two admitted students for the 2018 cohort and have selected one student as of January 19, 2018. The first pool of potential scholars sent from by Admissions consisted of thirty one students, all of whom received recruitment emails from the director on January 9.

The staff also set up information tables at Open House and Campus Visit Days along with Admissions, and hopes to use the Admitted Student Days programs as interview dates for DB applicants.



BOARD OF TRUSTEES

ACADEMIC AFFAIRS COMMITTEE OPEN SESSION

MINUTES

Date of Meeting: October 20, 2017

Status of Minutes: Approved November 7, 2017

Committee Members Present: Chair Peter Bruns, Susan Dyer, Tim Heely, Board Chair Sven Holmes, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel

Committee Members Absent: John Bullock, Glen Ives

Others Present: Lex Birney, Leonard Brown, Cindy Broyles '79, Donny Bryan '73, Carolyn Curry, Peg Duchesne '77, Cynthia Gross, Gail Harmon, David Hautanen, Charles Jackson, David Kung, Todd Mattingly, Kortet Mensah, Joan Pickett, Sharon Phillips' 18, Morgan Smith, Frederico J. Talley, Danielle Troyan '92, Allan Wagaman '06, Michael Wick, Anna Yates

Executive Summary:

Meeting was called to order at 1:15 p.m. by Committee Chair Peter Bruns.

DISCUSSION ITEMS:

DeSousa Brent Scholars Program Report

Dr. Talley, Director of the DeSousa Brent Scholars Program, reported that out of the forty students in the 2017 cohort, twenty-three are first generation to attend college. New students hail from eleven Maryland counties, the District of Columbia, and one student from Chicago, Illinois. Retention and student success efforts continue for the 2015 cohort, who remain on track to meet the mandatory goals for retention and graduation. It was noted by the Committee that the State has set 'high standards' that must be met in order for funding to continue. Dr. Talley was thanked for his work on this program.

Summer Tuition Assistance

The Summer Tuition Program was expanded this summer to include tuition assistance for DeSousa Brent Scholars to take classes at their local colleges so they can stay on course for graduation, and also keep summer jobs in their communities. Summer tuition assistance for classes taken at St. Mary's College of Maryland was implemented in Summer 2016. This summer, fifteen students took classes at their local colleges and twenty-four students took classes at St. Mary's College of Maryland.

Recruitment

The staff has met with the Vice President for Enrollment Management on recruitment efforts and enhancing partnerships with organizations such as College Bound and Collegiate Directions of DC and Bethesda.

Dean of Faculty Report

The Provost and Dean of Faculty discussed the plan to re-envision the College's educational program to increase the real and perceived value to prospective students. The vision is based on two objectives: increase the distinctiveness of the educational program and increase the relevance of that program. A draft organizational structure for the planning process was shared with the Faculty Senate and the Faculty. Faculty feedback was that it was unacceptable, citing a perceived lack of shared governance as one issue. In response, the draft organizational structure was streamlined into two committees: Academic & Professional Integration and Practical & Professional Integration. The committees will need to look at value systems, workload and scheduling. There was discussion on the plan to integrate practical professional skills. It was noted that some faculty do cover practical skills in their curriculum but it is not documented. Also noted was that outside voices are important in this process and the College should look at national organizations who have expertise in this area. The timeline for implementation is the Fall 2018 semester.

Faculty Senate Report

Faculty Senate Vice President, David Kung, reported there is a climate of fear among the faculty for the future of St. Mary's College and higher education. Some are reluctant to change and are worried about their jobs. Professor Kung noted that although there is stress and anxiety surrounding the proposed re-envisioned educational plan, there is also excitement. Teaching and Learning groups are moving forward. Faculty are looking at other institutions who have already transitioned to a model similar to that proposed by the Administration.

Two items the Senate will explore this year are faculty salaries and the policy regarding students' participation in Commencement if they fall short of credits to graduate.

Action Item

Recommendation to endorse the 2017 Performance Accountability Report

Meeting adjourned at 2:40 p.m. to go into Closed Session

Committee Action Taken/Action in Progress:

The proposed action item was approved by the Academic Affairs Committee at its meeting on October 20, 2017.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of the action item by the Board of Trustees at its meeting on October 20, 2017.