



**STUDENT AFFAIRS COMMITTEE**

**MEETING OF OCTOBER 14, 2016**

**AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
  - A. Assessment of Signature Programs**
  - B. Campus Culture**
- III. ACTION ITEMS**
  - A. 2016 Performance Accountability Report**
- IV. INFORMATION ITEMS**
  - A. Minutes from meeting of April 25, 2016**
  - B. Student Trustee Report**
  - C. Title IX Report**
  - D. Clery Report**



**BOARD OF TRUSTEES  
STUDENT AFFAIRS COMMITTEE**

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

**Date of Meeting:** October 14, 2016

**Date of Next Meeting:** January 27, 2017

**Committee Chair:** Lex Birney (co-chair) Cindy Broyles'79 (co-chair)

**Committee Members:** Carlos Alcazar, Vera Damanka'17, Peg Duchesne'77 Elizabeth Graves'95, Larry Leak'76, Danielle Troyan'92, Sven Holmes,

**Staff Member:** Leonard Brown

**Executive Summary:**

**Assessment of Signature Programs**

The implementation of learning outcomes based assessment was presented and discussed. Key information on each program and the learning outcome to be assessed this year was reviewed.

**Campus Culture**

Discussion of the THRIVE analysis and other campus initiatives related to diversity and inclusion.

**Student Trustee Report**

Vera Damanka reviewed her submitted report.

**Title IX Report**

The Title IX report was reviewed.

**Clery Report**

The Clery Report was reviewed.



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

**Action Item 1617-01:**

Endorse 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. 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 specific objectives are found in sections 2.3, 2.4, 3.2, 4.1, 4.2, and 4.3 of the PAR. 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.

**Committee Action Taken/Action in Progress:**

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**Recommendation to the Board:**

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## **Division of Student Affairs Assessment Plan- Academic Year 16/17**

The Division of Student Affairs is implementing learning outcomes based assessment for the following "Signature Programs":

- The Lift Off Leadership Conference (Lift Off)
- IDIS 100- Peer Leadership Course (Peer Leadership)
- Bookbag to Briefcase Senior Transition Conference (Bookbag to Briefcase)
- MicroInternships

This document outlines key information on each program including the learning outcome to be assessed this year, how those outcomes map to the Student Affairs Divisional Outcomes, which map to the Institutional outcomes. It also includes a description of the assessment method. Moving forward this document shall act as a guide for the assessment of all signature programs within the Division of Student Affairs.

### **Student Affairs Student Learning Outcomes**

#### *Leadership and Professional Development:*

- Develop an accurate sense of self
- Apply theories of leadership to variety of situations
- Make informed career decisions
- Articulate the value of the liberal arts experience

#### *Diversity, Equity and Inclusion:*

- Identify their multiple social identities
- Identify the four levels of discrimination
- Define power and privilege
- Engage in constructive dialogue with others who hold differing views

#### *Wellness and Safety*

- Practice behaviors that promote wellbeing
- Integrate health priorities into personal behavior choices
- Demonstrate skills to effectively manage barriers to academic success

### **Bookbag to Briefcase Senior Transition Conference**

Dates: January 12-14, 2017

Bookbag to Briefcase is a three day conference designed to prepare seniors for life after St. Mary's. The program is comprised of lectures, interactive workshops, alumni panels, and networking sessions. While the specific topics and presenters change from year to year the goal remains consistent by providing information on financial fitness, social wellness, professionalism, and by expanding the student's professional network to include alumni. The Career Development Center works very closely with the Alumni Relations staff, Alumni Council, individual alumni, and staff from across campus to plan and execute the event.

**Learning Outcomes:** (Italics indicates outcome to be assessed this academic year)

- *Students will demonstrate an understanding of how to make the social and financial transition into the workforce.*
- Demonstrate an understanding of key concepts of professionalism in a variety of contexts including a meal, informal and formal social interactions.
- Learn skills used in their initial job or graduate school search.

**Outcome Mapping:**

Program level - Students will demonstrate an understanding of how to make the social and financial transition into the workforce → Divisional Level – Make informed career decisions.

**Assessment Method:**

Prior to the event, participants will be asked to fill out a five question open ended survey assessing their knowledge of social and financial skills required for successful transition to work or post graduate study. Upon completion of the program, participants will be given the same set of questions. Each set of answers will be independently assessed using a rubric. Aggregate pre and post scores will be compared to measure learning gains.

**Peer Leadership Course (IDIS 100)**

Dates: January 20 – February 24. Every Friday from 3:00-5:00pm.

IDIS 100- Peer Leadership is a course designed to give students the opportunity to cultivate and enhance peer leadership skills. Students learn leadership development theories, mediation skills, and the critical importance of building trust, perspective taking, and compassion. This course was designed for any student to take, but is more suited for freshmen, sophomores, and juniors so that they apply the learning before they graduate. Each year, at least three faculty and staff members have collaborated with the instructors to present to the thirty student class.

**Learning Outcomes:**

As a result of actively engaging in the Peer Leadership course, students will:

- *Articulate an understanding that leadership is a process rather than a position.*
- Identify personal strengths that contribute to their leadership style.
- Define characteristics of a good leader.
- Describe how leadership impacts the community as a whole.
- Learn peer counseling skills that will enhance the ability to communicate with peers.
- Reflect on personal development through journal entries and papers.
- Engage in constructive dialogue with others who hold differing views.

**Outcome Mapping:**

Program Level – Demonstrate a complex understanding of leadership beyond positional leadership →

Divisional Level - Students will articulate an accurate sense of self → Institutional Level - Demonstrate that they value each of the following dimensions: Civic and global engagement, lifelong learning, and environmental stewardship.

**Assessment Method:**

Students will be assigned a short paper in the beginning of the course eliciting their understanding of leadership. Towards the end of the course, students will conduct an interview and write a subsequent paper assessing their understanding of leadership. A rubric will be used to assess each set of papers. Aggregate pre and post papers will be compared for learning.

**Lift Off Leadership Conference**

Dates: February 3-5, 2017

Lift Off provides first year, second year and new transfer students the opportunity to develop and empower themselves as leaders. This conference highlights some of the basic pillars that are expected of a good leader and shall include a keynote speaker, a service opportunity and education workshops. Educational workshops are presented by faculty, staff, and seasoned student leaders. Funding is provided by the Office of Student Activities and the Student Government Association.

**Learning Outcomes:**

- Identify and reflect on personal strengths and areas of improvement.
- *Articulate an understanding that leadership is a process rather than a position.*
- Understand that through community service their actions can affect positive change within the community.
- Consider the perspectives of diverse groups when making decisions.
- Engage effectively and professionally with community members whose beliefs, values, behaviors are different from their own.

**Outcome Mapping:**

Program Level – Articulate an understanding that leadership is a process rather than a position → Divisional Level - Students will articulate an accurate sense of self → Institutional Level - Demonstrate that they value each of the following dimensions: Civic and global engagement, lifelong learning, and environmental stewardship.

**Assessment Method:**

Upon completion of the conference, participants will be given a five question open-ended survey assessing their understanding of leadership. The data will be assessed using a rubric. Aggregate scores will be compared to establish baseline to assess learning.

**MicroInternship**

Dates: Dates range between mid-November through January based on the needs of the students and alumni hosts.

MicroInternships is a career exploration program that pairs current students with St. Mary's alumni for a 1-2 day job shadowing experience. During the MicroInternship, students will learn about career opportunities within the field and host organization, develop a sense of the organizational culture and build their network through observation and informational interviews.

**Learning Outcomes:**

- *Articulate industry specific knowledge to make informed career and academic decisions.*
- Explore the culture and fit of a specific office/department
- Compare and contrast the job shadow experience with personal interests/values for increased self-knowledge about career preferences
- Build industry awareness

#### **Outcome Mapping:**

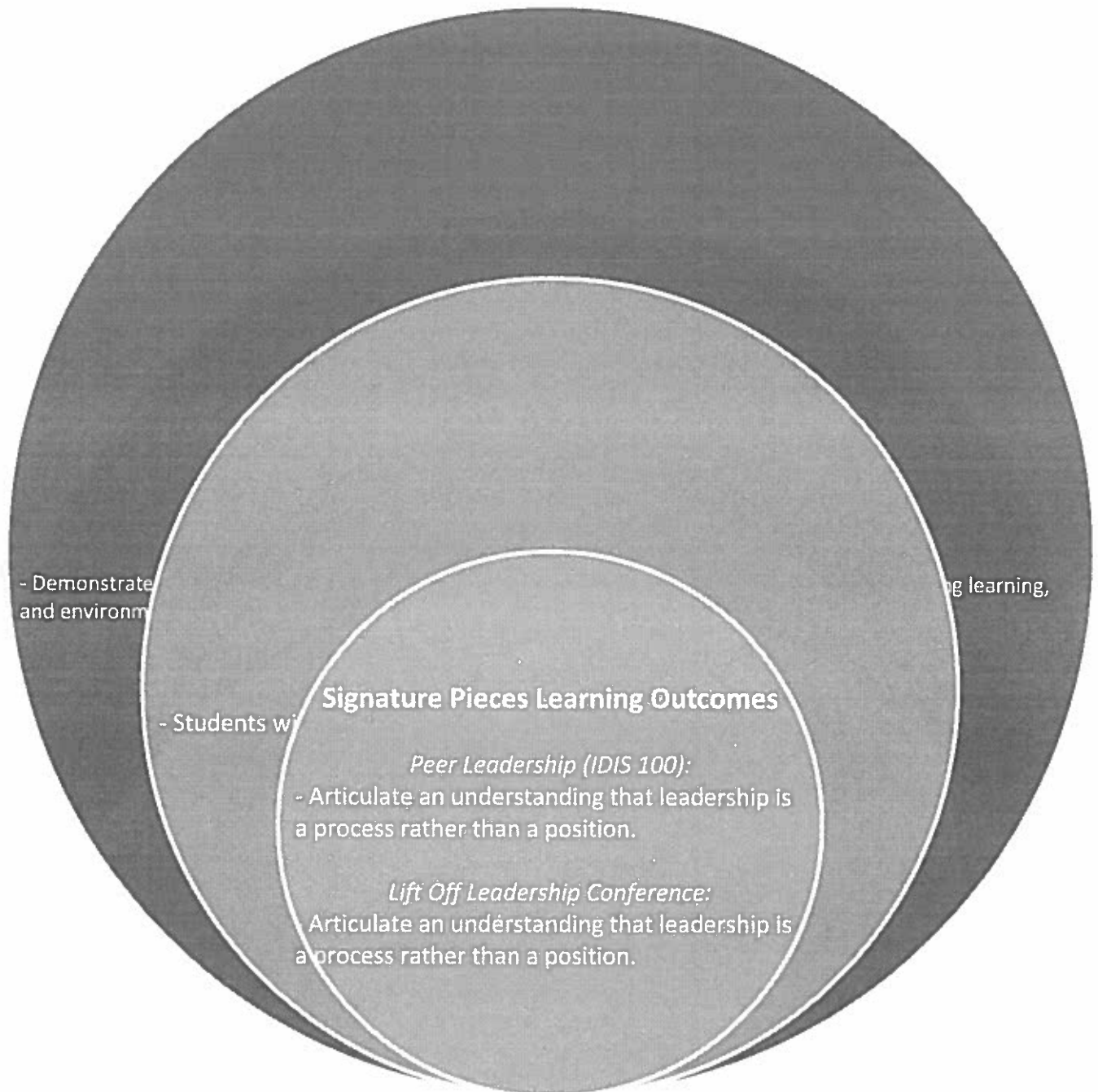
Program Level – Articulate industry specific knowledge to make informed career and academic decisions →  
 Divisional Level – Make informed career decision.

#### **Assessment Method:**

After completion of the micro-internship, student will be asked to submit a short reflection on the necessary steps to progress along a career path in the field of the micro-internship. Reflections will be assessed using a rubric. Aggregate scores will be compared to established baseline to assess learning.

#### **Next Steps**

The next priority is to develop rubrics for the scheduled assessments this year. We plan to have the rubrics completed by the end of October. The rubric for the Peer Leadership class will be tested on data collected from the class in the Spring 2016 semester. By the end of the Fall 2016 semester, our goal is to have additional signature programs defined and a three-year cycle of assessment for the signature programs scheduled.







### Signature Pieces Learning Outcomes

*Book Bag to Briefcase Senior Transition Conference*  
- Students will demonstrate an understanding of how to make the social and financial transition into the workforce.

*Microinternships*

## **Board of Trustees Student Affairs Committee Student Affairs Divisional Vision and Focus**

### **Introduction**

In June 1971, after years of unprecedented unrest on colleges and universities across the nation, the Board of Trustees of St. Mary's College of Maryland issued the Students Bill of Rights<sup>1</sup>. This document effectively ended the College's role of *in loco parentis* (in place of the parent). Up to this point, care for students beyond the classroom was largely viewed as secondary support to the academic mission of the College. As higher education has evolved and become more complex, so has Student Affairs. At St. Mary's, the Division of Student Affairs has responded to some but not all of the changing nature of higher education. This particular time in the history of St. Mary's College requires the Division to fully embrace its role in a new and evolving paradigm.

The public nature of the College affirms that we welcome anyone who has the intellectual potential and capacity to succeed.<sup>2</sup> Our designation as the Honors College of Maryland demands a challenging academic and social environment.<sup>3</sup> The convergence of these two institutional commitments requires a Division of Student Affairs that offers an intentional learning experience that is cohesive with the mission of the institution. To achieve this important aspiration, the Division of Student Affairs must focus on the transformation of students, where student success is the result of an institutional focus on developing unrealized student talent.<sup>4</sup>

With the establishment of *A Time for Rebirth*, the strategic plan for St. Mary's College, and bolstered by the emerging vision of Student Affairs as a learning organization, this document outlines the path forward to realizing a robust and mission-driven student experience. Directing our talents and resources to the following areas will help in achieving this goal:

- Student Learning
- Retention and Satisfaction
- Safe, Healthy Environment

Over the next three years, the Division of Student Affairs will contribute to the College's strategic goals in these areas in significant, specific, and measurable ways, as outlined below.

### **Student Learning**

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<sup>1</sup> Email from Kent Randell, College Archivist, 8/26/16.

<sup>2</sup> Dr. Tuajuanda Jordan. (2016) Summer retreat address to the Board of Trustees.

<sup>3</sup> Dr. Tuajuanda Jordan. (2016) Summer retreat address to the Board of Trustees.

<sup>4</sup> Manning, Kinze, Schuh (2006). *One size does not fit all*. New York: Taylor and Francis Group.

The new concept of *learning* recognizes the essential integration of personal development with learning; it reflects the diverse ways through which students may engage, as whole people with multiple dimensions and unique personal histories, with the tasks and content of learning<sup>5</sup>. Student Affairs has developed learning outcomes that are fully integrated with the larger institutional learning outcomes and has worked as part of the College Assessment Committee to assess the unique ways in which student affairs contributes to student learning.

- Develop co-curricular programs that promote high-impact learning experiences (*Strategic Plan Goal 1, Objective 2, Tactic 1.2.1*)
  - Increased students participating in LLCs (50%), Increased student participation in service learning opportunities (30%), Increased student opportunities to engage in academic collaboration (50%), Increased intellectual growth (100%), Enhanced engagement in activities that promote lifelong wellness (75%)
- Create 1-2 credit, faculty/staff co-taught courses focused on wellness, financial literacy, diversity, and leadership (*Strategic Plan Goal 1, Objective 2, Tactic 1.2.2*)
  - Increased faculty participation in an Affiliated Faculty Program (AFP) (7 faculty), Established course on wellness, diversity, leadership, and financial literacy (1 each), Increased intellectual growth (100%), Enhanced engagement in activities that promote lifelong wellness (75%)
- Connect students to alumni/ae and local professionals to leverage potential career opportunities and leadership training (*Strategic Plan Goal 1, Objective 4, Tactic 1.4.3*)
  - Increase the number of alumni reporting that their SMCM education prepped them to secure full-time employment/competitive professional opportunities and/or further their education (85%), Increased participation in opportunities that provide leadership skills beneficial to student careers (50%)
- Provide experiential and service learning offerings (*Strategic Plan Goal 2, Objective 1, Tactic 2.1.3*)
  - Faculty employed at least one HIP in their teaching portfolio (75%), Students participate in at least two HIPs (100%), Students presenting their research or creative works beyond the campus increased (10%), Increased experiential course offerings (9/year)
- Establish system that supports development of courses/experiential learning activities with a primary diversity focus (*Strategic Plan Goal 2, Objective 4, Tactic 2.4.3*)
  - Faculty trained regarding integration of diversity into coursework and pedagogy (95%), Increased number of courses and experiential activities with a primary focus on diversity (10%), Faculty, staff, and students participated in diversity education and training (100%)
- Increase internship opportunities (*Strategic Plan Goal 4, Objective 1, Tactic 4.1.1*)
  - Increased internships (25%), Increased participation in internships by underserved students (1 AY 2016, 5 AY 2017, 10 AY 2018), Achieved student learning outcomes (AY 2017)

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<sup>5</sup> Learning Reconsidered 2: Implementing a Campus-Wide Focus On the Student Experience. (2006). Book by Richard P. Keeling, M.D. (Ed.). Review by BJ Hausman. Washington D.C.: National Association of Student Personnel Administrators (NASPA) and allied associations.

- Increase micro-internships (*Strategic Plan Goal 4, Objective 1, Tactic 4.1.2*)
  - Increased internships (25%), Increased participation in internships by underserved students (1 AY 2016, 5 AY 2017, 10 AY 2018), Achieved student learning outcomes (AY 2017)
- Hire an employee/community relations career development professional (*Strategic Plan Goal 4, Objective 1, Tactic 4.1.3*)
  - Increased Career Development Center personnel (by 1 FTE), Improved employee efficacy (AY 2017), Increased internships (25%), Increased participation in internships by underserved students (1 AY 2016, 5 AY 2017, 10 AY 2018), Achieved student learning outcomes (AY 2017)
- Improve assessments for employer efficacy and student outcomes (*Strategic Plan Goal 4, Objective 1, Tactic 4.1.5*)
  - Increased Career Development Center personnel (by 1 FTE), Improved employee efficacy (AY 2017), Increased internships (25%), Increased participation in internships by underserved students (1 AY 2016, 5 AY 2017, 10 AY 2018), Achieved student learning outcomes (AY 2017)
- Increase and diversify SMCM-sponsored study abroad/internship opportunities (*Strategic Plan Goal 4, Objective 2, Tactic 4.2.2*)
  - Increased geographical diversity of study abroad opportunities (20%)
- Develop assessment cycle for signature programs (*Divisional Goals AY1617*)
  - A list of current and aspirational signature programs, along with the assessment cycle will be completed by June 2017.

### **Retention and Satisfaction**

The student experience must create an environment that retains students by providing opportunities to thrive and by providing personal support when students are in need. Our service to student should result in their report of high satisfaction.

- Increase professional development opportunities that facilitate pedagogical innovation and enhance student engagement (*Strategic Plan Goal 1, Objective 2, Tactic 1.2.3*)
  - Increased faculty participation in an AFP (7 faculty), Increased intellectual growth (100%), Enhanced engagement in activities that promote lifelong wellness (75%)
- Develop climate where diverse stakeholders thrive (*Strategic Plan Goal 1, Objective 3, Tactic 1.3.1*)
  - Increased satisfaction with academic experience (30%), Increased satisfaction with social experiences (20%), Increased opportunities to be involved socially (25%), Increased access to support for help with managing non-academic responsibilities (50%), Increased use of academic support services (30%)
- Engage faculty in extended academic year student orientation programming (*Strategic Plan Goal 1, Objective 3, Tactic 1.3.3*)
  - Increased satisfaction with academic experience (30%), Increased satisfaction with social experiences (20%), Increased opportunities to be involved socially (25%)
- Enhance core student information systems (*Strategic Plan Goal 5, Objective 3, Tactic 5.3.3*)
  - Establish baseline data during year one
- In partnership with Academic Affairs, coordinate and execute an institutional retention strategy (*Divisional Goals AY1617*)
  - Complete Beacon implementation and document retention measures taken to increase student retention by June 2017.

## Safe, Healthy Environment

It is imperative that students have a safe environment in which to study. Student Affairs must lead the College in focusing on safety, compliance, health, wellness, and risk management in a coordinated and efficient manner that meets best practice standards.

- Use Office of Academic Services and Wellness Center to provide services that support neurodiversity, physical disabilities, mental health issues, background, and transitional issues (*Strategic Plan Goal 1, Objective 3, Tactic 1.3.8*)
  - *Increased satisfaction with academic experience (30%), Increased satisfaction with social experiences (20%), Increased opportunities to be involved socially (25%), Increased access to support for help with managing non-academic responsibilities (50%), Increased use of academic support services (30%)*
- Assess vitality and efficiency of current curricular structures (*Strategic Plan Goal 2, Objective 2, Tactic 2.2.2*)
  - *Disseminated plan for J-term to the campus community (AY 2017), Implemented new course schedule grid that includes embedded community and meeting time (AY 2018), Launched plan for implementing new curricular programs (AY 2018)*
- Develop long-term plan for promoting diversity across the entire institution (*Strategic Plan Goal 2, Objective 4, Tactic 2.4.5*)
  - *Faculty trained regarding integration of diversity into coursework and pedagogy (95%), Increased number of courses and experiential activities with a primary focus on diversity (10%), Faculty, staff, and students participated in diversity education and training (100%)*
- Create a work environment where employees thrive (*Strategic Plan Goal 3, Objective 4*)
  - *Increased faculty and staff reporting that they are thriving (5%/year), Reduced difference between median compensation with peers (50%)*
- Support coordinating body of student leadership groups collaborating with diversity and inclusion administrator to develop campus-wide, annual IDE initiatives (*Strategic Plan Goal 4, Objective 3, Tactic 4.3.1*)
  - *Increased college-wide IDE initiatives (50% AY 2016 and AY 2017, 25% AY 2018), Faculty and staff participating in two approved IDE-related professional development activities per year (100% AY 2016), Increased students reported thriving (20%), Increased IDE webpage traffic (50% AY 2017 over AY 2016 baseline)*
- Develop credit-bearing, cultural exchange program among campus advocacy groups (*Strategic Plan Goal 4, Objective 3, Tactic 4.3.4*)
  - *Increased college-wide IDE initiatives (50% AY 2016 and AY 2017, 25% AY 2018)*
- Increase service opportunities and participation that are consistent with the St. Mary's Way (*Strategic Plan Goal 4, Objective 4, Tactic 4.4.2*)
  - *Increased community service initiatives (25%), Assessed and rewarded student engagement with the St. Mary's Way, Increased on- and off-campus student volunteers (10% AY 2017)*
- Develop threat assessment training and planning. (*Divisional Goals AY1617*)
  - *Provide core group training by January 2017.*
- Develop comprehensive alcohol education program informed by biennial review. (*Divisional Goals AY1617*)
  - *Program outlined by May 2017.*

- Identify and mitigate risk management issues, including risk associated with student traditions. *(Divisional Goals AY1617)*
  - Document risks and risk mitigation measures by June 2017
- Continue to resolve medical transportation for students.
  - Medical transportation options by January 2017.
- Clarify budget process to reallocate funds to support divisional priorities.
  - Develop and implement a more division focused budget process by February 2017.

Each of these initiatives must increase the value proposition of the St. Mary's student experience and increase the likelihood that prospective students and their families will choose our college as their first choice. In particular, career placement, leadership programming, and cultural competence are the major areas where Student Affairs can bolster the institutional commitment to meeting the mission as the Public Honors College in Maryland. The following initiatives stand out as critical pieces towards this endeavor:

- Develop co-curricular programs that promote high-impact learning experiences *(Strategic Plan Goal 1, Objective 2, Tactic 1.2.1)*
- Connect students to alumni/ae and local professionals to leverage potential career opportunities and leadership training *(Strategic Plan Goal 1, Objective 4, Tactic 1.4.3)*
- In partnership with Academic Affairs, coordinate and execute an institutional retention strategy *(Divisional Goals AY1617)*
- Develop long-term plan for promoting diversity across the entire institution *(Strategic Plan Goal 2, Objective 4, Tactic 2.4.5)*

The Student Affairs Committee of the Board of Trustees will support the Division of Student Affairs in its efforts to achieve a high quality student experience by monitoring the progress towards completing the objectives and metrics outlined in this document and by vetting policies and protocols associated with the initiatives in this document.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
STUDENT AFFAIRS COMMITTEE  
MEETING OF OCTOBER 14, 2016  
ACTION ITEM 1617-01  
2016 PERFORMANCE ACCOUNTABILITY REPORT**

**RECOMMENDATION**

The Student Affairs Committee recommends 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%

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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 SMCMD.

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 SMCMD 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 SMCMD	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%
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

<sup>1</sup> 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**  
**STUDENT AFFAIRS COMMITTEE**  
**OPEN SESSION**  
**MINUTES**

**Date of Meeting:** April 25, 2016

**Status of Minutes:** May 2, 2016

**Committee Members Present:** Lex Birney, Ann McDaniel, Elizabeth Graves'95, Gail Harmon, Eric Schroeder'16,

**Committee Members Absent:** Peg Duchesne'77, Gary Jobson, Heather Moon

**Others Present:** Tuajuanda Jordan, Leonard Brown, Gary Sherman, Carolyn Curry, Laraine Glidden, Michael Wick, Erin Millar, Vera Damanka, Kathy Grimes, Ledesa Eddins, Michael Dunn, Kyle Bishop, Joanne Goldwater, Tressa Setlak, Helena Klassen, Candace Battle, Brittney Moore, Sabrina Parker, Crystal Worrell, Lisa Youngborg

**Executive Summary:**

Lex Birney called the meeting to order at 9:15 a.m.

**Proposed Revisions to the Policy and Procedures to Address Sexual Misconduct**

The Policy Against Sexual Misconduct currently employs a hearing model to adjudicate issues of sexual misconduct. Michael Dunn presented the proposed revisions to the Policy. Committee discussion centered on the implementation of the policy and the need to ensure the policy and procedures would be aligned. The Committee approved Action Item 1516-04 and recommended approval by the Board of Trustees.

**Student Trustee-in-Training**

Mr. Birney announced that Sharon Phillips has been selected as the 2016/17 Student Trustee-in-Training.

**Campus Update**

Leonard Brown shared information on bias incidents that have occurred this semester. He outlined several initiatives that are underway across campus to address diversity issues and increase awareness and communication. A website has been created that will provide information to the campus. Eric Schroeder stated multiple student organizations are working to address diversity issues through civility and service initiatives and participation in the working groups established by Dr. Jordan. Social media has had a negative impact across campus particularly via YikYak. Committee members questioned if the service could or should be removed from campus servers so the College is not supporting a communication tool detrimental to our students. As a community SMCM needs to decide if we should support social media that allows anonymous postings. The committee would like to revisit this issue at the next meeting.

**ST MARY'S**  
**COLLEGE of MARYLAND**  
*The Public Honors College*

**Student Trustee Report**

Eric Schroeder endorsed the discussion surrounding the use of anonymous social media on campus. Students want a diverse and inclusive campus and should be held accountable for negative actions. There are collaborative efforts to examine the issues in a direct way and address them in order to put SMCM back on a positive path forward.

Lex Birney thanked Eric Schroeder for his hard work and dedication as Student Trustee.

**Student Conduct/Title IX Report**

The report was sent to the committee prior to the meeting. There were no questions.

At 10:02 a.m., a motion was made to move into closed session to discuss the following topic: investigation of criminal conduct and College policy violations and obtain legal advice regarding the same, as set forth in the closing statement posted in accordance with Md. Gen. Prov. Code Ann. 3-305 and attached hereto. The motion to close the sessions was seconded and passed unanimously.

On April 25, 2016 at the Campus Center, the Student Affairs Committee held a closed session and discussed investigation of criminal conduct and violation of College policy. No actions were taken during the closed session. At 10:18 a.m., the meeting was adjourned.

**Action Item(s):**

**Action Item 1516-04:** Approval to accept the Proposed Revisions to the Policy and Procedures to Address Sexual Misconduct.

The current policy employs a hearing model to adjudicate issues of sexual misconduct. Based on emerging best practices and feedback from the College community, revisions to the Policy to better serve our students and ensure we are fulfilling the letter and spirit of Title IX are proposed. The action item is requested for a policy change that will be implemented in the 2016/17 academic year.

**Committee Action Taken/Action in Progress:**

The proposed action item was approved by the Student Affairs Committee at its meeting on April 25, 2016.

**Recommendation to the Board:**

The Student Affairs Committee recommended approval of the action item by the Board of Trustees at its meeting on May 13, 2016.

Meeting moved into closed session at 10:02 a.m.

**Vera Damanka**  
**Student Trustee Report**

As the 2016-2017 year began; students, faculty and staff remained optimistic that this semester would be one of change, growth, and a sustained commitment to peace. In line with the Strategic Planning initiatives outlined last year, we kicked off the school year with Community Conversations. The entire campus community was broken into groups, and students facilitated conversations on civil discourse. These conversations were met with a relatively positive response, and each group left their conversation with concrete recommendations on how we can constructively engage with one another.

The issues of race and injustice that have plagued our nation continue to permeate our campus in a variety of ways. Many of the cultural and ethnic affinity groups have taken to collaborating with one another, in order to collectively raise awareness of pertinent issues, and to educate the campus at large about the nuances of racial and social justice. More and more students are engaging in the ad-hoc strategic planning steering committees, and demonstrating a desire to advocate on behalf of their peers. The student government, as well as various other clubs and organizations, are mobilizing to propose legislation that they hope will benefit the campus community. Although microaggressions and acts of blatant intolerance are present, they are being recognized and addressed swiftly and promptly.

Students participated in the search for AVP of Diversity and Inclusion; on every level- from participating in the initial search committees, to interviewing the candidates over lunch, to attending various fora; armed with questions. We are very excited at the prospect of this new community member joining St. Mary's, and we welcome the expertise of all candidates.

Campus traditions are on the radar of student leadership, as the holiday season draws near. Committees are being formed to implement practices that will ensure that traditions are safe, inclusive, and reflective of the St. Mary's Way. Students are excited at the prospect of maintaining their traditions in a safe and positive manner.

We continue to be pleased with the Title IX reforms that were passed last year; as well as the leadership of our new Director of Public Safety. Many students have joined the Public Safety Advisory Council, and are working robustly to ensure that best practices are being executed for both the officers and the students. We hope to continue to develop these positive relationships, ensuring that all students have the resources to thrive and be successful.

**Title IX Update  
Board of Trustees Meeting  
October 2016**

**I. Executive Summary of 2015-16 year**

During the 2015-2016 year, the College made great progress around issues of Title IX and sexual misconduct. The Director of Title IX Compliance and Training/Title IX Coordinator (the Title IX Coordinator), newly hired in June 2015, worked to build relationships across campus to make Title IX information, policies, and resources more accessible and available to students, faculty, and staff.

Major accomplishments included:

- The receipt and management of 90 unique reports of sexual misconduct, up from approximately 69 in the previous academic year;
- The revision of the College's policy to adjudicate student sexual misconduct cases with a single investigator/civil rights model, rather than a hearing model;
- Ongoing training for the community, including 55 Title IX/bystander intervention training events since July 2015 that reached 2,100 students, faculty, and staff;
- The introduction of a new bystander intervention program;
- The implementation of online training for new students (98% completion) and for all employees (97% completion); and
- The launch of a campus climate survey, which provided many positive indicators around student knowledge and perceptions of Title IX issues (over 90% reported that they had received information from the College about the definition of sexual misconduct, how to help prevent sexual misconduct, and Title IX protections against sexual misconduct; 83% indicated that they felt safe on campus; 79% agreed that if they or a friend were sexually assaulted, they would know where to go to get help on campus; 76% indicated that the College would take a report of sexual misconduct seriously; 58% indicated that the College would handle a sexual misconduct report fairly).

For the coming year, the significant areas of focus will be:

- Continuing to build trust and credibility in the College's Title IX resources, programs, and policies;
- Implementing the revised adjudication procedures;
- Assessing Title IX efforts;
- Broadening the pool of Title IX investigators and providing appropriate training for Title IX personnel; and
- Strengthening ties between Title IX and other offices on campus.

## **II. Introduction: Title IX and the College's Mission**

The work of Title IX Compliance and Training plays an essential role in fostering a community dedicated to honesty, civility, and integrity, as stated in the College's Mission, as well as demonstrating the College's commitment to diversity and social responsibility.

In addition, the College's Title IX work aligns with Goal 4 of the Strategic Plan: to graduate prepared, responsible, and thoughtful global citizens and leaders. More specifically, Title IX initiatives address Objective 3 of that Goal: to promote inclusion, diversity, and equity to engage students in challenging and abating injustice. The College's ongoing efforts to address Title IX issues and to prevent and respond effectively to sexual misconduct are essential components of the College's commitment to inclusion and equity.

The Title IX Coordinator is responsible for leading and coordinating the College's efforts to address issues of sexual misconduct, including prevention, education, awareness, and response. These integrated efforts are an expression of the College's values and commitment to its students, faculty, and staff. An effective Title IX program – including regular training efforts, comprehensive policies and procedures, and helpful and accessible resources – furthers the community's progress towards the fulfillment of the St. Mary's Way.

The sensitive and confidential work of Title IX is often done in the background, but it may be considered part of the foundation from which the intellectual and cultural achievements of the College are launched. A rigorous Title IX program allows all students, regardless of their sex or gender, to make the most of their St. Mary's education with the confidence that the College is committed to their well-being and to upholding its values as an institution.

## **III. Progress Report**

### **a. Goals and Objectives**

As a new employee of the College in the summer of 2015, the Title IX Coordinator began his role with the goal of better understanding the needs of the community. Additional goals quickly emerged: to revise and update the College's Title IX materials; to introduce a new bystander intervention program; to provide training opportunities for Title IX personnel on campus; to implement online training for new students and for all employees; and to conduct a campus climate survey.

In addition, the Title IX Coordinator was tasked with continuing the work of a spring 2015 working group that had been charged with examining alternative adjudication models for sexual misconduct cases. This group recommended that the College seriously consider the civil rights/single investigator model.

Finally, throughout the year, one of the Title IX Coordinator's goals was to build relationships across campus to make Title IX information, policies, and resources more accessible and available to students, faculty, and staff.

## **b. Successes**

### **i. Training**

Since July 2015, there have been 55 Title IX/bystander intervention training events that reached 2,100 students, staff, and faculty. These included new student orientation events; meetings with faculty, staff, athletic coaches, individual teams, and academic departments; and residence life programming.

In addition, 98% of first-year and transfer students and 97% of staff and faculty completed online sexual misconduct training. The College renewed its contract with Lawroom/Campus Clarity for two years to provide annual online training to College students, faculty, and staff.

The College also engaged in training activities for Title IX personnel on campus (the Title IX Coordinator, Deputy Coordinators, Title IX investigators, and other members of the Title IX team), including a half-day investigator training session in September, trips to regional conferences hosted by organizations such as the Maryland Coalition Against Sexual Assault (MCASA) and the Association for Student Conduct Administration (ASCA), and numerous webinars.

In addition, the Title IX Coordinator worked with Residence Life and Public Safety to develop protocols to ensure that these staff members, who are often the first to respond to a Title IX concern, are aware of the appropriate procedures to follow, are able to access the necessary resources, and are prepared to submit reports to the Title IX Coordinator in a timely way.

### **ii. Climate Survey**

In 2015, Maryland passed a law requiring all higher education institutions to conduct regular sexual assault campus climate surveys. The Title IX Coordinator was part of a working group, led by the Maryland Higher Education Commission (MHEC), which developed a survey instrument and related guidelines during the fall 2015 semester.

The College conducted its annual climate survey in January-February 2016. The Title IX Team worked with the College's Institutional Review Board to ensure that survey participants' rights were protected and worked with the Office of Institutional Research to analyze the survey results. The College also communicated with OCR to seek their approval of the survey instrument.

The survey included questions on students' perceptions of safety and the general campus climate; perceptions of how the College would respond to a crisis and/or incident; perceptions of the College's handling of sexual misconduct; the sexual misconduct training and education students have received since coming to St. Mary's; and students' knowledge of campus resources. In addition, for the first time, the 2016 campus climate survey asked about the incidence of sexual misconduct on campus.

The survey garnered a response rate of 22.4%. Highlights from this survey include:

- Over 90% reported that they had received information from the College about the definition of sexual misconduct, how to help prevent sexual misconduct, and Title IX protections against sexual misconduct.
- 83% of survey participants indicated that they felt safe on campus.
- 79% agreed that if they or a friend were sexually assaulted, they would know where to go to get help on campus.
- 76% indicated that the College would take a report of sexual misconduct seriously.
- 58% indicated that the College would handle a sexual misconduct report fairly.

Regarding the incidence of sexual misconduct, approximately 12% of survey participants chose to answer these questions and reported that they experienced sexual misconduct since coming to the College. Of these incidents, 88% occurred on-campus and 12% occurred off-campus.

Approximately 36% of survey participants chose to answer these questions and reported having not experienced sexual misconduct or preferred not to say. Approximately 52% of survey participants did not answer these questions.

Once St. Mary's received the climate survey data, the Title IX Coordinator disseminated the results by hosting open meetings, visiting different campus constituencies, and posting the survey results presentation online. The Title IX Coordinator also submitted a summary to MHEC as required by state law.

### iii. Policy Revisions

During the 2015-16 year the Board of Trustees approved a number of revisions to the Policy Against Sexual Misconduct (the Policy). The Title IX Coordinator publicized these changes and elicited community feedback through open meetings and community emails:

- In October 2015, the Policy was revised to allow the Sexual Misconduct Advocacy and Resource Team (SMART), a specially-trained student group supervised by licensed mental health professionals at the College's Wellness Center, to become a confidential resource as of January 2016.
- In October 2015, the Policy was retroactively amended for compliance purposes to comport with the reauthorization of the federal Violence Against Women Act, Maryland state law, and OCR guidance.
- In May 2016, the Board approved revisions to the Policy to move from a hearing model to a civil rights/single investigator model for sexual misconduct cases involving student respondents. This approval was the culmination of a year-long process to work with students, faculty, and staff to develop a model that would better serve the campus, based on emerging best practices and feedback from the College community. The revised Policy went into effect on July 1, 2016.

Additionally, the Policy was revised in November 2015 pursuant to recommendations received from MHEC. The Title IX Coordinator sent an email to students, faculty, and staff explaining these revisions.



#### iv. Title IX Case Reports

During the 2015-16 year, the College received increasing numbers of reports of sexual misconduct:

Year	Fall	Spring	Total
2014-2015	37 <sup>1</sup>	32	69
2015-2016	40	50	90

Research indicates that colleges should be encouraged by higher reporting rates of sexual misconduct, since increased reporting is considered a reflection of the community's awareness of resources and options and of the efficacy of the College's procedures and policies – not a reflection of an actual increase in incidents.

The following tables provide information on the nature and resolution of the sexual misconduct reports received during the year.

Description	Fall 2015	Spring 2016
Formally resolved (investigated and adjudicated; findings and sanctions issued)	3	5
Still under investigation at end of term	1	6
Informally resolved (investigated and resolved by measures such as the implementation of a no-contact orders or voluntary agreements to engage or not engage in specific conduct) <sup>2</sup>	20	12
Complainants unresponsive to Title IX Coordinator, unknown respondents or third parties, anonymous complainants, and/or proceeded as far as possible given limited information	16	27
<b>TOTAL</b>	<b>40</b>	<b>50</b>

Description	Fall 2015	Spring 2016
Incidents occurred before complainant's matriculation at the College and/or did not include enough information to determine time or place of incident	5	6
Allegations of on-campus non-consensual sexual intercourse	2	3
Allegations of on-campus non-consensual sexual contact (not involving intercourse)	5	3

<sup>1</sup> Although the College originally reported 37 reports received in fall 2014, other records indicate that there may have been 41 Title IX cases received that semester.

<sup>2</sup> Informal resolutions may be used when a complainant requests a non-disciplinary remedy and the parties mutually agree to an informal resolution.

## **1. September 2016 cases**

Between September 1 – September 28, 2016, the College has received reports of 17 unique Title IX cases. There are currently five open investigations, including cases from spring and summer 2016 (case resolution may exceed the 60-day guideline due to extenuating circumstances, lack of student availability during academic year breaks, etc.).

### **v. Relationship-Building**

The Title IX Coordinator met with many constituencies at the College, including multiple meetings with the faculty/Faculty Senate, the Staff Senate, the Student Government Association, Athletics (including most individual teams) and Public Safety. The Title IX Coordinator met with a number of academic departments, targeting departments with stated interests or concern about Title IX; established a social media presence; and nurtured positive relationships with key student constituencies such as Residence Life and the Orientation Leaders.

### **vi. Other 2015-16 Initiatives**

In August 2015, the College launched a new bystander intervention program, Step Up. All first-year students were offered Step Up training during orientation. Other student groups, including orientation leaders, Residence Life staff, classes, and teams have participated in Step Up programming, and the Title IX Fellow arranged several campus-wide awareness events.

In August 2015, the College revised and updated its sexual misconduct brochure, sexual misconduct response flowchart, and anti-harassment statement. All students in residence received the brochure and flowchart and commuter and part-time students received these documents electronically. In addition, the anti-harassment statement and poster-sized versions of the flowchart were placed in academic and residential buildings across campus.

In August 2015, the College invested in a new Title IX case management database to more accurately track cases, maintain case files and documents, and maintain records of trainings.

The Title IX Coordinator wrote a biweekly column for The Point News during the fall 2015 semester about a variety of Title IX topics and campus issues (The Point News was not published in the spring 2016 term).

In January 2016, the Title IX Coordinator sent an email to all faculty regarding the inclusion of transgender students in the academic environment. This email was based on feedback received from transgender students and was developed in collaboration with LGBTQ Student Services and Academic Affairs. This email's focus anticipated the "Dear Colleague Letter" sent by OCR in May 2016 regarding the inclusion of transgender students in school environments.

In February 2016, the Boyden Art Gallery at the College hosted a student-designed exhibition called "The Power of My Secret," focused on exploring issues of sexual violence through visual art. This

exhibition was co-sponsored by the Title IX office, the Office of the Dean of Students, the Wellness Center, and the Women, Gender, and Sexuality Studies Program.

The Title IX Coordinator also worked to build relationships with off-campus partners including MHEC, OCR, and MCASA. The College joined MCASA's College Consortium and will be hosting MCASA's southern Maryland regional training in July 2016. The College has also been participating in training opportunities for Maryland Title IX Coordinators and has made arrangements with two other Title IX Coordinators to serve as adjudicating or appeals officers here at the College when the need arises.

#### **vii. Summer 2016 Initiatives**

The College is now utilizing a new app, "Reach Out – College Edition," to better support Title IX efforts by making policy and resource information accessible all the time. "Reach Out" is a free, convenient, and private smartphone resource guide that includes information specific to the College campus as well as local and national services. The app is available for free in the iOS App Store and in the Google Play store.

Working with Provost Michael Wick, the Title IX Coordinator prepared Title IX syllabus language to be shared with the department chairs, so that students and faculty would better understand Title IX responsibilities and resources in the classroom setting.

The College streamlined the Title IX webpage and developed a new online reporting form that is integrated with our case management software.

In July, the College hosted a southern Maryland regional training by the Maryland Coalition Against Sexual Assault, bringing together professionals from across the area and strengthening relationships with community partners.

In August, the Title IX Coordinator discussed Title IX issues with faculty members at a Teaching Excellence Workshop and at a meeting for new faculty.

After issuing a call for volunteers, the Title IX Coordinator is working with, and developing training for, a cohort of approximately 12 faculty and staff members who will serve as Title IX advisers and/or investigators under the newly-revised policy.

The Title IX Coordinator partnered with LGBTQ Student Services and Information Technology to address the inclusion of transgender students' chosen names in our campus systems. This initiative is aligned with guidance issued by the Office of Civil Rights of the Department of Education in May 2016.

The Title IX Coordinator worked with colleagues in the Office of Research and Sponsored Programs (ORSP) and the Foundation to pursue a number of external grants, and will continue to seek other funding opportunities to amplify the College's prevention and education programming.

#### **IV. Future Direction**

### **a. Goals and Objectives**

**Continue building trust.** The main goal for the next year is to continue building trust and credibility in the College's Title IX resources, programs, and policies. The College has made real progress this year and is poised to continue strengthening its culture around issues of sexual misconduct. In the future, the College may look for evidence of increasing trust and credibility in the results of next year's climate survey; in the number of Title IX reports that the College receives; and in anecdotal or qualitative evidence gathered by Title IX personnel as they interact with community members.

**Implementing the revised adjudication procedures.** After the year-long effort to revise the student procedures to adjudicate sexual misconduct cases, a major goal of the coming year will be to implement these procedures. This will include educating the community through orientation and training; developing the appropriate forms and protocols for investigators; and continuing to explore revisions to the employee procedures so that both sets of procedures may align more closely. Progress towards this goal may be measured by the materials developed in support of the new procedures and the continuing review and revision of the employee procedures.

**Assessing Title IX efforts.** Another goal is to identify and implement measures to assess Title IX efforts at the College, aligned with other assessment measures at the College. These measures may include the climate survey and reporting frameworks that are already in place. This goal will be reached if there are metrics and assessment measures in place at the end of the year to more accurately capture the scope and efficacy of the College's Title IX efforts.

**Training and resources.** An additional goal is to broaden the College's pool of Title IX investigators by recruiting other faculty/staff members or outside personnel with the appropriate expertise, background, and interest, and to provide the appropriate training for these investigators, both internally and externally. In addition, it will be important to continue to seek out and apply for external grants and other sources of funding. The fulfillment of this goal may be measured through the breadth of the investigator pool; the training investigators have received; and Title IX-related grants that have been identified, applied to, and/or won.

**Ties to other units.** Given the unique structure of the Title IX office, which is independent and reports directly to the President of the College, the Title IX Coordinator appreciates the opportunity to work closely with the Division of Student Affairs. A goal for the new year is to continue working closely with these colleagues, to continue developing strong collegial ties and to support these colleagues however possible. In addition, the Title IX Coordinator hopes to build close relationships with other units, in particular Faculty/Academic Affairs and the incoming Associate Vice President for Diversity and Inclusion. The Title IX Coordinator also hopes to assist with more College-wide committees or initiatives in the coming year. This goal may be measured through the Title IX Coordinator's involvement in other divisional or College committees or projects.