

ST MARY'S
COLLEGE *of* MARYLAND

The Public Honors College

BOARD OF TRUSTEES

STUDENT AFFAIRS COMMITTEE

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The Public Honors College

**BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 20, 2017
AGENDA**

I. DISCUSSION ITEMS

- A. Title IX and Federal Changes - (Michael Dunn)
- B. Career Development Initiatives
- C. Wellness Center Update
- D. Dean's Report - Honors College 2.0 update; Student Traditions
- E. Student Trustee Report

II. ACTION ITEMS

- A. Endorsement of 2017 Performance Accountability Report

III. INFORMATION ITEMS

- A. None

The Committee does not expect to close any portion of this meeting.

**BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE**

REPORT SUMMARY
(See appendix for supporting materials.)

Date of Meeting: October 20, 2017

Date of Next Meeting: February 2, 2018

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

Committee Members: Carlos Alcazar, John Bell'95, Peg Duchesne'77, Elizabeth Graves'95, Sven Holmes, Tuajuanda Jordan, Larry Leak'76, Sharon Phillips'18, Danielle Troyan'92

Staff Member: Leonard Brown

Executive Summary:

Title IX and Federal Changes

Review of recent changes to Title IX regulations.

Career Development Initiatives

Information on the Center's current projects and programs.

Wellness Center Update

Information on the Center's current projects and programs.

Dean's Report

Leonard Brown reviewed his submitted report.

Student Trustee Report

Sharon Phillips reviewed her submitted report.

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

Action Item 1718-01:

Endorse the 2017 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

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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:

Recommendation to the Board:



BOARD OF TRUSTEES
STUDENT AFFAIRS COMMITTEE
OPEN SESSION
MINUTES

Date of Meeting: May 11, 2017

Status of Minutes: Approved

Committee Members Present: Co-Chair Cindy Broyles'79, Vera Damanka'17, Peg Duchesne'77, Elizabeth Graves'95, Board Chair Sven Holmes, Larry Leak'77, President Tuajuanda Jordan

Committee Members Absent: Co-Chair Lex Birney, Carlos Alcazar, Danielle Troyan'92,

Others Present: Leonard Brown, Michael Wick, Carolyn Curry, Charles Jackson, Allison Boyle, Kelly Smolinsky, Kathy Grimes, Cynthia Gross, Anna Yates, Michael Dunn, Kortet Mensah, Kate Shirey, Joanne Goldwater, Derek Young, Sharon Phillips, Lisa Youngborg

Executive Summary:

Meeting was called to order at 3:05 p.m. by Cindy Broyles.
The minutes from the January 27, 2017 were approved.

Compliance Review

Leonard Brown reviewed the federal compliance initiatives that impact Student Affairs and how the division has supported the initiatives this year. Kelly Smolinsky presented the results from the Maryland Collaborative Alcohol Survey (presentation is attached to the minutes) and outlined the plans for 2017/2018.

Middle State Update

The Student Affairs division response in support of the Middle States review was provided and the next steps were outlined.

Title IX Climate Survey Report

Michael Dunn provided an overview of the survey results and shared plans for the 2017/18 academic year.

Student Trustee-in-Training Selection Process

The current process was reviewed. Discussion will be continued at next committee meeting regarding the request from Trustees to increase the interview candidate pool from two to three.



Student Trustee Report

Vera Damanka reviewed her submitted report. Ms. Broyles thanked Vera for her work as the Student Trustee.

Action Item(s):

N/A

Committee Action Taken/Action in Progress:

N/A

Recommendation to the Board:

N/A

Meeting adjourned at 4:20 pm.

St. Mary's College of Maryland Board of Trustees Student Affairs Committee

The purpose of this report is to provide updates to the Board of Trustees regarding topics related to the Honors College 2.0 initiative and topics related to on-going business of the College that the Board has previously addressed. There will be further discussion of some of the information in this report during the Student Affairs Committee meeting.

The Office of Public Safety

The Annual Security and Fire Safety Report, more commonly referred to as the Clery report, provides the campus and the public with information regarding campus security and personal safety including topics such as: crime prevention, fire safety, Public Safety's authority, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. The report also contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus or on public property within, or immediately adjacent to and accessible from the campus.

Compiling the report requires meticulous planning, preparation, and expertise. Under the leadership of Director Tressa Setlak and Sergeant Chris Coons, the report was successfully submitted and distributed to the College community as required prior to the October 1st deadline. The 2017 Annual Security and Fire Safety Report is now available on the Office of Public Safety website at <http://www.smcm.edu/publicsafety/annual-report/>. A PDF of the report can be downloaded by clicking this link: [2017 Annual Security and Fire Safety Report](#)

Title IX

On September 22, 2017, U.S. Secretary of Education Betsy DeVos announced the release of new interim guidance on the investigation and adjudication of campus sexual misconduct. Title IX has been and continues to be a subject the Board is highly invested in as central to the safety of our campus. During the Student Affairs Committee meeting, Michael Dunn, Director of Title IX Compliance and Training/Title IX Coordinator will lead a discussion on the implications of this new guidance for our campus. A link to the press release regarding to the new guidance can be found here: <https://www.ed.gov/news/press-releases/departments-education-issues-new-interim-guidance-campus-sexual-misconduct>

The Wellness Center

The increase in demand for counseling services on college campuses is well documented and a challenge across the nation. The Board has previously been

briefed on staffing, wait time, and breadth of services provided by St. Mary's Wellness Center. The current wait time for an appointment in the Wellness center is ten days. This is consistent with the wait time for an appointment from the last academic year. To address the concerns for students who need immediate attention, there is always one counselor designated to respond to emergency situations and the Wellness Center provides walk-in hours everyday from 1 PM to 3 PM for brief sessions with a counselor. Since 2011, the percentage of students who utilize counseling services has risen from 15% of the student population to 25% currently. The Student Affairs Committee will be briefed on additional services the Wellness Center is providing to enhance counseling services and a new partnership with MedStar that has improved and enhanced medical services available to our students.

The Career Development Center

The importance of career preparation and placement is central to the Honors College 2.0 initiative. The Career Development Center has made significant strides in providing students with the opportunities to successfully land meaningful employment directly after college. The Student Affairs Committee will be briefed on some of the new initiatives the Career Development Center has launched this year as well as the expansion of existing programs. The info-graphic below provides first destination information for the class of 2016.

BEYOND ST. MARY'S: CLASS OF 2016

The Career Outcomes Rate is calculated from the percentage of students who are either employed, continuing their education, engaged in a gap year program, or serving in the military within an average of 6 months after graduation. St Mary's 90% Career Outcomes Rate is 5% higher than the National Average.

OUTCOMES



CLASS OF 2016 Career Outcome Rate:



TOP JOB FUNCTIONS



SALARIES



TOP JOB LOCATIONS



GRADUATE SCHOOLS

University of Pennsylvania
 University of Virginia
 University of Chicago
 John Hopkins University
 Rice University
 University of Michigan
 University College Dublin
 UMD College Park
 UMBC
 Salisbury University

EMPLOYERS



Booz | Allen | Hamilton



Career Development Center

www.smcm.edu/careercenter | careercenter@smcm.edu | 240-895-4203

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Student Affairs Report

The first few months of this semester has had both highs and lows for students. Throughout all of the highs and lows, students have impressed me with their willingness to come together for what is right and what is true to the student experience. This semester students have been more active and outspoken towards what they want and think than in the past, which has led to more transparency on the student's side.

SGA has been incredibly active this semester and has fully been working to demonstrate the St. Mary's Way and create an inclusive environment on our campus. Part of our effort here has been the DACA resolution that was passed to express that SGA wants our campus to be supportive and accepting of students who may have been hurting from the repeal of DACA. Our SGA also exemplified the St. Mary's Way through our commitment to service with the Hurricane Harvey Relief. The Senators and Exec Board members not only committed to giving money to donate but wanted to do more and many members of SGA as well as club members actually volunteered to help out during the event to help stuff the truck. SGA is also currently working on a plan to help Puerto Rico as well in order to continue contributing to the ethic of service on this campus.

However one of the lows of this semester that students have come together for is the news of Kelly Schroeder. As many rumors about what is happening to Kelly have become apparent, many students feel frustrated by the lack of information as well as frustrated that one of the most helpful administrators is not here. Students expressed concerns because Kelly Schroeder is one of the administrators that truly exemplifies the St. Mary's Way as well as being one of the administrators that students felt comfortable going to because she has proven throughout her 31 years here that she will advocate for the students needs. Many students feel lost and uncomfortable now and are unsure of who to go to because Kelly was the one person who would unconditionally help students with whatever they needed and the one employee that students felt like they could fully trust. As someone who has worked with Kelly since I was a first-year and has only ever felt supported by her, I share the current student and Alumni sentiment and hope that all of our efforts to help Kelly are not in vain because Kelly truly and administrator that is truly irreplaceable and that plays a key role in keeping students engaged on our campus. Many students have also expressed concerns because many of their questions about different processes or policies have been left unanswered with Kelly gone. Overall students want and need Kelly back and we all hope that soon Kelly is back in Student Activities able to help us.

To President Jordan, Dean Brown, and Board of Trustees,

As current students of St. Mary's College of Maryland, we join in solidarity with alumni who voiced an important reminder of Kelly Schroeder's positive impact on the student body and greater SMCM community. We feel that Kelly has been an endlessly supportive mentor, advisor, and leader on our campus, especially in regards to her role as Director of Student Activities.

We, as current students, feel that Kelly is always available for us to talk to about academic stress, our responsibilities as student leaders, guidance for our futures, and advice about how to best handle all of our stress throughout our time here. No matter the issue, Kelly was there with kind words and empathy that always carried us through. The lessons we have learned from her will stay with us forever, whether on campus or after graduation. The multitude of students that Kelly has impacted during her time at this college cannot be refuted, and we feel it is important to remind the campus community of that at this time.

Every student is different, and nonetheless, Kelly still managed to treat each of us with endless respect, support, and kindness; her practical skills and competency in her position were very apparent when we were planning meetings or events on campus; she gets to know each of us and learns our stories, thus making her well-suited to help us achieve goals that fall in line with our interests. For many of us, Kelly has been an inspiration to reach higher aspirations and pursue new interests. She is also the reason many students choose to stay at SMCM rather than transfer when the stress mounts too high. It is because of Kelly that we thrive in all of the ways that we do at this college.

We, the current students, hope to remind those who are listening that we are grateful for all that Kelly has done for us, and former students, over all these years, and we support her.

Signed,

Julia Bowden, *Class of 2018*

Bela Cunha-Benjamin, *Class of 2018*

Sami Wright, *Class of 2018*

Emily O'Brien, *Class of 2018*

Tim McKay, *Class of 2018*

Sarah Austin-Brantly, *Class of 2018*

Elizabeth Bailey, *Class of 2018*

Robert Thompson, *Class of 2018*

Sam Freund *Class of 2018*

Emily Spears *Class of 2018*

Kezia Osunsade, *Class of 2018*

Malik Jackson, *Class of 2018*

Hunter Balog, *Class of 2018*

Andrea Tineo *Class of 2018*
Schwarz, Christopher W., *Class of 2018*
Isabella Wolf, *Class of 2018*
Elizabeth Johnson, *Class of 2018*
Amanda Hastings, *Class of 2018*
Yifan Yan, *Class of 2018*
Sarah (Saspa) Brooks, *Class of 2018*
Kassidy Bell, *Class of 2018*
Marie Jankowski, *Class of 2018*
Jessica Maddox, *Class of 2018*
Katie Vervack, *Class of 2018*
Sam Baker, *Class of 2018*
Jacob Fusco, *Class of 2018*
Bradley Adam, *Class of 2018*
Alpha Cotay, *Class of 2018*
Ashley Ziur, *Class of 2018*
Ellen Merlos, *Class of 2018*
Sally McFadden, *Class of 2018*
Marilyn Steyert, *Class of 2018*
Annarose Kennedy, *Class of 2018*
Katherine Smith, *Class of 2018*
Jacob Traver, *Class of 2018*
Noelle Gebelein, *Class of 2018*
Aine White, *Class of 2018*
Evan Lesser, *Class of 2018*
Lauren Comeaux, *Class of 2018*
Jessica Maddox, *Class of 2018*
Jake Corfman, *Class of 2018*
Brandon Poppell, *Class of 2018*
Sharon Phillips, *Class of 2018*
Whittni Pickens, *Class of 2018*
Rebecca Long, *Class of 2019*
Rose Glenn, *Class of 2019*
Timothy Baer, *Class of 2019*
Dan Belson, *Class of 2019*
Ellie Bauer, *Class of 2019*
Andrew Messick, *Class of 2019*
Thomas 'Jake' Miller, *Class of 2019*
Reilly Cook, *Class of 2019*
Olivia Zinn, *Class of 2019*
Ryan Robert, *Class of 2019*
Angelica Perez, *Class of 2019*
Dylan Wheatley, *Class of 2019*

Hannah Roe, *Class of 2019*
Price Kinsey, *Class of 2019*
Marina Glennon, *Class of 2019*
Jenna Gregory, *Class of 2019*
Kajsa Newton, *Class of 2019*
Valerie Gregorio, *Class of 2019*
Ryan Rhoades, *Class of 2019*
Ryan Rhoades, *Class of 2019*
Dale Lacey, *Class of 2019*
Alissa Fisher, *Class of 2019*
Sammie Alteri, *Class of 2019*
Lauren Swam, *Class of 2019*
Justin Hoobler, *Class of 2019*
Rachel Thompson, *Class of 2019*
Rachel Yates, *Class of 2019*
Brooke Lamplough, *Class of 2019*
Amanda Arcidiacono, *Class of 2019*
Evelyn Hernandez, *Class of 2019*
Erica Bobo, *Class of 2019*
Emma Morgan, *Class of 2019*
Elvis Herrera, *Class of 2019*
Georgiana Hardesty, *Class of 2019*
Britney Moore, *Class of 2019*
Jennifer Westbrook, *Class of 2019*
Elizabeth Allnutt, *Class of 2019*
Perry Conner, *Class of 2019*
Zainab Chopra, *Class of 2020*
Hannah Hall, *Class of 2020*
Victoria Chang, *Class of 2020*
Hana Yarbrough, *Class of 2020*
Ziling Guo, *Class of 2020*
Keith Packard, *Class of 2020*
Michelle Nguyen, *Class of 2020*
Angelina Wilson, *Class of 2020*
Oli Platt, *Class of 2020*
Katie Ortel, *Class of 2020*
Claudia Arends, *Class of 2020*
Thea Keppler, *Class of 2020*
Zoe Grabenstetter, *Class of 2020*
Aryana Ware, *Class of 2020*
Claire Youmans, *Class of 2020*
Sophie Bernheisel, *Class of 2020*
Peter McGann, *Class of 2021*

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
STUDENT AFFAIRS COMMITTEE
MEETING OF OCTOBER 20, 2017
ACTION ITEM 1718-01
2017 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

A. FY17 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY17 included the following.

- A small team site visit from the Middle States Commission on Higher Education (MSCHE) was held on March 27, 2017. Based on this visit, and on a Monitoring Report submitted in March 2017, the MSCHE voted in June 2017 to remove the accreditation warning and fully re-affirm SMCM'S accreditation through 2024-2025 without the need for a progress report.
- SMCM completed the first year of implementation of the 2016-19 strategic plan, *A Time For Rebirth*.
- Anne Arundel Hall opened for classes on August 29, 2016, the first day of the fall semester. The building was dedicated on October 15, 2016, and provides much-needed classroom, office, and laboratory space for Anthropology, International Languages and Cultures, Museum Studies, and Historic St. Mary's City.
- Groundbreaking for the Jamie L. Roberts Stadium took place on September, 17, 2016, marking the official completion of the \$2.5 million capital building campaign.
- Dr. Kortet Mensah was appointed to the new position of Associate Vice President of Diversity and Inclusion.
- The Bachelor of Science (B.S.) degree was implemented in six disciplines (biology, biochemistry, chemistry, computer science, physics, and psychology). Among the graduating class of 2017, 106 of the 154 students (69%) in one of these majors elected to earn B.S. degrees. Students entering SMCM in 2016 or later will automatically earn a B.S. instead of a Bachelor of Arts (B.A.) in these disciplines.
- SMCM was one of 12 institutions (selected from 88 applicants) to participate in the Council on Undergraduate Research (CUR) Transformations Project. Faculty from

chemistry and psychology will work with CUR experts to identify ways to integrate undergraduate research into the curricula of those majors.

- The state funding formula for SMCM was reset during the 2017 General Assembly session to include State support for health care and wage increases to help maintain affordability, and to establish a performance based funding incentive based on achieving six-year graduation rates.
- SMCM was named to several college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report), Colleges of Distinction, Best 380 Colleges (Princeton Review), Best Colleges for Your Money (Money Magazine), Best Value Colleges (Kiplinger's), Fiske Guide to Colleges, Best Colleges in Maryland (AdvisoryHQ), and Top Colleges in the South for Student-Faculty Ratio (Wall Street Journal).

B. Analysis of Goals and Objectives

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

Strengths

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience.

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For three of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees, and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past three years. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

Peer Benchmarks: SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Coppin State at 13:1 and the average being 16:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which also average 16:1; and is on par with peer and aspirant peer institutions, which range from 9:1 to 14:1 (with an average of 11:1) and include many private colleges. (*Source: IPEDS Data Center*)

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

Strengths

Objective 2.1: In FY17, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fourth year in a row, and once again nearly met the target for those receiving Pell grants (only 1/2 a percentage point below). Additionally, SMCM continues to attract a significant portion of its entering class from first generation college students. Although the percentage dropped slightly to 18% (after three years at 19%, just below the target of 20%), current estimates indicate that first-generation students will represent an increased proportion of the FY18 incoming class (24%). High school academic performance of the entering class remains strong, with an increase in GPA projected for FY18.

Objective 2.2: After a one-year decline in FY16, the overall six-year graduation rate (Fall 2011 cohort graduating by 2017) returned to previous higher levels (78%) in FY17, although not quite reaching the target of 80%. Six-year graduation rates for Hispanic students (81%), first generation students (74%), and Pell grant recipients (68%) remain strong and at or near individual targets.

Peer Benchmarks: Despite falling just short of our own target for six-year graduation rates this year, the most recent comparison data available (FY15) show that SMCM's overall six-year graduation rate in that year (79%) exceeded that of other COPLAC institutions (average = 55%), other Maryland public four-year institutions (average = 47%), and peer institutions (average = 75%). The average six-year graduation rate at private aspirant institutions was 90% in FY15. Furthermore, the most recent data for Hispanic students show that SMCM's six-year graduation rate in FY15 (86%) was far above that of all comparison groups, including other COPLAC institutions (50%), other Maryland publics (39%), and peer institutions (69%), equaling the rate reported by private aspirant institutions (86%). (Source: IPEDS Data Center)

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY17, the rate has remained high and relatively stable for the past five years. Early estimates indicate that this rate will increase in FY18, for the entering class of Fall 2016 returning in Fall 2017. SMCM has implemented a comprehensive early-alert system (the Beacon Student Success module within CampusLabs) in an effort to reach our retention target moving forward.

Peer Benchmarks: Based on the most recent data available (FY16), SMCM'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 = 76%), and is on par with peer institutions (average = 86%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY16, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. (Source: IPEDS Data Center)

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff.

Several strategies were implemented in FY17 to work toward attracting and retaining faculty and staff, which is also a prominent aspect of the Strategic Plan. For example, a campus-wide Affirmative Action Plan was developed; a new faculty mentoring program was implemented; and search committees were educated on best practices in recruiting a diverse pool of candidates. Early indications are that these strategies have been successful; for example, 46% (6 of 13) of new tenure-track faculty members beginning in FY18 are members of a minority group.

Objective 2.5: SMCM has achieved and exceeded the target of an entering class that contains 20% transfer students, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: The three-year graduation rate for transfer students exceeded the target this year, and is at its highest point in five years. The projected data shows that this positive trend is expected to continue through FY18 and FY19. Although the four-year rate was lower than the target this year, this rate is also expected to climb over the next two years and to exceed the set target of 70%. We will continue to explore strategies to support transfer students and ensure their timely graduation, for example through the continued development of articulation agreements with two-year institutions.

Peer Benchmarks: Graduation rates for transfer students are not tracked in the federal IPEDS database; therefore benchmark information is only available from those schools which participate in the voluntary Student Achievement Measure (SAM) program. Based on the most recent data available from SAM (2014), SMCM's four-year graduation rate for transfer cohorts (73%) was well above those of other Maryland public four-year institutions (average = 56%). SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 57%. Only 2 of 12 peer institutions (both also COPLAC institutions) and no aspirant institutions participate in SAM. (Source: studentachievementmeasure.org)

Challenges

Objective 2.1: The median SAT scores of the entering class have continued to decline in recent years. SMCM 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. SMCM will continue to closely monitor the recent entering classes for signs of struggling students. In addition, SMCM has instituted the use of a national risk analysis tool, the Student Interest Survey, to identify at-risk students and intervene with appropriate and targeted support. Also, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, and this is a critical aspect of the overall Strategic Plan.

Peer Benchmarks: Despite falling short of our own target for SAT scores, the average SAT score of SMCM entering students (1127) continues to exceed that of most other Maryland four-year institutions (FY17 average = 1027), and our students rank well against high school seniors both in Maryland (FY17 average = 980) and nationwide (FY17 average = 1002). (Source: *MHEC 2017 Data Book*)

Objective 2.2: Four-year graduation rates for FY17 (Fall 2013 cohort graduating by 2017) were lower than previous years, both overall and in almost all groups. This is likely an anomaly regarding the Fall 2013 cohort, as most four-year rates are projected to rebound in the coming years. Six-year graduation rates for minority students and for African-American students in particular continue to be low this year, below targets and below the overall six-year rates for all students.

We continue to look for strategies to support and encourage students to graduate, ideally in four years or less; for example, the Beacon Student Success module was implemented on a pilot basis in Fall 2016 as a means to coordinate communication with students among the faculty and staff most centrally involved with them. Beacon also allows us to identify students who may be at risk and help design interventions that can be implemented early in the students' career, and will be implemented more widely in the FY18 academic year.

Recent analysis indicates that far fewer students of color, particularly African-American students, enter SMCM with advanced placement credits, placing them at a disadvantage in achieving four-year graduation. SMCM is investigating expanding course offerings outside the traditional fall and spring semester schedule (e.g., expanded summer offerings, a winter term) to provide opportunities for students to make up missing credits and graduate in a timely fashion.

Peer Benchmarks: Based on the most recent comparison data available (FY15), SMCM's overall four-year graduation rate (67% for the 2009 cohort) exceeded those of other public liberal arts colleges (COPLAC schools, average = 37%) and other Maryland public four-year institutions (average = 26%), as well as peer institutions (average = 66%), many of which are private. The average four-year graduation rate at private aspirant institutions was 86% in FY15, well above our target. Furthermore, both four-year and six-year graduation rates for African-American students, Hispanic students, and all minority students combined in FY15 were 22-47% higher at SMCM than at other COPLAC or Maryland public institutions. Compared to peer institutions, four-year rates for these groups were comparable (within 5%), and six-year rates were 11-17% higher at SMCM. Finally, although SMCM's four-year rates for these minority groups average 22-29% lower than private aspirant institutions, the six-year rates for African-American students, Hispanic students, and all minority students combined at SMCM were within 5% of those reported by aspirant peers in FY15. (Source: IPEDS Data Center)

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 SMCM has focused on 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 semester are successfully persisting at SMCM. 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, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has risen sharply from previous levels over the past two years, and internships are on the rise as well. Performance in both areas meets or exceeds the target this year. Strategic Plan initiatives are expected to support continued increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past two years.

C. Response to Commission Assessment

The College is to be commended for increasing the percentage of transfer students enrolling from two-year institutions (growing from 16% of the entering fall class in 2012 to 22% in 2016). The College's 2016 Performance Accountability Report indicated that graduation rates for transfer students had fallen below targeted goals but plans are underway to ensure timely graduation for these students. Please discuss specific initiatives and efforts the College has in place or will implement to help transfer students persist and graduate.

The College is engaged with three separate but mutually supportive initiatives. *First*, Vice President for Enrollment Management David Hautanen is working with several community colleges in the region to streamline and better support transition to St. Mary's. Activities span from program-specific articulation agreements (e.g., Biology) to dual acceptance at the community college and St. Mary's with an assigned SMCM faculty advisor from day one to help the students realize a more planful transition. *Second*, each department at St. Mary's will designate one faculty as the "transfer student advisor" and by so doing provide explicit accountability for transfer student transition and foster in-depth experience with transfer student concerns. Each transfer student will be assigned a transfer student advisor immediately upon submitting an enrollment deposit. *Third*, the College has begun a policy of grouping incoming transfer students together during Orientation in order to help these students connect with other similar students. The Orientation group receives specialized advising and attends a special student panel composed of existing transfer students.

Since Fall 2011, the College has experienced a substantial shift in the enrollment pattern of transfer students. In Fall 2011, new transfer students entering St. Mary's were evenly split between those entering with 48 or fewer credits (first-year or sophomore standing, 50%) and those entering with over 49 credits (junior standing or above, 50%). In contrast, in Fall 2016, the majority of new transfer students (68%) entered with junior standing or above. The three initiatives outlined above are designed to streamline overall student transfer enrollment and to engage students in planning transfer earlier in their academic progress, and by so, doing graduate on time.

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	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	73%	79%	74%	77%	75%	77%	80%
Percent of all full-time faculty who have terminal degrees	97%	100%	100%	97%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	87%	87%	88%	89%	91%	90%	90%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

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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.

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	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Median (verbal and mathematics combined) SAT scores of first year entering class	1,210	1,190	1,165	1,150	1,130	1,130	1,130
Average high school GPA	3.34	N/A	3.39	3.36	3.34	3.43	3.4
Percent of entering first year class who are minorities	17%	27%	33%	28%	31%	26%	31%
Percent of entering first year class who originate from outside of Maryland	15%	10%	6%	7%	7%	9%	11%
Percent of entering first year class from first generation	15%	19%	19%	19%	18%	24%	20%
Percent of entering first year class receiving Pell Grants disbursed	12%	23%	18%	21%	19%	20%	20%
Four-year graduation rate for all students	67%	65%	70%	72%	68%	68%	69%
Four-year graduation rate for all minorities	59%	57%	55%	63%	52%	64%	61%
Four-year graduation rate for African-American students	53%	41%	48%	48%	49%	46%	69%
Four-year graduation rate for Hispanic students	55%	68%	75%	67%	52%	76%	45%
Four-year graduation rate for all first generation students	63%	58%	68%	79%	60%	62%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	41%	56%	66%	76%	57%	59%	66%
Six-year graduation rate for all students	79%	81%	79%	73%	78%	80%	75%
Six-year graduation rate for all minorities	70%	80%	85%	68%	67%	72%	65%
Six-year graduation rate for African-American students	74%	74%	87%	56%	55%	59%	69%
Six-year graduation rate for Hispanic students	65%	79%	86%	82%	81%	76%	61%
Six-year graduation rate for all first generation students	73%	84%	77%	69%	74%	85%	71%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	64%	78%	65%	69%	68%	86%	70%

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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.

First to second-year retention rate	87%	90%	86%	86%	87%	88%	88%
Percent minority of all full-time tenured or tenure-track faculty	14%	17%	17%	18%	16%	18%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	49%	47%	47%	46%	51%	51%
Percent minority of all full-time (non-faculty) staff	25%	24%	23%	24%	24%	25%	26%
Percent women of all full-time (non-faculty) staff	56%	56%	57%	54%	55%	55%	55%
Percentage of entering fall class who are transfer students	16%	20%	21%	22%	25%	20%	20%
3-year graduation rate for all transfer students	61%	60%	61%	53%	63%	65%	71%
4-year graduation rate for all transfer students	71%	73%	67%	74%	62%	73%	76%

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 for students receiving need-based aid in the first semester.

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	70%	75%	71%	72%	72%	72%	72%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	91%	86%	86%	84%	82%	82%
Four-year graduation rate for students receiving need-based aid in the first semester	63%	64%	71%	75%	66%	65%	63%
Six-year graduation rate for students receiving need-based aid in the first semester	71%	84%	76%	72%	75%	82%	78%

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

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment among five-year out alumni will be 95 percent.

Obj. 4.4 At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2013 Act.	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Est.	2019 Est.
Percent of graduating seniors who will have performed community service while at SMCM	75%	62%	62%	70%	79%	75%	75%
Percent of graduating seniors who fulfilled a paid or unpaid internship	50%	47%	40%	43%	45%	47%	50%
¹ Employment rate of five-year-out alumni	95%	92%	91%	98%	97%	95%	95%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	54%	44%	48%	63%	60%	60%	60%

NOTES

¹ Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.