

**BOARD OF TRUSTEES  
PRESIDENT'S REPORT**

**Date of Meeting:** February 3, 2018

**Date of Next Meeting:** May 11, 2018

**Executive Summary:**

The basis for Honors College 2.0 (HC 2.0) is the vision presented in the strategic plan that calls for SMCM to become The College of Choice. This means that we must re-imagine what we are doing at every level of the institution and do it better and more efficiently. In Summer 2017, the executive council embarked on developing an integrated institutional planning effort to facilitate our reaching the ultimate goal. We are constantly asking how what we do, how we look, what we say could be perceived by the outside and we must ensure that we are always putting forth our best effort.

Everything must be focused on the student experience. Becoming the College of Choice means we will be able to recruit, attract, and retain the best and brightest students – those who have the potential and capacity to thrive in a rigorous, yet supportive, residential academic environment. This, in turn, will enhance our ability to hire and keep the best faculty and staff which, in due time, will lead to greater philanthropic activity directed toward the College. The upshot of all of this is that we will have robust enrollments and a vibrant financial future that benefits from a diverse array of resources.

In the Board Committee reports as well as during the Board meeting, you will hear about the work the College has done since the last meeting to help get us from an imagined College experience to one of reality. Before discussing some highlights, I want to thank Chair of the Board Sven Holmes for coming to campus to meet with the faculty leadership, committees, and the faculty in general to 1) provide the Board's perspective on the HC 2.0 initiative and to 2) hear faculty input. It was a good two days of conversations. Some highlights of the College's progress that will be presented at the February meetings follow.

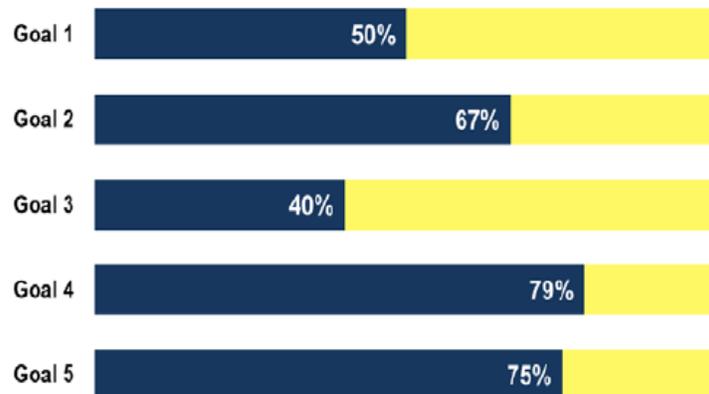
- **Admissions and Financial Aid:** For the Fall 2018 class, the numbers of completed and accepted applications are virtually the same as they were last year. You will learn about the work that has been done to stabilize the enrollment effort and the massively different strategic communications plan that has been implemented to try to enhance the yield. You will also learn about the work of consultants brought in to help identify students to recruit for the Fall 2019 and Fall 2020 classes.
- **Integrated Marketing:** The discussion will focus on the collaborative effort with Enrollment to enhance our materials, expand our outreach, refine our messaging around the St. Mary's College experience and, quite importantly, develop the messaging for HC 2.0.
- **Academic Affairs and Student Affairs:** As we continue to develop, refine, and implement the programming associated with HC 2.0, the traditional distinction made between programming offered by Academic Affairs versus Student Affairs will become less important. Discussions will be easier in joint meetings. At the joint committee meeting you will learn of the significant progress made by the Professional Skills Development Team to outline the scaffolded, four-year, eight-credit hour curriculum. The team, comprised of student, faculty, staff, and administrators, have identified a group of local professionals to help us define the last-mile skills that every SMCM student will develop. You will hear of the detailed work of two faculty committees (the standing Academic Planning Committee and the *ad hoc* Core Curriculum Committee) to examine the effectiveness of the College's current core curriculum and to identify potential new models that could be adapted to

the St. Mary's College experience. Both of these presentations will discuss the respective committee's successes, challenges with potential solutions, goals, and timelines for completion of their tasks.

- **Institutional Advancement**: You will hear about the efforts to increase alumni participation to enhance our formal and informal program offerings as well as our access to human and financial capital. Additionally, you will learn of work being done to enhance donations to the College in general.
- **Buildings and Grounds**: The discussion will touch on efforts to beautify the campus by enhancing our curb appeal, work to improve the condition and function of facilities, and updates on construction projects.
- **Finance, Investments, and Audit**: Items to be discussed include efforts to make the College's business practices more efficient, cost effective, and secure; work to enhance amenities that appeal to today's students; and, efforts to ensure there is funding to cover the initial work associated with the HC 2.0 initiative.

As we work to build the infrastructure and programming necessary to reach our ultimate goal, we cannot lose sight of the fact that we must also adapt our campus culture and create a community that is more diverse and where all who enter not just survive but THRIVE. As means to that end, and as part of the strategic plan, we have been working earnestly to get the campus community to go beyond complaining about diversity-related issues to actually doing something about them and to celebrate as well as embrace both our similarities and differences. Before any significant progress can be made, however, we must all speak the same language. Under the leadership of Kortet Mensah, associate VP of Inclusive Diversity and Equity and the chief diversity officer, in collaboration with more than 140 trained student, faculty and staff facilitators, we implemented a campus wide educational program focused on issues of diversity. More than 70% of the entire campus took part in a biphasic program in which individuals learned the language of diversity via an online module and then applied what they learned in case study-focused, small group discussions. This effort represents a significant initial step in making the College more inclusive and welcoming. It is also one of many advances made on the strategic plan.

**Strategic Plan Implementation Team  
Progress Toward Year 1 Goals (February 2018)**



Please see [Appendix A](#) for a summary of the progress made on the strategic plan since the October 2017 Board report. The detailed report is available on the website <http://www.smcm.edu/strategicplan/news-and-updates/>.

Finally, there have been many noteworthy accomplishments made by members of the College community in three categories: 1) advancing HC 2.0, 2) making the invisible visible, and 3) garnering financial support/diversifying financial resources. I highlight three, one from each category, here.

- Advancing HC 2.0: An important component of the HC 2.0 initiative is to provide every student with immersive experiences that ensure and enhance leading edge hard skills in a manner that sufficiently develops the soft skills essential for long-term success. Faculty from two departments, Psychology and Chemistry & Biochemistry, collaborated and were awarded a highly competitive The Council on Undergraduate Research (CUR) Transformations Project grant – an honor bestowed upon only 12 institutions across the country. The Transformations Project will revise traditional four-year undergraduate curricula in biology, chemistry, physics and psychology by focusing on high-quality undergraduate research throughout the four years of a student’s major.
- Making the Invisible Visible: This category represents scholarly and creative works presented/performed/published by SMCM employees as well as awards that bring positive publicity to the College. Dr. Adriana Brodsky, professor of History, has been awarded a prestigious Fulbright Senior Scholar Fellowship for work to be done at Tel Aviv University during the 2018 – 19 academic year. *Dr. Brodsky has been invited to make a short presentation on her work during the Board meeting.*
- Garnering financial support/diversifying financial resources: Both the executive and legislative branches of Maryland State government continue to be tremendously supportive of St. Mary’s College’s efforts. Governor Hogan has included in the FY19 capital budget the requested funds to support construction of the contemplative site that will commemorate the slave quarters identified on the fields where the Jamie L. Roberts Stadium is to be built. *Members of the Commemoration Committee will make a short presentation to update the trustees on their work.*

Please refer to [Appendix B](#) for the complete *Nota bene* list.

# Strategic Planning Implementation Team

## February 2018 Report

### Executive Summary

Below are a few notable areas of progress in implementation of the Strategic Plan since the October 2017 report.

**Goal 1: Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.**

- *Objective 1.3 (Enhance the academic and social integration of students in the campus environment):* Disability Support Services has partnered with several internal and external agencies – including the SMCM Career Development Center, the SMCM Wellness Center, the Department of Rehabilitation Services, and NAVAIR – to provide additional opportunities and enhance support for students with disabilities.

**Goal 2: Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.**

- *Objective 2.2 (Develop holistic approach to structural and curricular innovations that capitalize on our location, history, and mission):* Building upon the “Honors Curriculum 2.0” foundational ideas presented by President Jordan and Provost Wick in the fall, three college committees comprised of faculty, staff, and students are now heavily engaged in discussions relating to revising the Core Curriculum: the Academic Planning Committee (APC), the Ad Hoc Core Curriculum Committee (AHCCC), and the Practical Skills Development Team (PSDT).

**Goal 3: Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines.**

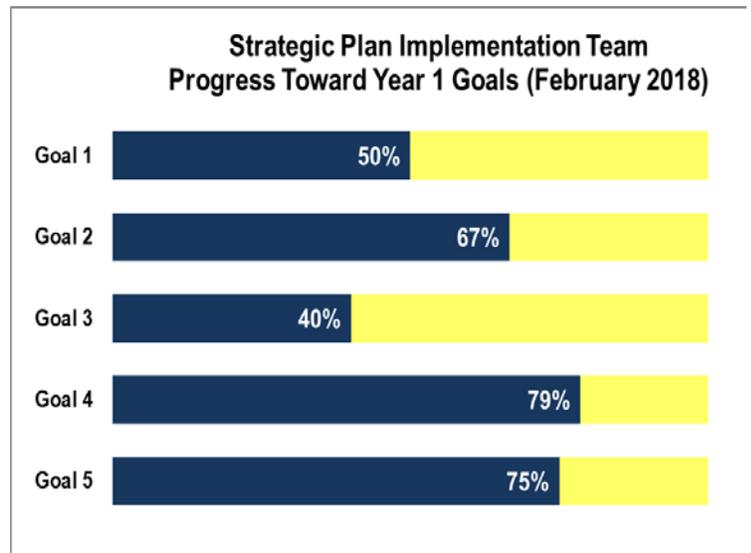
- *Objective 3.2 (Develop holistic initiatives that support professional excellence and personal well-being, creating a work environment where employees thrive):* The Staff Senate Professional Development Committee is currently working with the St. Mary’s County Public Library to implement a free online learning platform called Lynda.com. Human Resources Director Shannon Jarboe is working on a policy that would allow staff members to participate in Lynda.com as professional development so that all staff can benefit equally from this free tool.

**Goal 4: Graduate prepared, responsible, and thoughtful global citizens.**

- *Objective 4.1 (Expand the variety, number and efficacy of internships and micro-internships to enhance the competitive advantage of students' postgraduate and employment experiences):* In response to assessment of summer 2017 internships, the Career Development Center has improved communication with internship supervisors to improve the efficacy of future assessment and internship quality. Furthermore, in response to assessment outcomes, the CDC is evaluating Student Learning Outcomes for credit-bearing internships, and is collaborating with the Coordinator of Transparent Teaching & Assessment and the Associate Dean of Curriculum to determine if it makes sense to create Institutional Learning Outcomes for credit-bearing internships, which will align with non-credit outcomes to streamline the assessment of all internships.

**Goal 5: Create and maintain state-of-the-art, modern facilities, systems, and infrastructure.**

- *Objective 5.3 (Develop and implement strategies to evaluate and improve core technology infrastructure):* Four ERP vendors held extensive discovery and demonstration sessions on campus in December. Analysis to select the best fit is ongoing, with contract award planned for this spring.



## Progress toward Year 1 Metrics

Updates since the October 2017 report are highlighted in blue.

**Goal 1: Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.**

*Objective 1.1: Increase the diversity of the student body, including out-of-state and international students.*

Metric 1.1.1: Out-of-state to 13%

Definition: Increase out-of-state enrollment (students originating from outside of Maryland) of the incoming class to 13%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		9%	11%	13%
Actual	6.6%	9%		
Progress		Met		

Metric 1.1.2: International to 3%

Definition: Increase international student population of the incoming class (FTFY) to 3%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		1%	2%	3%
Actual	0.3%	0.3%		
Progress		Not Met		

Metric 1.1.3: Underrepresented Minorities to 31%

Definition: Increase the percentage of students from underrepresented minorities of the incoming class to 31%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		31%	31%	31%
Actual	31.3%	27%		
Progress		Not Met		

Metric 1.1.4: First-generation to 20%

Definition: Increase the first-generation (first in their family to complete a bachelor's degree) population of the incoming class (FTFY) to 20%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		18%	19%	20%
Actual	17.6%	25.3%		
Progress		Met		

*Objective 1.2: Provide opportunities that promote academic collaboration, intellectual growth, and lifelong wellness within and beyond the formal curriculum.*

Metric 1.2.1: Increased students participating in LLCs (50%)

Definition: Increase the number of students participating in Living Learning Communities by 50%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		21	24	27
Actual	18	19		
Progress		Not Met		

**Metric 1.2.2: Increased student participation in service learning opportunities (30%)**

Definition: Percentage of students (unduplicated count) enrolled in any service learning course(s) in the previous academic year (fall/spring/summer). Service learning is defined in "Notes" below.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		20.8%	22.7%	24.6%
Actual	18.9% (339/1797 students)	16.2% (282/1737 students)		
Progress		Not Met		

Metric 1.2.3: Increased student opportunities to engage in academic collaboration (50%)

Definition: Academic collaboration - provide opportunities for students to learn in and outside the classroom. The percentage of seniors answering "Often" or "Very Often" on the NSSE, questions 1e, 1f, 1g, and 1h (weighted average). The NSSE is given on a three-year cycle and will next be administered in 2018-19.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		n/a	n/a	76%
Actual	51%	n/a		
Progress		n/a		

Metric 1.2.4: Enhanced engagement in activities that promote lifelong wellness (75%)

Definition: Increase opportunities for students to learn about life outside of college by 75%. Workshops related to wellness, time management, life skills, etc.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		14 Workshops	17 Workshops	19 Workshops
Actual	11 Workshops	16 Workshops		
Progress		Met		

**Metric 1.2.5: Increased faculty participation in an AFP (7 faculty)**

Definition: Increase faculty participating in an Affiliated Faculty Program by 7 faculty members

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		2	4	7
Actual	0	0		
Progress		Not Met		

Metric 1.2.6: Established course on wellness, diversity, leadership, and financial literacy (1 each)

Definition: Established, at a minimum, one new course with a primary focus on: wellness, diversity, leadership, and financial literacy

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		1	3	4
Actual	1 (leadership)	0		
Progress		Not Met		

*Objective 1.3: Enhance the academic and social integration of students in the campus environment.*

Metric 1.3.1: Increased satisfaction with academic experience

Definition: Increase the average ratings of academic quality on the Senior Exit survey to 3.5 on a 4-point scale. See individual components in Notes below. Changed from original NSSE definition because NSSE administration is on a 3-year cycle.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		3.37	3.44	3.5
Actual	3.3	3.17		
Progress		Not Met		

**Metric 1.3.2: Increased satisfaction with social experiences (20%)**

Definition: Increase the percentage of students reporting feeling satisfied with their social experience by 20%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		90%	91%	92%
Actual	89%	83%		
Progress		Not Met		

Metric 1.3.3: Increased opportunities to be involved socially (25%)

Definition: Outside-of-classroom opportunities to interact socially. Percentage of seniors who answered "Quite a bit" or "Very much" on NSSE Question 14e. The NSSE is given on a three-year cycle and will next be administered in 2018-19.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		n/a	n/a	90%
Actual	72%	n/a		
Progress		n/a		

Metric 1.3.4: Increased access to support for help with managing non-academic responsibilities (50%)

Definition: Number of opportunities (workshops, seminars, etc.) offered for students to manage non-academic responsibilities – responsibilities students hold outside the classroom, including employment, finances, leadership positions, etc.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		156 Opportunities	178 Opportunities	200 Opportunities
Actual	134 Opportunities	259 Opportunities		
Progress		Met		

Metric 1.3.5: Increased use of academic support services (30%)

Definition: Academic support services - provides students with the tools to identify those abilities, needs, and interests to achieve their optimal academic performance. Numbers of students receiving academic accommodations, and academic advising from the Office of Student Support Services.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		160 students receiving Accommodations	175 students receiving Accommodations & 49 students receiving Academic Advising	189 students receiving Accommodations & 53 students receiving Academic Advising
Actual	145 students receiving Accommodations	168 students receiving Accommodations & 47 students receiving Academic Advising		
Progress		<b>Met</b>		

Metric 1.3.6: Increased students reported thriving (20%)

Definition: Students reporting thriving at a high level on the Thrive survey. Goal is a 20 percentage point increase over the current benchmark.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Analysis of baseline data	Next Thrive survey designed	60%
Actual	40%	Baseline data analyzed, weaknesses identified		
Progress		<b>Met</b>		

*Objective 1.4: Provide students with opportunities that position them for success in a variety of careers.*

Metric 1.4.1: 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%)

Definition: Increase to 85% the percentage of alumni reporting that their SMCM education prepped them to secure full-time employment/competitive professional opportunities and further their education, by answering "Excellent" or "Good" to corresponding questions on the alumni survey one year after graduation.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		79% Employment; 92% Graduate study	82% Employment; 92% Graduate study	85% Employment; 92% Graduate study
Actual	77% Employment; 92% Graduate study	70% Employment; 84% Graduate study		
Progress		<b>Not Met</b>		

Metric 1.4.2: Increased participation in opportunities that provide leadership skills beneficial to student careers (50%)

Definition: Increase to 50% of students - participation in opportunities that provide leadership skills beneficial to student careers (volunteer work, community course work, study abroad, research with faculty, and internships), according to self-reported responses on the annual Senior Exit Survey.

Volunteer work	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Maintain at 70%	Maintain at 70%	Maintain at 70%
Actual	70%	79%		
Progress		Met		

Community coursework	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		45%	47%	50%
Actual	43%	50%		
Progress		Met		

Study abroad	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		48%	48%	50%
Actual	47%	40%		
Progress		Not Met		

Research w/Fac.	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		43%	47%	50%
Actual	40%	47%		
Progress		Met		

Internship	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		45%	47%	50%
Actual	43%	45%		
Progress		Met		

**Goal 2: Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.**

*Objective 2.1: Fully integrate high-impact practices throughout the curriculum.*

Metric 2.1.1: Faculty employed at least one High-Impact Practice (HIP) in their teaching portfolio (75%)

Definition: 75% of faculty will employ, at minimum, one HIP in their teaching portfolio each year.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Maintain	Maintain	Maintain
Actual	76% (3 HIPs)	89% (3 HIPs)		
Progress		Met		

Metric 2.1.2: Students participate in at least two High-Impact Practices (HIPs) (100%)

Definition: By graduation, all students participate in at least two of the HIPs listed in the Notes section below.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	99%	100%		
Progress		Met		

Metric 2.1.3: Students presenting their research or creative works beyond the campus increased (10%)

Definition: Increase by 10% the number of undergraduate students making professional presentations at external conferences, exhibitions, meetings, etc. Number is an unduplicated count of students presenting from July 1 - June 30 each academic year.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		42	44	45
Actual	41	36		
Progress		Not Met		

Metric 2.1.4: Increased experiential course offerings (9/year)

Definition: Increase by 9 the number of experiential courses (unique courses, not sections) offered each previous academic year (Fall + Spring + Summer). See definition of "experiential course" in Notes below.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		26	29	32
Actual	23	22		
Progress		Not Met		

*Objective 2.2: Develop holistic approach to structural and curricular innovations that capitalize on our location, history, and mission.*

Metric 2.2.1: Disseminated plan for J-term to the campus community (AY 2017)

Definition: Proposal for a pilot winter break / January term (J-term) of courses is developed and shared with the campus community.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Plan Out	Plan Out	To Be Determined
Actual	No Plan	Delayed		
Progress		Not Met		

Metric 2.2.2: Implemented new course schedule grid that includes embedded community and meeting time (AY2018)

Definition: Implemented new course schedule grid that includes embedded community and meeting time

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		New Grid Approved	New Grid Implemented	To Be Determined
Actual	Existing Grid	Delayed		
Progress		Not Met		

Metric 2.2.3: Launched plan for implementing new curricular programs (AY 2018)

Definition: Develop and implement an Academic Master Plan

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Plan in Development	Plan Launched	Plan Implemented
Actual	No Plan	Plan in Development		
Progress		Met		

*Objective 2.3: Develop institution-wide approach to learning outcomes and program assessment.*

Metric 2.3.1: Student learning assessment implemented in all academic departments and cross-disciplinary programs (100% by AY 2017-18)

Definition: Student learning assessment (under the new campus-wide framework) implemented in all academic departments and cross-disciplinary programs

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	Implementation Begins	100%		
Progress		Met		

Metric 2.3.2: Student learning assessment implemented in all co-curricular signature programs (100% by AY 2017-18)

Definition: Student learning assessment (under new campus-wide framework) implemented in all co-curricular signature programs (defined in Notes below).

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	Implementation Begins	100%		
Progress		Met		

*Objective 2.4: Promote a community and academic environment that embodies the principles of diversity and inclusion on which we were founded.*

**Metric 2.4.1: Faculty trained regarding integration of diversity into coursework and pedagogy (95%)**

Definition: Participation by full-time permanent faculty in at least one workshop or training opportunity related to the integration of diversity and inclusion into coursework and pedagogy, over the 3 year period of the Strategic Plan.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		20%	60%	95%
Actual	0 (No eligible workshops offered)	25% (32/130)		
Progress		Met		

**Metric 2.4.2: Increased offerings of courses and experiential activities with a primary focus on diversity (10% by Year 3)**

Definition: Courses that have a sustained focus on issues pertaining to diversity, as identified by program chairs and coordinators, offered in the previous academic year (Fall-Spring-Summer).

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		110	113	118
Actual	107	115		
Progress		Met		

**Metric 2.4.3: Faculty, staff and students participated in diversity education and training (100%)**

Definition: Completion of the online module DiversityEDU (independently or in a group setting)

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Select training module and plan for Summer 2017 implementation	100% participation	To be determined
Actual	No training in place	Training module selected and training implemented		
Progress		Met		

**Goal 3: Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines.**

*Objective 3.1: Increase the diversity of staff and faculty, and provide an inclusive environment that optimizes the strengths of a diverse faculty and staff.*

**Metric 3.1.1: Increase underrepresented minorities in new hires to 30%/year**

Definition: Increase the number of tenure-track faculty, administrative staff, and executive staff new hires from underrepresented minority groups to 30% each year. Each fall's data point reflects new hires from the previous fiscal year (e.g. Fall 2017 = FY17, hired between 7/1/16 - 6/30/17).

All	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		30%	30%	30%
Actual	9% (3/32)	24% (8/34)		
Progress		Not Met		

Faculty	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		30%	30%	30%
Actual	0% (0/3)	8% (1/12)		
Progress		Not Met		

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		30%	30%	30%
Actual	11% (3/28)	29% (6/21)		
Progress		Not Met		

Exec Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		30%	30%	30%
Actual	0% (0/1)	100% (1/1)		
Progress		Met		

Metric 3.1.2: Active mentoring for all new community members

Definition: Mentoring for tenure-track, visiting, and adjunct faculty. Mentoring for all staff including contractual staff.

Faculty	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	92.5%	100%		
Progress		Met		

Staff	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	0%	0%		
Progress		Not Met		

*Objective 3.2: Develop holistic initiatives that support professional excellence and personal well-being, creating a work environment where employees thrive.*

Metric 3.2.1: Increase employee participation in professional development initiatives and training programs (10%/year)

Definition: An increase of 10% of faculty and staff per year participating in professional development initiatives and training programs.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		109	120	132
Actual	99	88		
Progress		Not Met		

Metric 3.2.2: Reduced difference between median compensation with peers (50% over the next three years)

Definition: Reduce the difference of median compensation for faculty and staff with those at our peer institutions by 50% over the next three years.

Faculty	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		-5%	-4%	-3%
Actual	-6% below peers	-5%		
Progress		Met		

Non-Barg Staff	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		-3.3%	-2.6%	-2%
Actual	-4% below peers	-2%		
Progress		Met		

Metric 3.2.3: Increased faculty and staff reporting that they are thriving (5%/year)

Definition: Percentage of employees responding "High" or "Moderate" to the question "To what degree are you thriving at St. Mary's?" on the annual Thrive Survey. (third answer choice = Low). Targets are increases of 5 percentage points per year.

Faculty	Baseline (Fall 2016)	Year 1( Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		78%	83%	88%
Actual	73%	67%		
Progress		Not Met		

Staff	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		80%	85%	90%
Actual	75%	78%		
Progress		<b>Not Met</b>		

#### Goal 4: Graduate prepared, responsible, and thoughtful global citizens.

*Objective 4.1: Expand the variety, number and efficacy of internships and micro-internships to enhance the competitive advantage of students' postgraduate and employment experiences.*

Metric 4.1.1: Increased internships (25%)

Definition: Increase 43% of students completing internships by 25% (to 54% of students)

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		45%	48%	54%
Actual	43%	45.3%		
Progress		<b>Met</b>		

Metric 4.1.2: Increased participation in internships by underserved students (1% AY 2016, 5% AY 2017, 10% AY 2018)

Definition: Targets below are increases in the total percentage, not a percentage of the baseline number. "Underrepresented" refers to nonwhite, first generation, or Pell recipient.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		40%	44%	49%
Actual	39%	39%		
Progress		<b>Not Met</b>		

#### Metric 4.1.3: Assessment results used to improve internship programs

Definition: See list of SLOs below.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Assessment carried out on SLOs, new tracking process in place for non-credit-bearing and credit-bearing internships	New tracking process in place for all internships and first assessment results analyzed and applied	Assessment results analyzed and applied in continuing assessment process
Actual	No assessment system in place	Assessment has been carried out on SLOs and tracking process in place.		
Progress		<b>Met</b>		

Metric 4.1.4: Increased Career Development Center personnel (by 1 FTE)

Definition: Number of Career Development Center staff. Hire 1 Assistant Director of Career Development for Employer and Community Engagement

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Included in FY18 budget and search carried out	Already Met	Already Met
Actual	4	5		
Progress		Met		

Metric 4.1.5: Improved employee efficacy (AY 2017)

Definition: Employee efficacy is measured by the interns' successful achievement of student learning outcomes.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Assessment carried out on SLOs, new tracking process in place for non-credit-bearing and credit-bearing internships	SLOs achieved for credit-bearing and microinternships	SLOs achieved also for non-credit-bearing internships
Actual	No assessment system in place	Assessment has been carried out on SLOs and tracking process in place.		
Progress		Met		

Objective 4.2: Develop and promote global literacy and leadership initiatives.

Metric 4.2.1: Enrolled students in Global Studies major (25)

Definition: Number of students with a declared Global Studies major.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Submission to MHEC on hold pending overall curricular review	GS major on hold pending ideas for Honors 2.0 curriculum to be created in spring 2018	Original target was 25 declared GS majors, but in light of planned curricular changes, new goal is to determine a GS major's place--or not--in new curriculum.
Actual	GS major approved by faculty	GS major on hold before submission to MHEC pending overall curricular review		
Progress		Met		

Metric 4.2.2: Increased geographical diversity of study abroad opportunities (20%)

Definition: Increase current SMCM affiliations, exchanges, and study tours by 20% of the current number through new opportunities in non-European, non-Australian locations

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		32	34	36
Actual	30	34		
Progress		Met		

Metric 4.2.3: Hosted Global Leadership Lectures (2)

Definition: 2 lectures per year. Delayed until 2018-19.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		n/a	n/a	2
Actual	0	n/a		
Progress		n/a		

Metric 4.2.4: Sponsored Visiting Ambassador Programs (4/year)

Definition: Ambassadors and distinguished foreign service representatives visits in fall/spring of the previous academic year

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		1/1	2/2	2/2
Actual	0	0/0		
Progress		Not Met		

*Objective 4.3: Promote inclusion, diversity, and equity to engage students in challenging and abating injustice consistent with the St. Mary's Way.*

Metric 4.3.1: Increased college-wide IDE initiatives (50% AY 2016 and AY 2017, 25% AY 2018)

Definition: Initiatives are defined as, but not limited to, any event, lecture, training, program, and policy related to diversity and inclusion during the preceding academic year.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		39	47	59
Actual	31	Not Yet Available		
Progress		n/a		

**Metric 4.3.2: Faculty and staff participating in two approved IDE-related professional development activities per year (100% AY 2016)**

Definition: Faculty and staff participating in two approved IDE-related professional development activities per year, including training mentioned in Metric 2.4.3.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		100%	100%	100%
Actual	Not Tracked	Tracking System Established		
Progress		Not Met		

**Metric 4.3.3: Increased students reported thriving (20%)**

Definition: Students reporting thriving at a high level on the Thrive survey. Goal is a 20 percentage point increase over the current benchmark.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Analysis of baseline data.	Next Thrive survey designed.	60%
Actual	40%	Baseline data analyzed, weaknesses identified.		
Progress		Met		

**Metric 4.3.4: Increased IDE webpage traffic (50% AY 2017 over AY 2016 baseline)**

Definition: Total annual visits to IDE webpage during the previous academic year. Use Q3 through Q2 to match the AY calendar.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Measure AY 16 total visits (Q3 2016 through Q2 2017)	3,295 visits	3,954 Visits
Actual	Begin tracking total visits. Website set up after beginning of Q2 2016.	2,636 visits		
Progress		Met		

*Objective 4.4: Promote responsible citizenship through leadership, environmentally responsible engagement and stewardship, and an appreciation for the community.*

Metric 4.4.1: Faculty advisors trained to coach and mentor IDE student leaders (5 faculty AY)

Definition: 5 faculty who have undergone training AY 2017

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		0	5	8
Actual	0	0		
Progress		Met		

Metric 4.4.2: Increased community service initiatives (25%)

Definition: Increase the number of community service opportunities by 25%

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		27	29	32
Actual	25	Not Yet Available		
Progress		n/a		

Metric 4.4.3: Increased on- and off-campus student volunteers (10% AY 2017)

Definition: Increase the number of students who volunteer on and off campus by 10% from start of 2016 to end of 2017

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		982	1029	Maintain
Actual	935	1017		
Progress		Met		

Metric 4.4.4: Assessed and rewarded student engagement with the St. Mary's Way

Definition: Create baseline for existing student engagement in each tenet of the St. Mary's Way for AY 2017, through metrics determined by Strategic Process 4.4.B.8. Evaluate future engagement through the same process through AY 2018.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Improve strategic approaches to defining "engagement" and "reward".	Apply better defined tenets of engagement and concretely defined rewards to set baseline and begin evaluation of future engagement.	To Be Determined
Actual	No system in place	Improve strategic approaches to defining "engagement" and "reward".		
Progress		Met		

**Goal 5: Create and maintain state-of-the-art, modern facilities, systems, and infrastructure.**

*Objective 5.1: Develop and implement strategies to create and maintain efficient and modern institutional systems.*

Metric 5.1.1: Implemented strategies recommended by business re-engineering audit (50% increase)

Definition: Through the implementation of a new Enterprise Resource Planning (ERP) project SMCM should improve access to accurate and timely information, enhance workflows, reduce reliance on paper, provide user-friendly web-based interfaces, streamline processes and ease adoption of best business practices.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Derive detailed ERP requirements based on audit	Dependent on ERP upgrade	Dependent on ERP upgrade
Actual	Existing ERP in place	Requirements for new ERP established as part of RFP		
Progress		Met		

Metric 5.1.2: Automated institutional processes (100% increase by the end of the three-year period)

Definition: Processes identified by the ERP functionality audit that can be automated will become fully automated by 2019.

Baseline data references processes identified by the ERP Core Functionality Audit to be reliant on paper.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Audit and identify the candidates for automation	Dependent on ERP upgrade	Dependent on ERP upgrade
Actual	To be determined by ERP implementation process	ERP needs assessment identified 72 candidates for automation		
Progress		Met		

**Metric 5.1.3: Increased efficiency of institutional systems (75% increase)**

Definition: This metric applies to the college's technological infrastructure, service improvement, and management systems.

The ERP Core Functionality Audit identified 366 unique processes throughout 18 units on campus. Of these 366 processes, 168 are reliant on the current ERP, Jenzabar CX. The goal is to have a 75% increase in the number of unique processes that utilize the new ERP for the same core functions.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		n/a	294	294
Actual	168	n/a		
Progress		n/a		

*Objective 5.2: Develop and implement strategies to create and maintain modern physical facilities.*

Metric 5.2.1: Facilities master plan (FMP) implemented and aligned with strategic plan

Definition: The Facilities Master Plan defines facility needs and campus improvements needed to support its mission as a public liberal arts college.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Plan of Action in Place for FMP	Analyzed and completed campus needs assessment	Draft FMP ready for approval
Actual	2013 Draft FMP in place	Draft Plan of Action in Place		
Progress		Met		

Metric 5.2.2: Increase staffing in housekeeping and grounds by 3

Definition: By 2019 there will be an increase in staffing between these two departments by 3 full time positions

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		+1	+2	+3
Actual	Existing staff	+1		
Progress		Met		

**Metric 5.2.3: Reduce deferred maintenance backlog**

Definition: Address identified deficiencies that make up f the college’s deferred maintenance backlog and ensure that number of deficiencies, and corresponding asset value, decreases by the fall of 2019

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		\$9.6M	\$7.6M	\$4.9M
Actual	\$9.6M	\$9.6M		
Progress		Met		

**Metric 5.2.4: Implemented campus environmental sustainability plan**

Definition: To have a completed working document by 2019 that acts as a road map for building a more sustainable campus community.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Have draft Sustainability Plan prepared for EC approval	Develop implementation strategy	Manage implementation of Sustainability Plan
Actual	No working Sustainability Planning document in place	Draft Sustainability Plan will be submitted to EC		
Progress		Not Met		

**Metric 5.2.5: One current space reconfigured to a flexible working and learning space per fiscal year**

Definition: Incorporate aspects of design and technology (computer technology as well as furniture technology) that maximize the potential for teaching and learning.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		1 additional space	1 additional space	1 additional space
Actual	Plans and cost analysis complete	Space added		
Progress		Met		

**Metric 5.2.6: Increased student participation in environmental stewardship and campus maintenance activities (10%/yr)**

Definition: Student hours are recorded by either the Office of Sustainability, the Environmental Studies Dept., or Office of Student Activities

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		3517 hours	3865 hours	4215 hours
Actual	3169 hours	2692 hours		
Progress		Not Met		

Objective 5.3: Develop and implement strategies to evaluate and improve core technology infrastructure.

Metric 5.3.1: Developed and implemented IT Master Plan; increased cloud-computing services

Definition: The IT Master Plan will set the strategic direction for the evolution of our information technology infrastructure ensuring the technology remains relevant and fully supportive of SMCM's Strategic Plan.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Analyze and identify known gaps and weaknesses in campus technology	Approval of IT Master Plan	Implementation of IT Master Plan
Actual	No plan in place	Analysis is ongoing		
Progress		Met		

Metric 5.3.2: Enhanced wireless and wired capabilities

Definition: Pre-upgrade capacity was assessed, both the wired and wireless networks were upgraded and assessed.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Assess new wireless and wired infrastructure	Infrastructure in place	Infrastructure in place
Actual	See metric notes for more information	Assessment complete		
Progress		Met		

Metric 5.3.3: Establish baseline data for enhancing core student information systems

Definition: The upgrade of the core student information system will result in improved student self service options that will be device agnostic (desktop computer, mobile phone). This improvement will enhance the student experience while freeing up staff and faculty

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Perform detailed business requirements analysis	Dependent on ERP upgrade	Dependent on ERP upgrade
Actual	Current systems in place (Jenzabar's Portal, Symplicity Residence, etc.)	Business requirements analysis tied to ERP related systems are complete		
Progress		Met		

Metric 5.3.4: Adopted ERP and data warehouse

Definition: Adopt a new ERP

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		ERP Contract Awarded	ERP Implementation Process Begun	ERP Implemented
Actual	Existing ERP in place	ERP Request for Proposals out for bid		
Progress		Not Met		

*Objective 5.4: Manage risk to enterprise.*

Metric 5.4.1: Developed and Implemented Enterprise Risk Management Plan

Definition: Enterprise Risk Management (ERM) is a coordinated approach to assess, analyze, mitigate and monitor risks and opportunities that affect the achievement of the College's strategic and financial objectives.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Assess current risk structures and develop plan of action/schedule	Complete needs assessment and draft ERM plans	Determine implementation strategy and initiate plan
Actual	No current plan in place	Road map is being developed		
Progress		<b>Not Met</b>		

*Objective 5.5: Increase entrepreneurialism at all levels.*

Metric 5.5.1: Infrastructure developed to reward cost-savings and revenue generation

Definition: Develop an infrastructure to reward cost savings and revenue generation

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Establish ad hoc campus committee	Develop goals and framework for campus wide approach and draft plan for review	Implement plan
Actual	No current plan	Potential committee members are currently being identified		
Progress		<b>Not Met</b>		

Metric 5.5.2: Grow the Endowment

Definition: Dollar value of the College's endowment

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		Growth in accordance with market projections from portfolio manager	Growth in accordance with market projections	Growth in accordance with market projections
Actual	\$28M	\$31.7M		
Progress		<b>Met</b>		

Metric 5.5.3: Annual 2% increase in donations to Foundation

Definition: Dollar value of donations to the Foundation

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		\$1.8M	\$1.84M	\$1.88M
Actual	Set new baseline for FA17 following conclusion of capital campaign	\$1.94M		
Progress		Met		

Metric 5.5.4: Corporate and Foundations Officer Hired

Definition: Hire a Corporate and Foundations Officer.

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		1	Already Met	Already Met
Actual	1	1		
Progress		Met		

Metric 5.5.5: Annual 3% increase in submissions of grants (number submitted)

Definition: Number of grant proposals submitted to external agencies by faculty and staff

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		33	34	35
Actual	32	53 (+66%)		
Progress		Met		

Metric 5.5.6: Annual 3% increase in revenue generated from awarded grants

Definition: Dollar value of funded grants from external agencies to faculty and staff

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		\$875,000	\$900,000	\$925,000
Actual	\$848,562	\$1,648,905 (+94%)		
Progress		Met		

Metric 5.5.7: Increased revenue from events and conferences (2%/year)

Definition: Net revenue from events and conferences

	Baseline (Fall 2016)	Year 1 (Fall 2017)	Year 2 (Fall 2018)	Year 3 (Fall 2019)
Target		\$82,385	\$84,000	\$85,615
Actual	\$80,770	\$108,798 (+35%)		
Progress		Met		

## Strategic Planning Implementation Team Membership

### Members of the Strategic Planning Implementation Team (SPIT), 2017-2018

#### *General Members*

Tuajuanda Jordan, President  
David Hautanen, Vice President for Enrollment Management  
Michael Wick, Provost and Dean of Faculty  
Kortet Mensah, Associate Vice President of Diversity and Inclusion  
Cynthia Gross, Executive Associate to the President

#### *Goal 1 Representatives*

Carolyn Curry, Vice President for Advancement  
Derek Young, Director of Residence Life

#### *Goal 2 Representatives*

Anne Marie Brady, Director of Institutional Research  
Kevin Emerson, Assistant Professor of Biology

#### *Goal 3 Representatives*

Mary Grube, Budget Analyst and Special Projects Assistant  
Emek Kose, Associate Professor of Mathematics

#### *Goal 4 Representatives*

Joanna Bartow, Professor of Spanish  
Andrew Messick, Class of 2019

#### *Goal 5 Representative*

Bradley Newkirk, Environmental Health and Safety Coordinator